

Preparation and Presentation



- ≡ Getting prepared
- ≡ Before the start
- ≡ At the start
- ≡ Presentation skills
- ≡ Rules for yourself and participants
- ≡ Quiz
- ≡ Key messages
- ≡ Additional information

Getting prepared

Click ► to play the video record



Getting prepared



So, now we know the principles and the structure of your future training with the focus on improving skills and performance of your adult learners.

In this lesson, we will discuss how to get best prepared for such training. Good preparation is half the work (my mother used to say).

And we will discuss the importance of presentation style. People are very easily distracted and your task as trainer is to keep them engaged during the lesson. Not easy, but certainly rewarding

CONTINUE



“At the end of this introduction you will be able to:

Make sure your training is coming across as intended
through

Being well prepared for the training

Being able to present and deliver the training such that
your participants retain their attention”

CONTINUE

At the very start :

Make sure you ‘own’ the subject of your training/workshop

Click + to unfold information

Mindmap your idea

- If you use materials of others (like the materials we will provide you during this training), combine it with your own materials and ideas

Define your outcomes

- **Professional outcomes** – Learning objectives
- **Personal outcomes** - What do you want to achieve for yourself?

CONTINUE

Before the start



CONTINUE

Understand who your audience is

- Background – professional, age-diversity, gender, different regions of country, previous training, etc
- Organizer expectations: What changes are expected?
- Participant interests: try to check beforehand. And check at start of training (Q of the QIPS approach)

Can you describe the differences in audience here?

Click ↺ to flip the card and reveal information



Participants are focused on trainer in front. There seem to be willingness to learn. With the small desk for writing, there is less of a barrier between participants and trainer.



Participants have a wait and see attitude. There

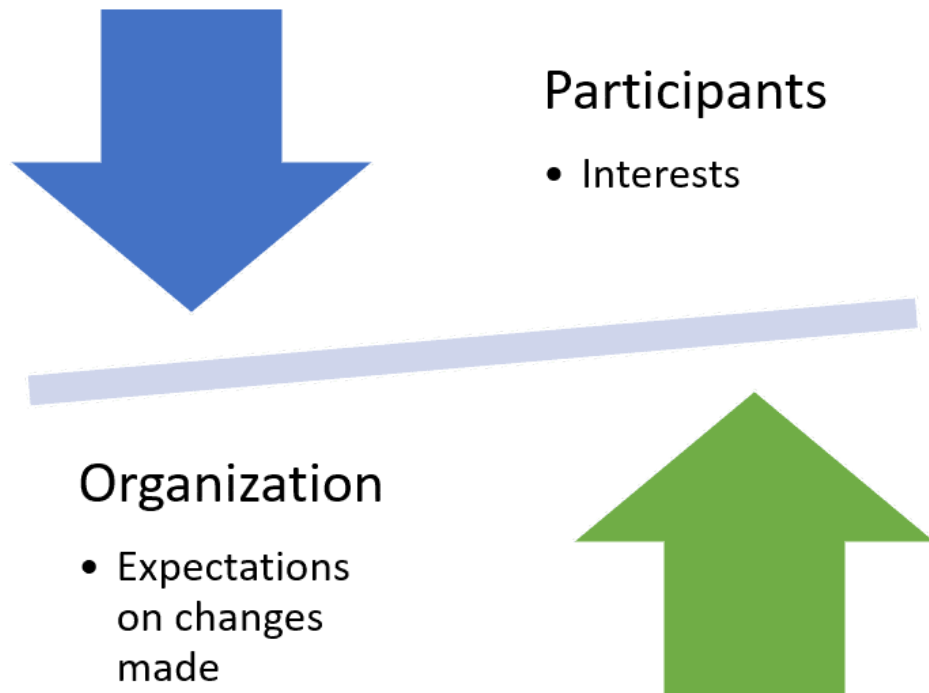


seem to be disinterest. The tables strengthen this.

CONTINUE

Be creative with Tools and Resources

Think of different 'Learning styles' discussed earlier. That is reason to make use of different tools and resources to bring your message(s) across



- Be aware that participants, as persons may have different interests for training than the organization (or management) in which they are working.
- The organization may decide to train to change routines, whereas participants may not be willing to change their routines.
- Or participants are eager to have additional skills (eg outbreak investigation) but the organization doesn't provide the tools and time to apply these new skills.

