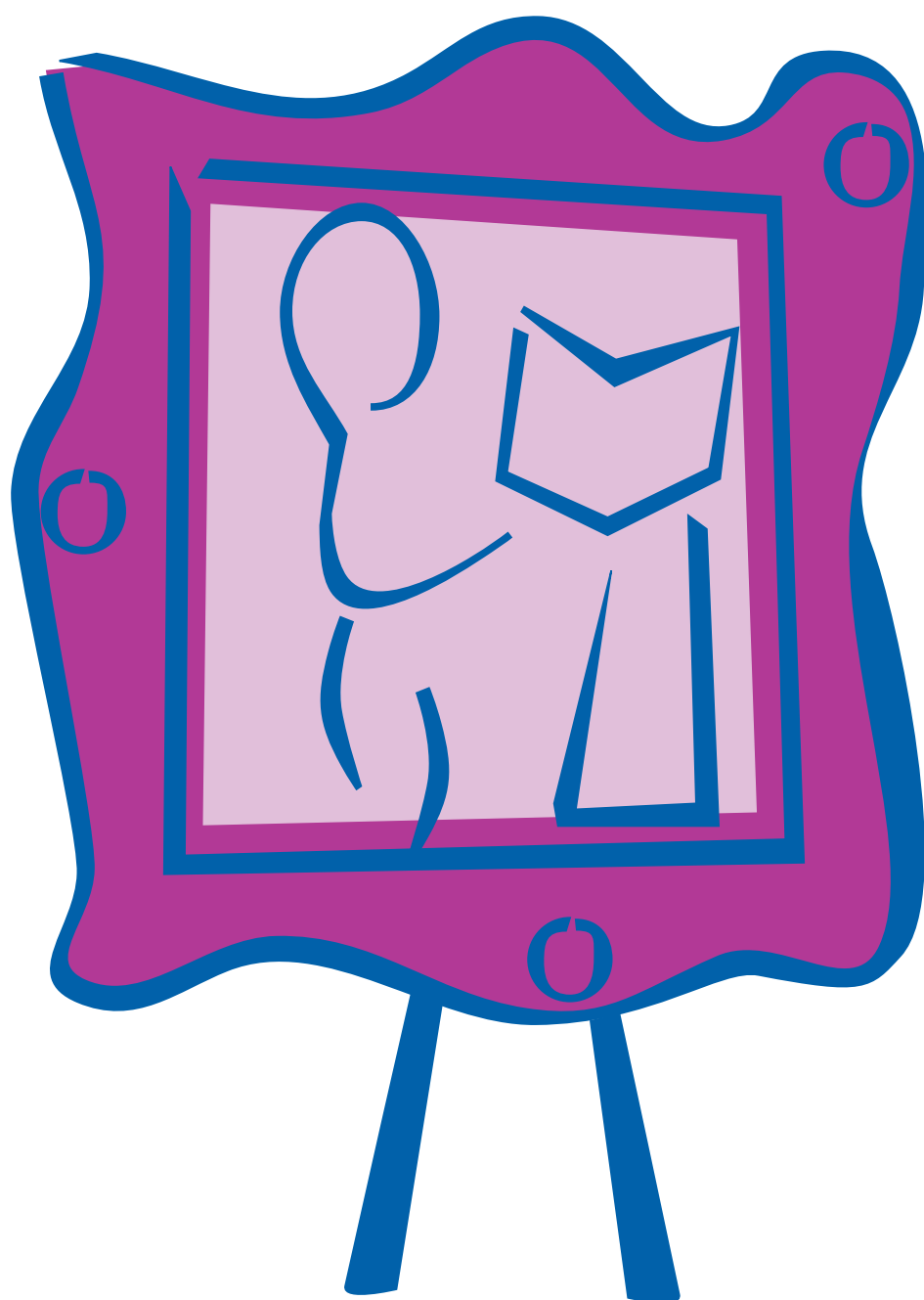


The

Art



of presentation

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING



Professional Support
and Curriculum
Directorate

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Introduction

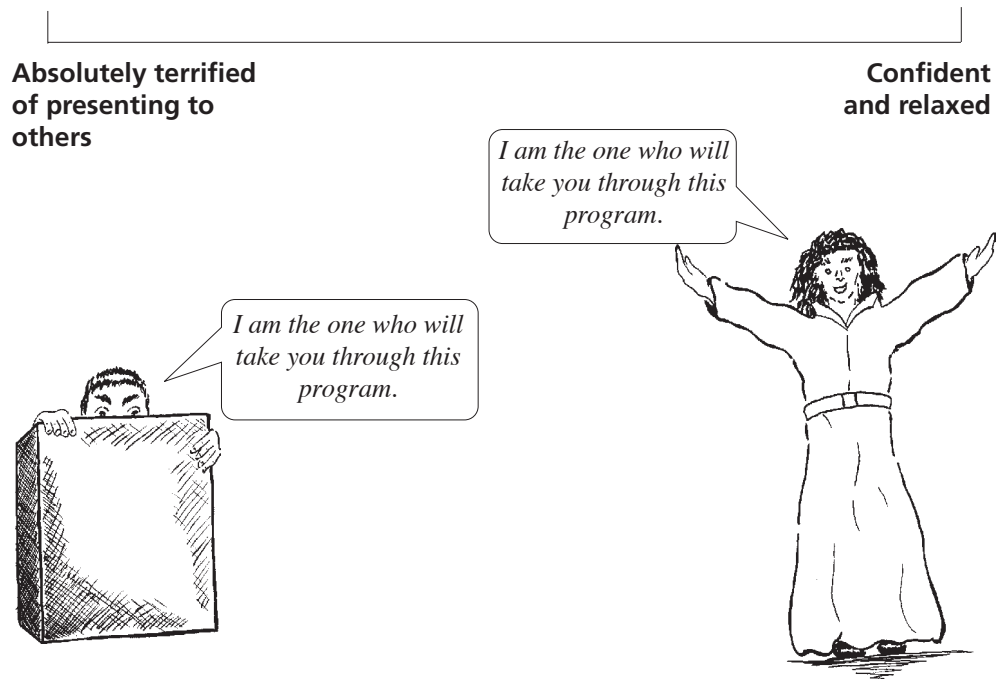
This session explores some of the elements of effective presentation. The session is designed to be delivered either in one session or as a series of sessions. Facilitators can select information and activities to meet their participants' needs.