CONTINUE

TOOLS

- Powerpoint
- Whiteboard
- Flip chart
- Round-table discussion
- Mindmapping
- Group work
- Role play
- Evaluation
- Field trip

RESOURCES**TOOLS**

- Manuals
- Brochures, leaflets
- Online training
- Powerpoint prepared
- Experts
- Literature references
- Shared experiences

RESOURCES

CONTINUE

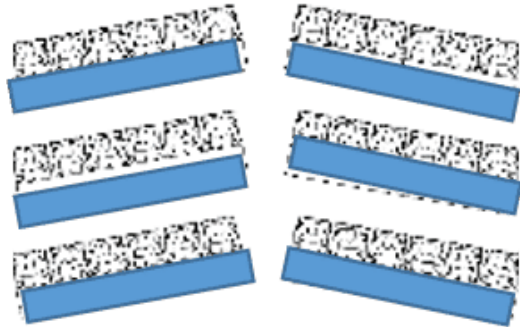
Seating arrangements

Consider the following attributes for having the seats arranged?

- Interaction by participants – do they face each other easily?
- Focus on central point – such as presenter, screen
- Possibility to make notes, read from documents
- Flexibility to work in small groups
- Participants being invited to actively participate

Seating arrangement styles

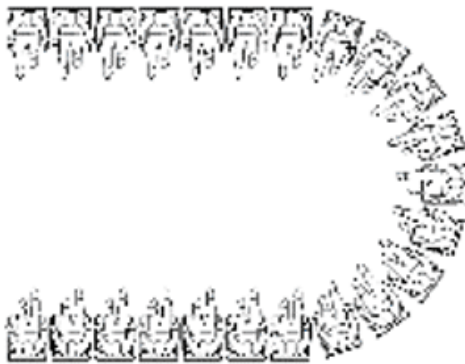
Herringbone



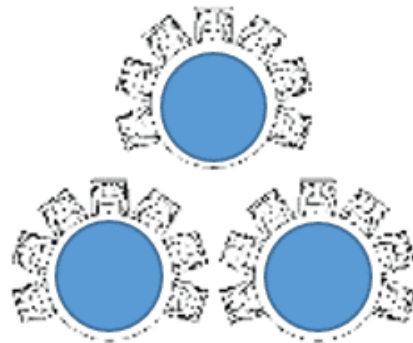
U-shape



Horse shoe



Islands



What do you think are the advantages and disadvantages of each of the following seating arrangement?

Grade 1 = low, 2 = medium, 3 = high

	Herring bone	U-Shape	Horse-shoe	Islands
Interaction between participants	2	2	3	3
Focus on central point	3	2	2	3
Making notes	3	3	1	3
Working in small groups	2	1	2	3
Feeling invited to actively participate in discussion	1	1	3	3

	Herring bone	U-Shape	Horse-shoe	Islands
Explanation	Participants are hidden for one-another and can hide for the presenter. Difficult to interact and work in small groups	Participants again can hide from one-another in particular when legs of U-shape have more than 6 persons. Working in small groups is hard to organize, persons have to change position to be able to face one-another	Participants are well invited to interact as there is nothing in front of them (table). This will invite to participate. Again, legs of shoe should not be long. Instead better to make it a circle	Participants are directly in contact with others at the same table (have mid-size tables). Prevent having chairs all around each table, that makes participants to sit back to back, and with their back to the presenter.

CONTINUE

Be present at your training, 30 minutes in advance

- Check if all equipment works and tools are presented.

- You can't imagine what can go wrong (e.g. no extension cable, no electricity in some sockets, Table and chair arrangement different from what was discussed).

Welcome participants individually

- Make them feel welcome/seen
- Build rapport (friendly, harmonious relationship)
- Learn some names already. Always handy later in your training

CONTINUE

At the start



Objectives and expectations

Click + to unfold information

Define the objectives and the expected outcomes

- **Context** of the training
- (Longer term) objectives
- **Expected outcomes**: concrete achievements (skills) at end of training
- Can include what you as trainer expect from participants (active participation, discussion, group work, etc)

Ask participants about what they expect from this lesson/hour/day

- Makes them **think actively** why there are present
- Makes them **speak out loud** (and getting to feel comfortable to speak in the group)
- You can combine this with having each one introduce her/himself (or have a neighbour introduce her/him)

CONTINUE

Presentation skills

Learning objective: Simple and effective presentation skills



“Think back of your previous trainings or even school classes.

Who were good presenters or trainers?

Can you describe why you think they were good?

What would you like to improve yourself to become as good as these examples?