The session embraces the fundamental principle that presenters must know their audience and design presentations that are appropriate in terms of content and delivery style.

Preliminary activity

The continuum below represents a possible range of feelings about presenting to others. Place an X on the continuum representing your current feelings about delivering presentations to colleagues.

Diagram 1.1



Following the session it might be useful to reconsider the continuum and analyse any changes that you recognise about presenting to others. Consideration could also be given to what, if any, factors have influenced your feelings.

Outcomes

At the end of this session you will:

- understand the principles of effective presentation
- understand the process of preparing for a presentation
- have a range of strategies and techniques to apply to various aspects of presentation.

Session structure

The five sections comprising *The Art of Presentation* are:

- Section 1: Effective presentation – some guiding principles
- Section 2: Before the presentation
- Section 3: During the presentation
- Section 4: After the presentation
- Section 5: Role play – presentation to a small group.

The session is supported by the reading *The “Never-Evers” of Workshop Facilitation* by Peggy A Sharp on pages 37-40 of this booklet.

Section

1

Effective presentation – some guiding principles

This section explores some:

- principles of effective presentation
- characteristics of a good presenter
- key points for facilitating groups.

Before proceeding you might find it useful to complete the following two activities.



Activity 1

Consider some successful presentations that you have attended.

What made the presentation successful? Think particularly in terms of the effect the presenter had on you.

Note your thoughts.

A successful presentation...

Discuss your thoughts about what characterises a successful presentation with at least one other person. Note any similarities and differences between your experiences. You might like to focus on the impact of the:

- presenter/s (delivery style)
- preparation and organisation
- subject matter.



Activity 2

Now note any questions or uncertainties that you have about presenting to a group.

I would like to know...

Share your thoughts with at least one other person.

Some principles of effective presentation

Effective presentation is about communicating, learning and relationships. It begins with the recognition that each of us is different and while there is no formula there are some guiding principles which include:

1. Convey a positive attitude

A positive attitude is conveyed to an audience as is a negative attitude. Thoughtful organisation and preparation is likely to help convey a positive attitude.

2. Know your audience

Knowing your audience is essential. A presentation is aimed at conveying a message to a particular group or a mixed group of individuals. Audience members will have different reasons for attending. Those members with a greater interest in the topic are likely to be more receptive and motivated.

3. Motivate your audience

Motivate your audience by identifying something to which members can relate. Emphasise how the information or issues addressed in your presentation directly affects or benefits them.

4. Plan your terminology

Use terminology that is understood by your audience. Knowing your audience will help you to select and use appropriate language. Consider your use of jargon and colloquialisms. Clearly explain new concepts and terms.

5. Be yourself

When presenting be your *real* self. Present in your own style, rather than in someone else's. Humour can be effective in presentations; however, as with any technique, humour should be appropriate.

6. Be enthusiastic

Conveying a genuine interest in the topic and confidence in the message, is likely to enthuse and convince your audience.

Now review your response to Activity 1. Were these principles included in your thoughts? What else could you add to your notes about a successful presentation?

Some characteristics of a good presenter

A good presenter:

- knows how to establish conditions conducive to learning
- takes a complex notion and explains it clearly and concisely
- incorporates a range of ideas and strategies
- understands principles of adult learning
- listens actively, feeds information and ideas back to check understanding
- monitors what is happening within the group (eg boredom, confusion, excitement)
- knows when to intervene and when to be silent
- separates from group activities and discussions when necessary
- prepares to confront or support, be serious or light, depending on the situation
- “slips into the shoes of others”, knows his or her audience
- addresses the needs of the audience
- shares thoughts, feelings, experiences and reactions if and when appropriate
- is flexible so that the presentation framework can be adjusted to devote more or less time to a particular point or to take the presentation in a direction more relevant to the needs of the audience.

Some key points for facilitating groups

“A good presenter separates from group activities and discussions when necessary” (bullet point eight from the above checklist).

This statement suggests that the role of presenter is related to that of facilitator, but is somehow different.

The following activity is designed to have you define the role of presenter and facilitator.



Activity 3

Reading the dictionary definitions:

present **1.** to furnish or endow with a gift or the like, especially by formal act: *to present someone with a gold watch.* **2.** to bring, offer, or give, often in a formal or ceremonious way: *to present a message, one's card, etc.* **3.** afford or furnish (an opportunity, possibility, etc.)... **9.** to show or exhibit. **10.** to bring before the mind; offer for consideration.

facilitate **1.** to make easier or less difficult; help forward (an action, a process, etc.). **2.** to assist the progress of (a person).