You may mindmap the responses given”

CONTINUE



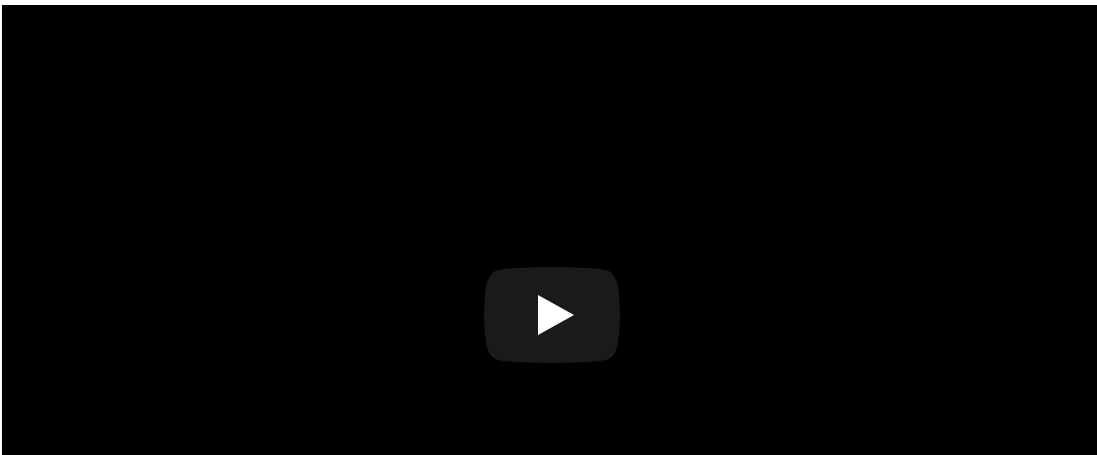
"In the following slides, we refer you to **4 YouTube links**

- These offer a mix of ideas on how best to present your training
- In each of these, there are specific messages (no overlap)
- Answer for a minimum of two links the questions related to these"

CONTINUE

List the 5 key-points for using PowerPoint during the VDO

YOUTUBE





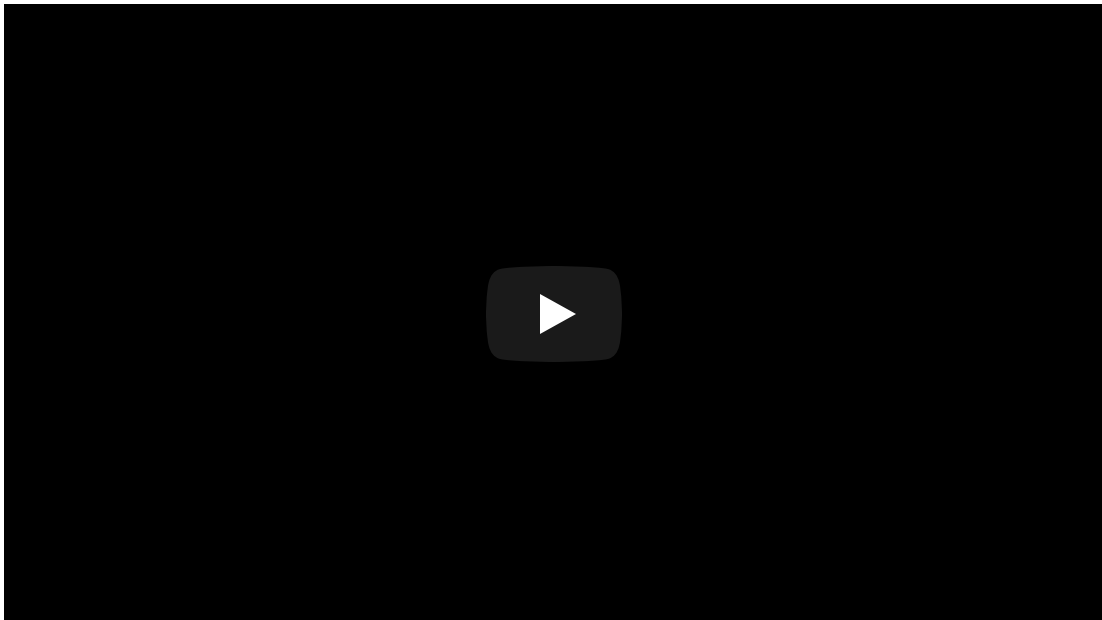
[VIEW ON YOUTUBE >](#)

CONTINUE

What is the effect of using diagnostic and non-diagnostic information?

What is the key message to be persuasive?

 **YOUTUBE**



The counterintuitive way to be more persuasive | Niro Sivanathan

Visit <http://TED.com> to get our entire library of TED Talks, transcripts, translations, personalized talk recommendations and more. What's the best way to mak...

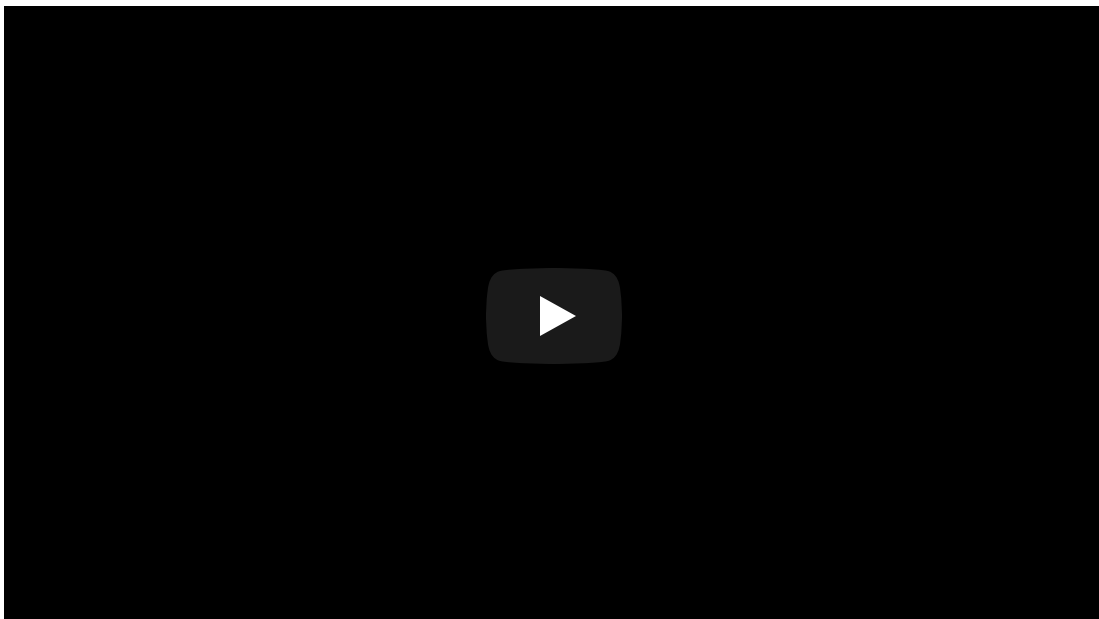
VIEW ON YOUTUBE >

CONTINUE

What are the four elements to consider when preparing your presentation

And which of these four elements is according to Phil Waknell the real focus of any presentation?

 **YOUTUBE**



The 3 Magic Ingredients of Amazing Presentations | Phil WAKNELL | TEDxSaclay

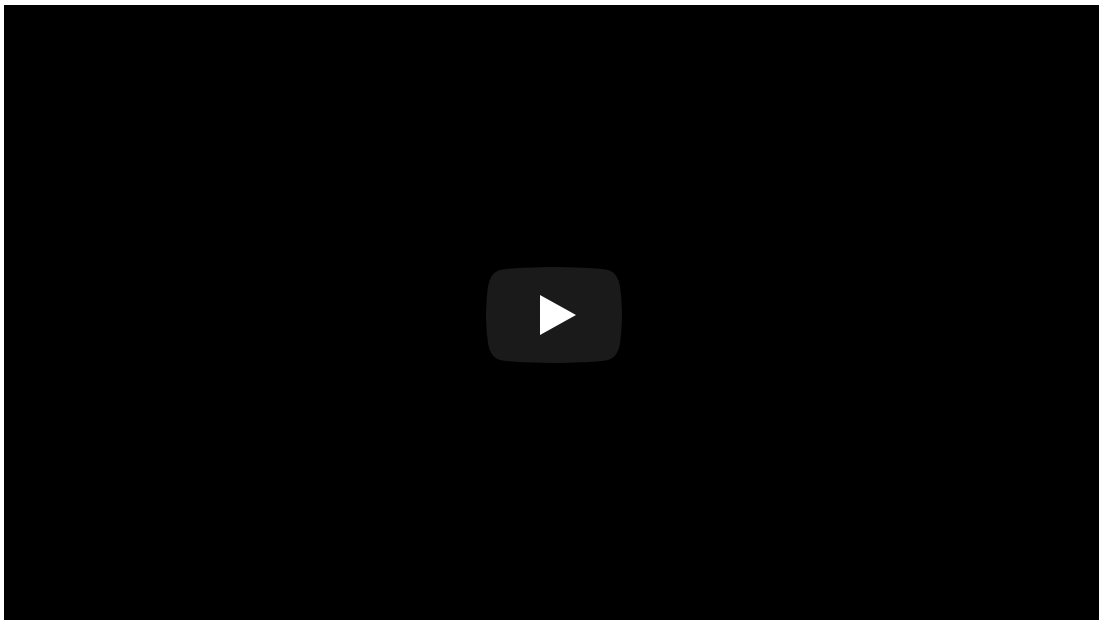
Why are most presentations so boring and ineffective? And why are TED talks the exceptions that prove the rule? Over the last ten years, as a specialist in h...