Source: *The Macquarie Dictionary*
Second Revision 1990

What do these definitions suggest are the differences between presentation and facilitation?

Formulate your own definition:

Presenter:

Facilitator:

continued...



OR draw a pictorial representation of:

Presenter

Facilitator

Did your definitions or representations reflect a positioning of presenter/facilitator in relationship to audience?

Discuss your definitions and/or representations with one other person or in your group.

Now consider the following key points for facilitating groups (on page 13). Notice how some principles of effective presentation and characteristics of a good presenter apply to facilitation of groups.

Key points for facilitating groups

1. Small-group work is a basic tool for high participant involvement and learning. It entails limited “risk” for the participant and provides significant opportunities for peer learning, support, recognition, and comradeship.
2. Effective use of small-group techniques requires attention to such issues as getting started (icebreakers/openers), group composition, seating arrangements, task assignments, leadership, monitoring group work, using spokespersons, recorders, and observers, and responding to “problem” participants.
3. When participants work in small groups for considerable time periods their composition should be changed. This will energise them and allow them to work with and learn from new people.
4. Participant seating should be organised so that movement into small group configurations is quick and effortless.
5. Effective small group tasks require clarity of instruction, thought provocation, time limits, and as appropriate, require group decision making or agreement about a task.
6. The effective facilitator endeavours to stay on top of things via monitoring small group proceedings. Key skills are carefully observing, listening, and intervening if necessary.
7. Leaders, recorders, and spokespersons ordinarily should be permitted to emerge naturally. If the small groups are having problems in deciding who executes such roles, the facilitator may introduce random methods of selection.
8. “Problem” participants should be looked at as a challenge rather than a headache. While many strategies are available to deal with such people, quite often the group itself can decide how to deal with them.

(Responding to “problem” participants is considered on page 30.)

Source: Eitington, Julius E (1989) *The Winning Trainer*
Houston: Gulf Publishing Co.

The article *The “Never-Evers” of Workshop Facilitation* by Peggy A Sharp, offers twenty guidelines to help your next workshop succeed.

You may read the article individually following this workshop OR organise for a jigsaw reading. A jigsaw, or collaborative, reading of the twenty guidelines would involve:

1. assigning a number of the guidelines, eg four, to each group member
2. individual group members reading the assigned guidelines alone
3. regrouping to have each member of the group explain to others the essence of the guidelines assigned to him or her.

Section

2

Before the presentation

This section explores:

- factors for consideration when planning your presentation: purpose, audience, subject matter, duration, venue, practice
- overcoming fear or apprehension.

Before proceeding you might find it useful to complete Activity 1.



Activity 1

Imagine yourself in the following scenario.

You are required to plan and prepare a short presentation about the outcomes of an action research project in which you have been involved.

Work with one other person to consider what you may need to do:

- some time prior to the presentation
- at a time nearer the presentation
- immediately before the presentation.

- some time prior to the presentation:

- at a time nearer the presentation:

- immediately before the presentation:

Factors for consideration when planning your presentation

Factors for consideration when planning your presentation include:

- a) purpose
- b) audience
- c) subject matter
- d) duration
- e) venue
- f) practice.

a) Purpose

Having a clear purpose for your presentation is the key to success. The purpose relates to who your audience is and sets the parameters for your subject matter. The purpose can even help determine the duration of your presentation and choice of venue. On occasions your presentation may have a number of purposes.

There are many reasons why presentations are given. It might seem obvious but a useful starting point for establishing your purpose is to ask: **WHAT DO I HOPE TO DO OR ACHIEVE IN THIS PRESENTATION?**



Activity 2

Consider two presentations that you have attended.

- Who was the audience?
- What was it about?
- How long was it?
- Where was it?

Then ask the question: **WHAT WAS THE PRESENTER HOPING TO DO OR ACHIEVE IN THIS PRESENTATION?**

Presentation 1

- Who was the audience?
- What was it about?
- How long was it?
- Where was it?

WHAT WAS THE PRESENTER HOPING TO DO OR ACHIEVE IN THIS PRESENTATION? PURPOSE?

The purpose was to...

Presentation 2

- Who was the audience?
- What was it about?
- How long was it?
- Where was it?

WHAT WAS THE PRESENTER HOPING TO DO OR ACHIEVE IN THIS PRESENTATION? PURPOSE?

The purpose was to...

You may have identified some of the following purposes:

- to respond to something
- to present both sides of an issue
- to persuade by arguing one side of an issue
- to tell a story
- to explain how or why something is done
- to outline the method for doing something
- to describe something
- to retell a past event.

What other purposes did you identify? What purposes could you add?

b) Audience

One of the principles of effective presentation, knowing your audience outlined on page 9, is a variable which helps determine the language used in, and delivery of, your presentation.

The more you know about your audience the more effective you will be in targeting your presentation to audience needs and expectations.

Identifying the ‘collective personality’ of the participants can be achieved by asking yourself a series of questions.

- Who are the participants? Where are they from?
- Why are they attending?
- What main ideas might be of interest to them?
- What prior knowledge are they likely to have?
- What terminology would be appropriate?
- What attitude to the topic is likely to prevail?
- How many will be attending?

c) Subject matter

Once you have identified a clear purpose for your presentation and identified the ‘collective personality’ of your audience, your subject matter needs careful consideration. It is advisable to determine your key points and prioritise them in a logical sequence.