VIEW ON YOUTUBE >

CONTINUE

What are the two key elements to keep your audience's attention?

 **YOUTUBE**



How to present to keep your audience's attention | Mark Robinson | TEDxEindhoven

"How to present to keep your audience's attention" is a question that Mark knows how to answer. He has gone from believing that it was impossible for him to ...

VIEW ON YOUTUBE >

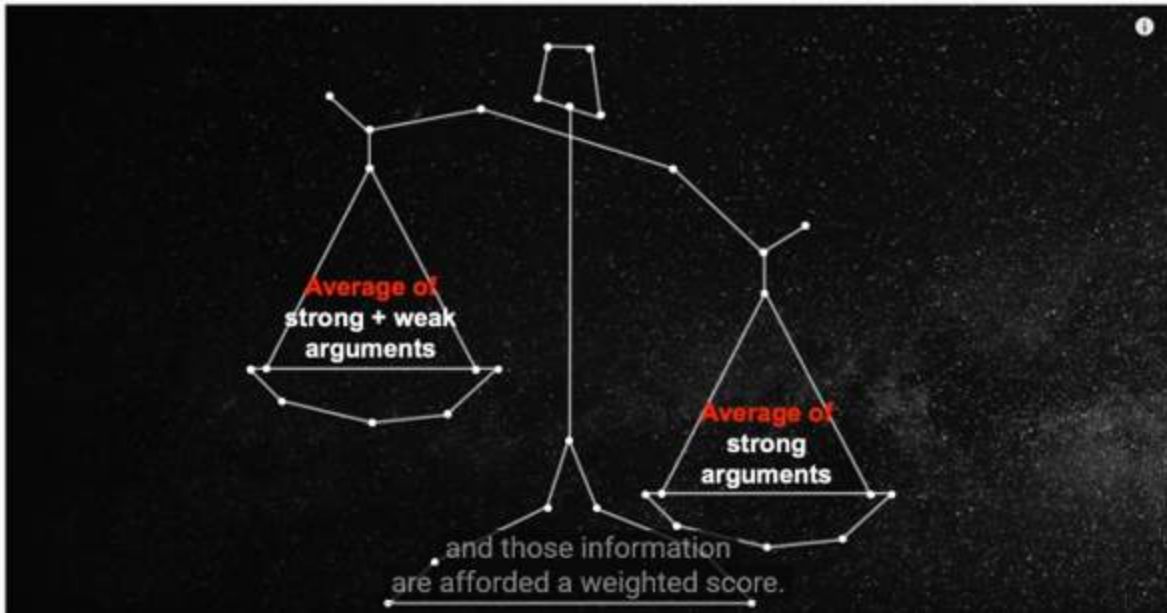
Answer: VDO 1

5 key-points for powerpoint when presenting

- 1 **1 message** per slide
- 2 Maximum of **6 subjects per slide**
- 3 Use **bullet points**
- 4 **Size matters** - main message stands out
- 5 **Use contrast** - dark background

CONTINUE

Answer: VDO 2



- Dilution happens when diagnostic and non-diagnostic information are mixed
- The weight and value of the diagnostic information is diluted
- Increasing number of arguments does not strengthen your case
- You don't increase the quality of your argument by simply increasing quantityèStick to your strong arguments

Arguments don't add up, they average out

CONTINUE

Answer: VDO 3

WHAT THEY...	BEFORE		AFTER
know	Most talks fail TED = exception	1. Audience 2. Speaker 3. Transformation	3 magic ingredients Don't try to inform How to use Roadmap
believe	Presentation = information	We forget what we hear fast Show how the Roadmap works Demo Roadmap with example	Roadmap can help me succeed
feel	Bored Resigned	Show how ideas → storyline Most talks fail – and I care Ask who needs to present	Curious Motivated Optimistic
do	Aim to inform Fail to personalize	Roadmap is easy & powerful Presenting well can help your objectives Call to action	Aim to transform Personalize talks Use Roadmap