The following questions might be useful in making decisions about the subject matter:

- What information do I most need to provide?
- What information does the audience expect to have provided?
- What information is outside the parameters of this presentation?
- How can I present the information so that:
 - a positive attitude is conveyed
 - interest is sustained
 - appropriate terminology is used
 - a logical sequence is evident
 - the audience is involved
 - time constraints are adhered to?
- Is this presentation a ‘one off’ or part of a sequence of presentations/activities?

d) Duration

Knowing the timeframe for your presentation is important in the planning process so that:

- your purpose is able to be realised
- effective use is made of scheduled time
- the presentation fits within the schedule, ie it is not too long or too short.

The timeframe will influence the pacing of your presentation. How much time will I allot to the beginning, middle, end? Have I allowed time for audience involvement?

Flexibility is the key to success. While the timeframe may be set by a schedule this is YOUR presentation. As presenter YOU are in control of the use of time. Remember a good presenter monitors audience reaction and incorporates flexibility so that a planned framework can be adjusted to devote more or less time to a particular point or take the presentation in a direction more relevant to the needs of the audience.

e) Venue

Planning your presentation involves, where possible, becoming familiar with the venue.

It might be useful to consider the venue in terms of:

- size
- configuration, ie how the audience will be positioned in relation to you
- equipment, ie that which is available, that which needs to be organised in advance.

Take the opportunity to inform the organisers prior to the workshop or meeting of:

- how you would like the room to be set up
- your time of arrival
- any particular requirements that you may have, eg positioning of flip charts, overheads, litepros.

Page 34 considers using equipment to enhance your presentation.

f) Practice

Practising your presentation is an important aspect of the planning process because it helps to further organise your thoughts, and minimises fear or apprehension about presenting.

Organising your thoughts and becoming familiar with your presentation might involve:

- preparing an outline
 - the opening
 - the middle
 - the ending
- using the outline to check that the:
 - topic is clearly stated
 - key points are included
 - sequence is logical
 - delivery incorporates a range of strategies and techniques
 - timeframe is realistic
- making notes, eg summarising the entire presentation into short phrases, key words or symbols which represent parts of your presentation
- using the notes to experiment with language choices and delivery style
- simulation, ie delivering material to an imaginary or real audience (friends, family).

Overcoming fear or apprehension

At the beginning of this session you placed an X on a continuum to represent your feelings about delivering presentations to colleagues. The feelings ranged from “absolutely terrified” to “confident and relaxed”.

It is not unusual to have some anxiety about presenting to others. “It’s all right to have butterflies in your stomach, as long as you train them to fly in the same direction.”

What isn’t OK is fear or apprehension which is debilitating. There are techniques for overcoming this fear.

Identifying your fears is the first step to overcoming them. The following activity is designed to help you identify and overcome your fears.



Activity 3

Name your greatest fears about presenting.

Write these fears in the table provided.

Ask yourself: Are these fears realistic? Is this really likely to happen?

Address each fear by noting down ideas for overcoming it.

Fears	Realistic?	Ideas for overcoming this fear

Read the following suggestions for overcoming fear of presenting (on page 23).

Can you add any ideas to column three of the table used in this exercise?

Suggestions for overcoming fear of presentation

- know your material well –rehearse your presentation to an imaginary audience; practise your stance; consider where you might position yourself.
- plan to involve the audience, seek out a supportive face
- plan to use eye contact to establish rapport
- anticipate potential problems (and prepare a possible response)
- prepare for worst case scenario (it probably won't eventuate)
- check the facilities and equipment in advance
- practise relaxation techniques (breathe deeply, meditate, talk to yourself)
- prepare an outline and have prompts for yourself
- consider your appearance (dress comfortably and appropriately)
- plan to use your own style and words (avoid reading)
- assume that the audience will be appreciative
- provide an overview of the presentation (state the objective)
- accept some fears as good (energising stress versus destructive stress)
- introduce yourself to the group in advance if possible (via a social context)
- imagine yourself as a good speaker (self-fulfilling prophecy)
- practise responses to anticipated questions or situations
- create an informal setting
- practise a 'ritual' for yourself, *to* yourself as you are about to begin. This could be a gesture to yourself (a mental hug) or an affirming statement such as "I can do it!"

Section 3 **During the presentation**

This section explores:

- beginning your presentation
- expanding your ideas (the middle of your presentation)
 - a) Incorporating a range of strategies, activities, delivery methods
 - b) Involving your audience
 - c) Using non verbal communication
 - d) Managing group dynamics
- ending your presentation
- responding to “problem” participants
- managing difficult situations
- using equipment to enhance your presentation.

Beginning your presentation

The key to successful presentation is to engage your audience in the first few moments:

- relax, be confident
- introduce yourself (background, experience)
- invite audience members to introduce themselves (background, experience, reasons for attending, expectations of the presentation)
- listen carefully to these introductions and acknowledge the input
- state your purpose/s clearly
- provide an overview
- make eye contact
- negotiate some ground rules for discussions, questions and answers (page 29 makes some suggestions about this)
- use humour, an anecdote, a quote – anything to “get off to a good start”.

Expanding your ideas (the middle of your presentation)

Before the presentation you would have given careful consideration to your subject matter. Do justice to your delivery by:

a) Incorporating a range of strategies, activities, delivery methods

- talk only as much as is required to make your point – remember “a picture says a thousand words”
- use visual material where possible to reinforce your subject matter (eg diagrams, cartoons, graphs)

Research has revealed that recall of information given during presentations varies according to the way in which it was presented.

Telling only:

- recall three hours later = 70%
- recall three days later = 10%

Visual delivery only:

- recall three hours later = 72%
- recall three days later = 35%

Combination of telling and visual delivery:

- recall three hours later = 85%
- recall three days later = 65%

These statistics make a compelling case for combining telling and visual delivery. Consider the use of flip charts, overhead projections, slides, videos and handouts.

Page 34 of this section addresses the issue of using equipment (overhead projector, whiteboard/flipchart) to enhance your presentation.

b) Involving your audience

Your audience is more likely to have a positive attitude towards your presentation and retain information if they are actively involved in the process. Research has revealed that audience attention diminishes after approximately fifteen minutes of talking or lecturing by the presenter.

Strategies for involving your audience include:

- inviting comments, responses, reactions
- posing questions to prompt discussion (questioning technique is considered on the following page)
- inviting anecdotes or descriptions of experiences relating to points raised
- consulting periodically in relation to the direction/s the presentation will take (checking to ensure that audience expectations are being met) ie seeking feedback
- providing opportunities for role plays, simulations
- brainstorming, ie listing and displaying audience input and keypoints and using the information to direct part of the presentation.

The following activity is designed to help you identify the reason for involving your audience in a particular way.



Activity 1

Choose two of the strategies for involving your audience. Make a brief statement about the positive effect the strategy could have. How could the strategy enhance your presentation? An example is provided.

Strategy for involving your audience	Positive effect
<ul style="list-style-type: none"> • Inviting comments, responses, reactions 	<ul style="list-style-type: none"> • Lets the audience know I am approachable, interested in them. Could change the direction of the presentation so that needs are met.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Your questioning technique will influence the success of this strategy. There are some principles of “good questioning”:

- ask a question and allow sufficient time for responses (silence could mean that audience members are formulating responses; avoid the temptation to rush ahead and answer your own question)
- rephrase your question if necessary
- show genuine interest in answers verbally or by what is known as “attending behaviour” – making eye contact, directly facing the questioner, nodding, smiling, looking surprised (non verbal communication is elaborated below)
- ask open ended questions, ie questions that require more than a “yes” or “no” response, eg What would you do if this situation arose in your workplace?

Formulating open ended questions is a technique which requires practice or conscious effort. The following activity is designed to have you integrate open ended questions into your presentation consciously and seemingly effortlessly!



Activity 2

Convert the question in the “yes”, “no” column into an open ended question. An example is provided.

“Yes”, “No”	Open ended
<ul style="list-style-type: none"> • Did you enjoy the film? 	<ul style="list-style-type: none"> • What did you particularly enjoy about the film?
<ul style="list-style-type: none"> • Was there much debate about the issue of racism at the meeting? 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Would you recommend that restaurant? 	<ul style="list-style-type: none"> •

c) Using non verbal communication

In addition to communicating with the audience in words, messages can be transferred via what is commonly known as “body language” – non verbal communication.

Non verbal communication, used appropriately, serves to enhance your presentation and can become a conscious part of your delivery technique.

The following activity is designed to have you consider ways of communicating non verbally with your audience.

Activity 3

Add to this list of ways in which non verbal communication can occur:

- eye contact
- hand gestures
-
-
-

Look at this cartoon:



What principle of effective presentation does this cartoon illustrate? Think in terms of the relationship between verbal and non verbal communication.

.....

.....

.....

.....

Discuss your thoughts with one other person or with your group.

d) Managing group dynamics

Earlier in this session (page 20) flexibility was named as a key to successful presentation. Involving your audience (page 25) was recommended. It remains that the presentation is YOURS.

Managing the dynamics of a group is a challenging aspect of presentation.

One aspect in particular, responding to questions, is considered here.

Suggestions for managing “Q&A time”:

- negotiate ground rules WITH YOUR AUDIENCE (this can be done quickly at the beginning of your presentation) eg one response at a time; allow others a chance to ask questions, agree to disagree
- restate questions asked by the audience so that everyone knows to what you are responding
- check that the questioner is satisfied with your response (elaborate if necessary)
- divert some questions back to the audience (where an opportunity for involving your audience exists, where it is not appropriate for you to answer, where there is no simple answer)
- admit to not knowing an answer (your credibility need not suffer; you can offer to get back to the questioner at some future time)
- react positively (verbally and non verbally) to all questions (each group member’s input is respected; nobody is made to feel stupid)
- ensure that each group member has the opportunity to ask questions (equitable distribution might require you to monitor the number of times an individual has asked a question).

Ending your presentation

Leave a positive, lasting impression:

- alert your audience that you are near to ending so that an opportunity remains to address “unfinished business”
- summarise your main points
- state any follow up action that may be undertaken, eg have the audience commit to changing a work practice
- acknowledge your audience for their input
- involve your audience in the evaluation of your presentation (ask for verbal feedback, distribute a written evaluation sheet for completion at the end of the presentation or later).