The four elements are

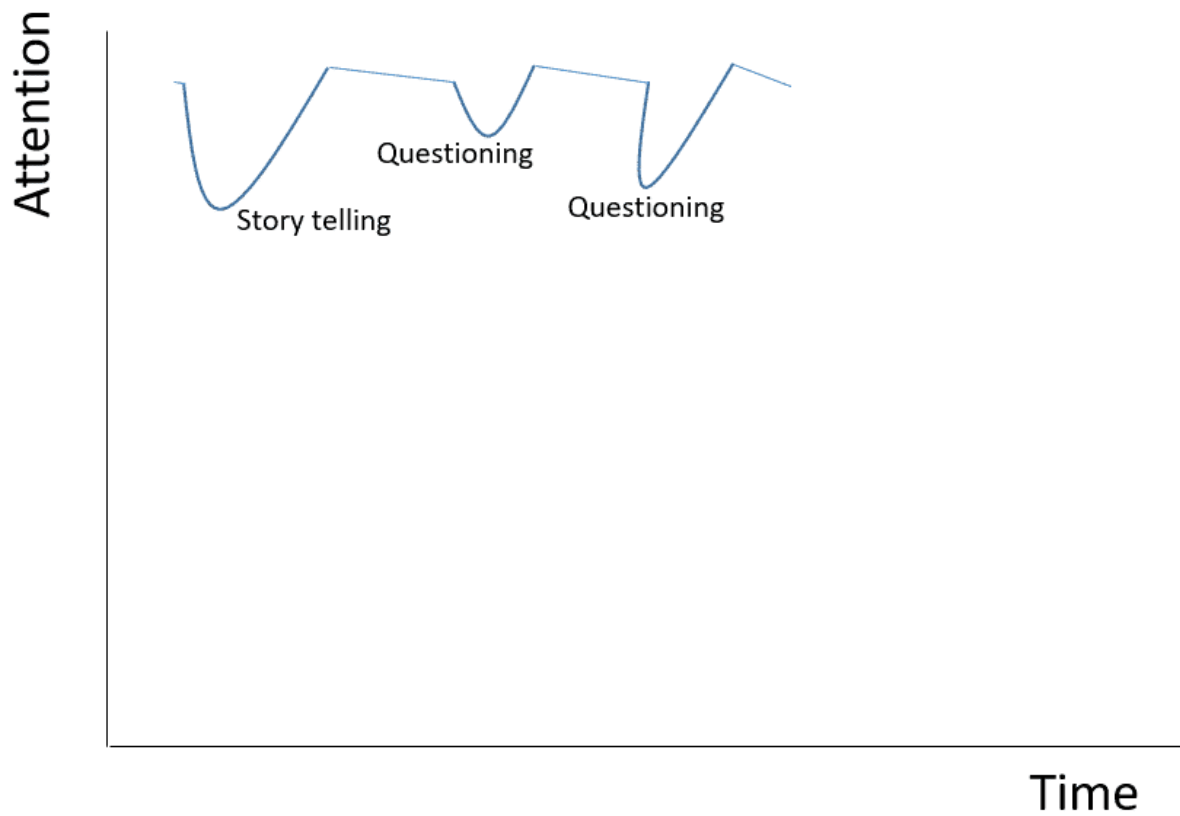
- Knowledge,
- Belief,
- Feelings
- And Actions (to do)

The real focus is to define what you want your audience TO DO after your presentation (as opposed to know)

That is why a presentation is used to Transform rather than to Inform

CONTINUE

Answer: VDO 4



Use your own story

- Way to personalize presentation
- You need to practise if you think you can't tell a story (train yourself)

Use questioning

- You get focus back
- Way to introduce next topic

How:

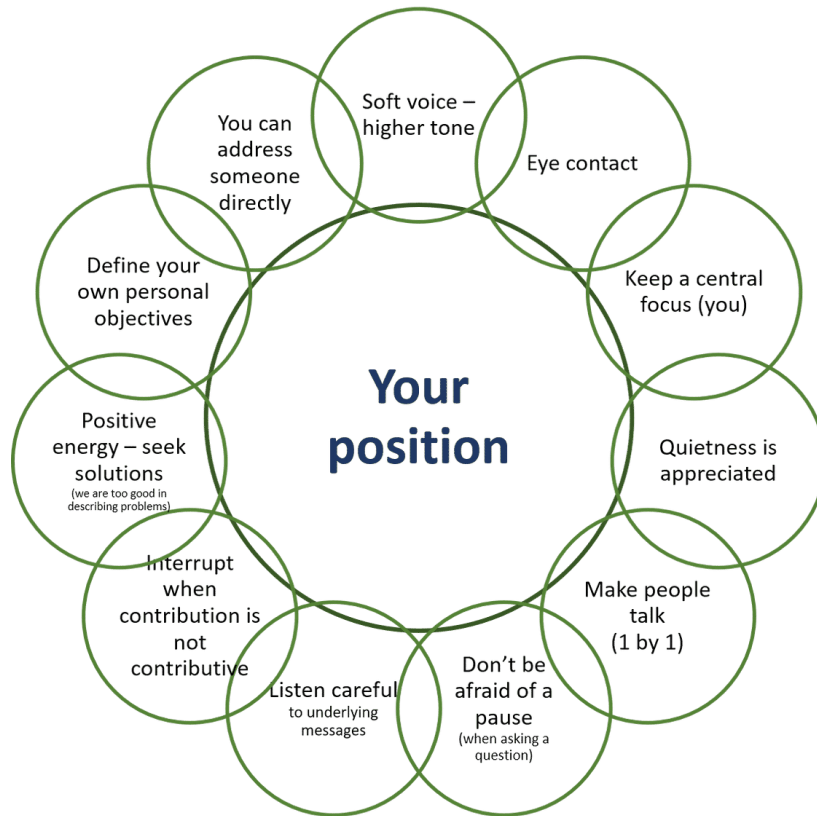
- Turn normal sentence into a question
- Rhetoric questions: questions you answer yourself

When presenting

- What do you want your audience
 - Think
 - Feel
 - Do
- Ask questions (and you may answer yourself)
- Tell a story – weave in your own situation
- Be enthusiastic
- Keep it simple, as talking to friends
- Minimize text in presentation

CONTINUE

Your position



CONTINUE

Rules for yourself and participants

Click ↻ to flip the card and reveal information

TRAINER

- Stick to times in agenda
- coffee, tea and lunch
breaks
- Be creative with time
and programme. - If
you need more time for
an issue, it

PARTICIPANTS

- Listen to each other
- Indicate to trainer when
you want to say
something
- Switch telephones off

- Notice trainer if you

CONTINUE

Quiz

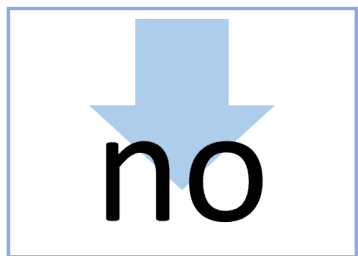
As a trainer, do you have to show that you are the expert?

Click ↻ to flip the card and reveal the answer



Wrong

Try again!



Correct

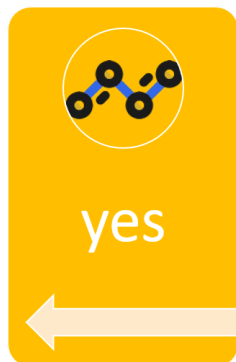
- You want the group to discover for themselves and you will not fall off a pedestal.

- Go as a coach and facilitate.

CONTINUE

As a trainer, you focus on process (structure, expected outcome, timeline) more than content?

Click ↶ to flip the card and reveal the answer



Correct

- Do not get carried away by discussions on content and knowledge
- You will be better in addressing the



Wrong



Try again!

CONTINUE

Keep your group busy, focused, outcome-led?

Click ↻ to flip the card and reveal the answer



Correct

The busier they are

- The happier
 - The more they will learn
 - The more likely they will use skills
- The better their experience (and your)



Wrong

no

wrong


Try again!

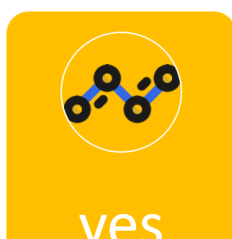
- Think about different learning styles and try to incorporate different approaches/styles
- Whole-brain learning
 - Left for cognitive learning (reasoning, linearity, logic)
 - Right for creativity (pictures, music, spontaneity, bigger picture)



CONTINUE

You keep a distance with the group, as to retain you position as the facilitator?

Click  to flip the card and reveal the answer

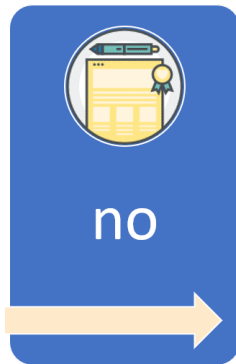


Wrong

Try again!



my again.