Responding to “problem” participants

Managing group dynamics might involve identifying some types of participants who have the potential to present “problems” for you and the other participants. Having some verbal and non verbal strategies and responding early and firmly without losing control, will ensure that group dynamics are working for everyone’s benefit.

The SHY person

Strategies:

- Try dyads (pairs) and triads for maximum participation.
- Socialise with that person during a break.
- Ask the same question of several participants (go around the group).
- Give positive reinforcement to an answer/input.

The MONOPOLISER

Strategies: Say something like:

- Would you mind if we got another opinion here?
- Could we talk about that at the break?
- We do need to get to our main discussion, but I appreciate your...

The ARGUER

Strategies: Say something like:

- Does anyone else in the group want to respond to that?
- I agree with you or I think the group agrees with you (no facilitator ever “wins” an argument with a participant).

The COMPLAINER or the person who tosses cold water on all ideas

Strategies: Say something like:

- How do the rest of you see this? Is there another side to it?
- It might be useful for the group to suggest some ways of dealing with this.
- Can you think of anything good at all about...?
- Yes, there may be a problem... that is what we are here to work through. How can we do this?

The ANGRY/HOSTILE person

Strategies:

- Keep calm.
- Rephrase the angry question in milder terms.
- Respond with: *I see you have strong feelings on this issue.
Would you care for my/the group's opinion?*
- Create an atmosphere where frustrations can be expressed freely and tension defused.

The CLOWN

Strategies:

- Respond with: I guess I missed the point of your quip. Could you ask the question in another way?
- Reward serious attempts, ideas, suggestions.

The PERSON WHO SIDE TRACKS:

Strategy: Say something like:

- Does anyone want to comment on these ideas as they relate to our concern here?

Managing difficult situations

This chart demonstrates how six categories of response can be applied when managing difficult situations.

Category of response	Version	Sample script
A. Active listening	<p>A1: Feeding back the original message (content & feeling) in paraphrased form.</p> <p>A2: Tentatively guessing at the underlying feeling (inviting further comment).</p>	<p>You feel ... because ... You reckon that ... and it's making you feel pretty</p> <p>You're saying/doing ... and I'm wondering if ...</p>
B. Supporting	<p>B1: Affirming a positive quality of an individual or of the group.</p> <p>B2: Confessing one's own uncertainty or incompetency.</p> <p>B3: Assuring the group that the problems it is facing are not unusual.</p>	<p>I really appreciate....</p> <p>I know exactly how you feel. I feel ... too.</p> <p>The same thing seems to happen in many schools/committees.</p>
C. Involving/probing	<p>C1: Inviting the group to respond to a question or comment.</p> <p>C2: Inviting new contributions/ideas from group members not currently involved.</p> <p>C3: Asking a group member to continue or reiterate.</p> <p>C4: Checking out whether one's perception of a situation is shared by the group.</p> <p>C5: Calling on the group to interpret or comment on a given situation.</p> <p>C6: Calling on the group member(s) to express feelings about a given situation.</p> <p>C7: Asking individuals or the group to suggest a better way of doing things.</p> <p>C8: Asking whether the group as a whole is prepared to go along with that which appears to be consensus thinking.</p>	<p>Would anyone like to react to that idea? What do the rest think?</p> <p>Can we hear from others on this? Can we gather some new thoughts?</p> <p>You were saying ... ?</p> <p>I'm sensing that Is anyone else feeling the same way?</p> <p>What's happening here? What's gone wrong?</p> <p>How do you feel about what's happening here?</p> <p>Has anyone got any ideas on how we avoid getting into this hassle again?</p> <p>Can I take it that everyone is happy for us to proceed on this basis?</p>

Category of response	Version	Sample script
D. Advocating	<p>D1: Urging an individual to accept the group rules/responsibilities.</p> <p>D2: Suggesting that a burning issue (out of line with the task) could be dealt with at another time or in another place.</p> <p>D3: Suggesting that the group sticks with the agreed upon task or process rules.</p> <p>D4: Suggesting alternative processes which might lead to more satisfactory and productive participation.</p> <p>D5: Suggesting that the group temporarily divert from task to acquire necessary knowledge and skills.</p> <p>D6: Suggesting alternative group member behaviours that might lead to more satisfying and productive participation.</p> <p>D7: Arguing the importance of the group avoiding personal attacks.</p>	<p>Would you be willing to put that concern aside and work along with the group for the time being?</p> <p>How about a few of us meet together about this afterwards?</p> <p>I think it's important that we don't forget what we agreed to do in this session, namely...</p> <p>How about we handle this task by....? Could we try....?</p> <p>It looks like we need to take time out to look more closely at</p> <p>I recommend that, instead of what we're doing, we all try to....</p> <p>I suggest we try to solve the problem rather than worrying about who might have caused it.</p>
E. Informing	<p>E1: Reminding the group of agreed upon norms, rules or tasks.</p> <p>E2: Explaining to the group why certain approaches or behaviours are seen to help or hinder the group.</p> <p>E3: Letting an individual know that his or her concern does not seem to be shared by the group.</p> <p>E4: Describing a problem behaviour you see occurring in the group.</p> <p>E5: Describing the tangible effect a problem behaviour is having on you or the group.</p> <p>E6: Describing the feeling(s) a problem behaviour generates in you.</p>	<p>I thought we agreed that we would.....?</p> <p>The reason why this process seems to produce good results is that it</p> <p>Well (name), it looks like most of the group aren't as worried as you are about this.</p> <p>I'm noticing there is a consistent tendency for</p> <p>When this happens, it interferes with our progress because</p> <p>I'm feeling pretty at the moment.</p>
F. Escaping	F1: Admitting your perception is not shared by the group.	Obviously I was off beam there let's keep going then.