Correct
Make your trainees feel
comfortable,
they will warm up to
answering your questions
and get into a discussion



- Welcome everyone personally
- Ask for expectations at start
- Work in smaller groups or pairs

CONTINUE

Key messages

- Good preparation is really half of the outcome of a good training
- Be a trainer, not an expert. This way, your trainees will appreciate your style of training and you will learn more yourself
- Define your own personal objectives (*eg. Trainees discuss solutions with each other instead of describing the problems each of them faces, No one falls asleep, The most silent person asks a question, etc*)
- A checklist for presenting is given in the additional information section.

CONTINUE

Additional information

Checklist: Non-verbal communication

Checklist 4 NON-VERBAL COMMUNICATION

POSTURE	1	Stand straight but not stiff.
	2	Balance your weight evenly on both feet.
	3	Standing well allows your diaphragm to move more easily to control your breathing and voice production. So you feel better, sound better, and look better.

MOVEMENT AND GESTURES	1	Too much movement is distracting; no movement at all is boring and uncommunicative.
	2	Use movements and gestures to signal transition points or to stress points of importance.
	3	Avoid meaningless gestures and repetitive movements. Don't wave your left hand about in circles or wave the pointer about. Use the pointer only when necessary, and with a firm movement. If you have a laser pointer, keep your hand close to your body when using it; don't hold it at arm's length like a gun.

FACIAL EXPRESSION	1	Your facial expression must match your message. If you claim something is interesting, look as if you find it so.
	2	Relax your facial muscles. If you look nervous, the audience will not be comfortable.
	3	In the ten minutes before you start, make sure your tongue is relaxed and not raised tensely against the roof of your mouth. If you can discreetly yawn widely once or twice, this will help to relax your facial and throat muscles and to feel less tense.

VOICE

- 1 Speak a little louder than you think is necessary. Project your voice to the back of the room. Use your diaphragm to do this, not the muscles of your throat. Keep the muscles of your throat and mouth relaxed. Otherwise your voice loses resonance and power, and is less pleasant to listen to.
- 2 Speak a little more slowly than you normally do, especially if you feel nervous. This will help you sound and feel more confident. A useful rule-of-thumb is: the larger the audience, the more slowly you should speak.
- 3 Use your voice as a communication tool. Vary the speed - speak more slowly in the introduction and the conclusion. Use stress for important points and contrasts. A short silence can also serve to emphasise a point or a transition. All these techniques contribute greatly to making a presentation interesting to listen to.

**EYE
CONTACT**

- 1 Eye contact creates a relationship between the speaker and the audience. It encourages the audience to listen. It helps to relax the speaker. So look at people.
 - 2 Start and end with direct eye contact, looking round the whole audience. During the talk, don't gaze over people's heads or out of the window. Look at your visual aids (and notes if you have them) as much as is necessary, but don't stare at them and talk to them. Look at the audience as much as you can.
 - 3 Don't look always at the same section of the audience or, even worse, at one 'victim'. Don't dart your eyes about quickly, or sweep your gaze round like a searchlight. Focus on one person or group for 1-2 seconds; then look at another person or group, then another.
-

CONTINUE

Checklist: Presentation

Presentation checklist

Use the checklist below to make sure you have remembered everything you need to know and do to make your presentation as successful as possible.

✓ Pre-planning

- Topic - decide on any specific focus/key points
- Purpose - are you informing, persuading etc.
- Audience - who they are, what is their background, how many will attend, why are they there
- Venue - where, type of room, size of room, audio-visual availability
- Time - how long will the presentation last

✓ Planning

- Finalise key points to make
- Gather presentation materials - facts and figures, numbers, important dates etc
- Allocate order and time to each key point
- Write supporting information
- Plan and write introduction and conclusion
- Add transitions
- Decide on delivery aids and create handouts, slides etc

✓ Practise

- Practise out loud including slides and so on
- Rehearse in front of other people if possible
- Video yourself and watch footage in order to highlight aspects in need of development
- Visit the venue and note the location of electrical sockets etc
- Make contact with venue support staff and ask any relevant questions

✓ Delivery

- Gather together all resources including pens, paper, delivery aids, notes etc
- Arrive early
- Use techniques to calm nerves
- Greet people as they arrive - big smile, hand shake, look confident
- Use positive verbal and non-verbal communication strategies

✓ After delivery

- Self-evaluate - what went well, what didn't go so well, what do you need to work on for next time
- Peer evaluate (if possible)
- Gain feedback from the audience
- Follow up any leads
- Find the answers to any questions and/or get back to people as agreed
- Explore appropriate places to publish your presentation



CONTINUE

Congratulations - end of lesson reached