Used in unison (Es)

Using equipment to enhance your presentation

Overhead projector

Overhead projector use generally enhance presentations by displaying key words, phrases and graphics to:

- reinforce points
- supplement points
- encourage audience involvement (a stimuli for eliciting responses)
- summarising key ideas (eg suggestions from a brainstorming activity).

Being familiar with the functions of the overhead projector ensures smooth and effective delivery. Presentations where the overhead transparencies were blurred, placed upside down, cluttered... are memorable for the wrong reason!

White boards and flip charts

White boards are the modern counterpart of the chalk board. Special marking pens are required.

Flip charts are large sheets of paper mounted on an easel.

White boards and flip charts can enhance presentations by providing a method for spontaneous development of materials as ideas emerge.

Section

4

After the presentation

Successful presenters are life long learners who evaluate learning derived from the delivery of successive presentations. Strengths and weaknesses are identified and used to plan for future presentations.

Use the participants' verbal or written evaluations (collected at the end of your presentation) to check your own perceptions of your presentation.

Constructive feedback is part of learning.

- Repeat and extend positive aspects.
- Reconsider or rework negative aspects.

Section

5

Role play – presentation to a small group

A role play is a strategy which simulates a particular situation.

The strategy can be used to rehearse for your presentation. Usually you would practise or rehearse individually.

The role play in this session is designed to involve your group of 3-4 people.

The task

Groups are to deliver a short presentation which embraces the principles of effective presentation explored in Sections 1-4 of this material.

Each group member is required to present part of the presentation.

Step 1

Identify a topic, eg The role of SASS in schools.

Step 2

Assign members to particular tasks (it might be useful to use the organisation):

- before the presentation
- during the presentation
- after the presentation.

Step 3

Individual members of the group plan their part. To do this they may need to consult with other members (remember that logical sequencing of ideas is an important consideration).

Step 4

Individual members prepare their part, eg design the audio visual materials which reinforce their points.

Step 5

The presentation is delivered (including an evaluation).

Step 6

Constructive feedback is sought about the processes undertaken to complete the role play.

Now that you have completed this session/s you may wish to reconsider the placement of the X on the continuum representing your feelings about presenting to others.

Reading: The "Never-Evers" of Workshop Facilitation

Twenty guidelines are offered to help your next workshop succeed.

Peggy A. Sharp, *Journal of Staff Development*, Spring 1992, Vol 13, No. 2.

Much has been written about planning effective workshops and staff development sessions. Many of these articles provide specific steps that a facilitator can follow to increase the effectiveness of the session. These articles have generally suggested "what works" in workshops.

Experience and research also indicate certain things that a facilitator should never do during a workshop. I have gleaned these "never-ers" from observing presenters, conducting my own workshops, consulting with experts, and reading the literature. As a thoughtful reminder, place this list of "never-ers" near your other workshop materials.

1. *Never ever forget that individuals at the workshop are unique, with needs, interests, and experiences particular to them.*

Adults have a strong sense of self and bring all life experiences, both past and present, personal and professional, to bear on new learning (Brookfield, 1986). Past experiences are the foundation for current learning; present experiences often provide impetus. Remember that each adult in the session has a different reason for attending and will be pleased and inspired by and learn from different activities and workshop experiences (Merriam, 1989). Various instructional strategies such as small group discussions, lectures, simulations, reading, writing, and the use of media are techniques which can be used to accommodate various learning styles. Provide for these individual differences as you plan the workshop and facilitate its activities.

2. *Never ever require individuals to participate in an activity.*

Many participants are eager to share and try out new ideas with colleagues in a workshop. Some, however, are uncomfortable and feel foolish. Participants are unique individuals deserving of the respect from the facilitator and from others in the workshop (Brookfield, 1986). Individual differences among learners should be accommodated through a variety of strategies and opportunities during the workshop. When suggesting activities, make it clear that participation is optional; those who prefer to watch and learn will learn from the activity in their own way.

3. *Never ever talk to participants as if they are children.*

Adults are not second graders and should not be treated as such. It is important that specific adult-orientated presentation, communication, and facilitation skills be incorporated into the workshop and that consideration be given to the particular needs of participants (Seaman & Fellenz, 1989). While it is likely that some of the information will be shared with a group of teachers directly related to their work with students, remember that participants in a workshop are adults and are worthy of the respect normally afforded adults.

4. *Never ever ridicule participants or their experiences.*

Each participant is unique, having various life experiences - past and present, personal and professional (Brookfield, 1989). Acknowledge the expertise and experience of the participants. It is inappropriate to put people in the position of feeling uncomfortable about what they do know or something they have done.

5. *Never ever neglect the participants' personal needs.*

Participants have basic physical needs that need to be met if learning is to occur (Knowles, 1980). Be sure to give participants ample breaks and make it clear that you understand they may need to get up at times other than the break. Likewise, provide appropriate refreshments for breaks and tables and chairs appropriately sized for adults.

6. *Never ever say that you are going to rush through and compress material in order to complete what is usually a longer workshop in a shorter length of time.*

Participants want to know that the workshop you are facilitating is appropriate for them. Rather than feeling rushed through the presentation, develop a plan for the specific workshop you are facilitating. Workshops need to be planned in order to meet the needs of the learners in that particular setting (Brookfield, 1986). Participants should not be told that they're getting the shorter version of a longer presentation. Be certain to cut it thoughtfully so that the workshop stands on its own.

7. *Never ever say that you would be able to do something else if you had more time in the workshop.*

Again, participants deserve to attend a session that was developed just for them (Brookfield, 1986). Give the participants all you can in the time provided without referring to what they are missing.

8. *Never ever say that you would have brought more materials if it had been possible.*

Participants need to know that you are ready for them and that they are getting all that they deserve. They are not interested in listening to your excuses as to why the materials were too heavy, took up too much space, or that you lacked time to produce the materials. If you neglected to bring some materials, the participants will generally only know if you tell them.

9. *Never ever tell participants what you've forgotten.*

Participants have no idea what you intended to bring or what you intended to say, so they will have no idea of what you've forgotten. Appearing disorganised is a sure reason for participants to think there is something wrong with the workshop (Pike, 1989). If they know that you have mistakenly left something behind, they may feel cheated.

10. *Never ever give excuses.*

Participants do not like to know what could have been better: they want to know that the best is today. Remember that people do not want to spend their time on something that is not the best it can be. Even if the facilitator knows it could be better, the participants do not need to hear that particular insight. However, if you have made a mistake that is obvious to everyone, do not hesitate admitting the fact (Pike, 1989).

11. *Never ever read from a lengthy prepared text.*

Reading excerpts from a paper or book is appropriate, but never read an extended paper or lengthy selection from a book. The audience is important, and reading from a paper can give the impression that the participants are irrelevant (Brookfield, 1990). If it is important that the participants have the information verbatim, then provide a copy.

12. *Never ever share illegible handouts.*

If the workshop materials have been printed, be sure that they are worth the time and expense of the printing. High quality originals should be used as the photocopy masters. Avoid using second generation photocopies as the originals for workshop materials since the print quality will be diminished. As adults age, it becomes more difficult for them to read small print, so it is especially important to have clear copies with adequate sized print (Bee, 1987).

13. *Never ever share a disorganised “mishmash” for a handout.*

Participants will want to leave with materials that reflect the content of the workshop. Be sure each handout includes the title of the workshop and is carefully organised to reflect the content of the session. Page numbers are essential to help people locate information during the workshop and after they leave the session. Graphics and the effective use of white or open space will enhance the appearance of the materials. Always give a name and address for a contact person for follow-up information after the workshop is completed.

14. *Never ever give participants something to read and then read it with them.*

Most participants are perfectly capable of reading on their own and would prefer that the workshop include information and activities that supplement what they can read independently. Do not waste valuable workshop time reading material they can read themselves. It is important to remember that adults are active participants in their learning process and can take responsibility for their own learning (Brookfield, 1986).

15. *Never ever share overhead transparencies that participants cannot see or read.*

If the people in the back row cannot see the words on the overhead transparency, they are too small or too low. If you cannot read the original for the transparency from eight feet away, the words are too small for an overhead transparency. The general rule is that the letters on a transparency need to be a minimum height of one-quarter of an inch. Transparencies produced from laser printers can include bold typestyles in sizes larger than those generated by a typewriter. Use the top third of the transparency for the most significant information and limit your transparencies to a single idea. The appropriate use of colours and symbols can enhance your transparencies (Satterthwaite, 1990). Ask someone at the back of the room to signal you if there is a transparency that is not plainly visible so that you can make appropriate adjustments.

16. *Never ever share with participants a workshop schedule that is impossible to follow.*

It is a good idea to share with participants the general structure of the day. However, if you identify specific time for particular activities, you need to be prepared to follow that schedule exactly. Very precise time schedules can lead to anxiety as participants wonder when the workshop will be back on track. It is usually better to identify broad subject areas and general time frames rather than work to specific topics for specific time periods. It is important to be organised but at the same time allow yourself some flexibility and opportunity to respond to the needs of the participants and unexpected events of the day (Pike, 1989).

17. *Never ever go past the scheduled time.*

Participants want a full workshop, but they have expectations of when it will end. Going beyond the scheduled time only creates anxiety, and participants will spend much more time worrying about when the facilitator will close than considering what is being shared (Pike, 1989). Be certain to stop at or a few minutes before the scheduled ending time even if you were unable to share all that you wanted. Those who are truly interested may talk with you privately after the session.

18. *Never ever forget that you have an audience.*

Workshop facilitation is collaborative in that the facilitator and participants work together during the workshop (Brookfield, 1986). Remember to walk among and talk with the participants. Standing at the front for too long creates an artificial boundary between you and the participants and makes an atmosphere of collegial collaboration difficult to attain.

19. *Never ever take the workshop so seriously that everyone (including the facilitator) cannot have fun.*

While the content of the workshop is important, do not forget to “lighten up” and insert some humour and levity throughout the day (Pike, 1989). Use humour that fits naturally and logically into the workshop to make a point and help everyone feel at ease.

20. *Never ever plan a workshop without considering the list of never-ers.*

An inadvertent misstep related to one of these “never-ers” can make the difference between a quality workshop and one that is never presented again. Use these reminders and suggestions as a guide to help make your next workshop better than ever and one that participants would “never-ever” want to miss.

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