
Learning Activity 10-1. Introductions

OBJECTIVES

The objectives of this learning activity are to

- become comfortable in the learning environment by meeting others in the class
- have a first opportunity to practice presentation skills.

MATERIALS

- none

TIME

- 15 minutes

INSTRUCTIONS

1. Explain that this is an opportunity to meet everyone.
2. Invite attendees to find a partner whom they don't know well.
3. Explain that each participant will have three minutes in which to interview his or her partner. The participant should learn the partner's name, title, and a few interesting facts so he or she can introduce the partner to the rest of the group. After three minutes, you will call time and the other person will conduct an interview.
 - An alternative is to have each partner identify one thing that he or she would like to improve in terms of presentation skills.
4. Each pair will come forward and introduce each other.
5. List their names on a flipchart page with one note from the introduction.
6. Explain that their introduction was actually their first presentation to the group, so the pressure should be off and they can relax!
7. Post the page so that you can use it as a reminder throughout the session.

Learning Activity 10-2. Self-Assessment

OBJECTIVES

The objective of this learning activity is to

- help participants assess their areas of strength and potential development in preparing and delivering presentations.

MATERIALS

For this activity, you will need

- Assessment 10-1: Self-Assessment
- pencils.

TIME

- 20 minutes

INSTRUCTIONS

1. Explain that this is an opportunity for participants to assess their strengths in presentation skills and the areas they can focus on developing in this session.
2. Remind them that they do not have to share their responses, so they should be completely honest in the assessment.
3. Give the learners time to complete the assessments.
4. Conduct a debriefing discussion, using the questions provided.

DISCUSSION QUESTIONS FOR DEBRIEFING

- Did you recognize any strong presentation skills that you have?
- Would you like to focus on developing any areas?
- What is your current comfort level with delivering presentations in front of groups?

Learning Activity 10-3. Overview

OBJECTIVES

The objectives of this learning activity are to

- develop an understanding of the basic types of presentations
- practice the SET formula for presenting information.

MATERIALS







For this activity, you will need

- PowerPoint slides 10-6 through 10-10
- Training Instrument 10-1: The SET Formula.

TIME

- 30 minutes

INSTRUCTIONS

1.  Show **slide 10-6** to introduce the various types of presentations. Begin by asking the participants when they might be called upon to give a presentation. List these examples on a flipchart page. Add any others that are appropriate to the organization.
2. Click on the slide to show some of the main types of presentations they may have to make. See if they can match these types—informational, instructional, persuasive, and inspirational—to the examples on the flipchart.
3.  Show **slide 10-7** about impromptu meetings, and explain that they won't always have much time to prepare for some presentations. Some of the best examples of these types of impromptu presentations include networking opportunities, meetings where they are asked to speak or answer questions, and project reports and updates to managers or other interested parties. A standard formula can help them organize their thoughts quickly and logically. That's what the SET Formula can do for them.
4.   Show **slide 10-8** to explain the SET formula. Distribute copies of **training instrument 10-1** and go through the steps of the SET formula. Explain that SET is comprised of the **Short answer**, followed by the **Evidence supporting that answer**, and then a **Transition** made by summarizing the answer and handing the floor back to the questioner (in this situation, you).
5. Inform the participants that you would like them to practice the SET formula for communication.
6.  Show **slide 10-10**. Instruct each participant to choose one of the questions, which are also listed on the training instrument. The participant will have 10 minutes to prepare an answer, using the SET formula. The entire answer should be no longer than 60 seconds
7.  Why 60 seconds? You will see when you show **slide 10-9** that 60 seconds *is a great* standard time because this creates what we call the *elevator speech*. An elevator speech is a speech that completely answers a question or makes an important point and yet can be delivered in the time of an elevator ride. It's a good idea for the learners to prepare elevator speeches to address the questions they are most often asked or for projects that are important to them. That way, when they have an opportunity to speak, they're prepared.
8. It's a good idea to deliver an elevator speech at this time to give them an example.
9. Ask the learners if they have any questions about the assignment.
10. Give them 10 minutes to prepare their elevator speeches.
11. When they've completed their answers, each learner will partner with someone in the room and practice delivering the answer. (If time is available, these elevator speeches can be delivered to the entire class or you can ask for a few volunteers to give theirs.)

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Learning Activity 10-3. Overview, *continued*

12. Partners should ask questions if they don't understand so the speaker can revise the answer to make it more understandable.
13. Complete the activity using the debriefing questions below.



DISCUSSION QUESTIONS FOR DEBRIEFING

- Did you notice that we can often answer questions in a lot less time than we normally do? Why do you think this is?
- How could you use this formula in meetings and other impromptu speaking opportunities?

Learning Activity 10-4. Writing Your Presentation

OBJECTIVES

The objective of this learning activity is to

- learn the step-by-step method of creating a presentation by reviewing the Presentation Planning Form.

MATERIALS




For this activity, you will need

- PowerPoint slides 10-12 and 10-13
- Training Instrument 10-2: Presentation Planning Form
- flipchart and marker
- pencils.

TIME

- 30 minutes

INSTRUCTIONS

1.  Show **slide 10-12** and discuss the items that should be taken into consideration when you prepare a presentation.
 - The most important consideration is the audience. Approach a presentation by asking yourself “What’s in it for them?” to ensure that you keep the right perspective when you write.
 - Another critical element is the main message and how you want the audience to react to the presentation. Would you like the audience to take action or to begin to do something differently? Is the goal of the presentation to have the audience understand something new or to learn a new process? Would you like them to feel differently or to be motivated to act differently?
 - Supporting information includes the facts that support or explain the main message. This is the result of research or brainstorming on everything that the audience needs to know about the main message.
 - The information should be presented in a logical order. Ask for examples of the order a presentation may use. Note that information can be organized in chronological order, step-by-step arguments, give information from general to specific or vice versa, or even in question-and-answer format.
2.   Show **slide 10-13** to outline the parts of the presentation. Distribute two copies of **training instrument 10-2** to the learners. They will use one copy to make notes during the following discussion. The additional copy of the instrument is for their use as a tool for presentation planning.
3. Go through each item on the training instrument, and explain what goes in the space provided. Solicit discussion from the participants on why these items are important.
 - **Topic:** The general subject of the presentation.
 - **Date:** Date of the presentation. This allows them to make a timeline with deadlines for writing the presentation.
 - **Start time and end time:** What time does their portion of the program begin and how long should it last? If it is part of a longer program, the learners will also want to note the time the event begins so they can arrive at the appropriate time.
 - **Event or theme:** If the event has an overall theme, list it in this space so that it can be worked into the presentation if desired.
 - **Attendees:** Number of attendees is listed here in case handouts are being prepared for the presentation.
 - **Location:** Site address and room number.
 - **Room setup:** Will the room be set theater style, classroom style with tables, conference seating, or dining rounds?
 - **Purpose:** State the goal of the presentation in one sentence. What are they trying to accomplish? Are they trying to inform them, persuade them, motivate them, teach them, or explain something to them?

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Learning Activity 10-4. Writing Your Presentation, *continued*

- **Audience notes:** Who is the audience? Are they employees of the organization or members of an association? Include any helpful information to keep in mind during the preparation of the presentation, such as educational level, interests, or age range.
 - **Main points:** What three main concepts do they want to get across? Explain that using three points has been found to be a good standard number for a single presentation.
 - **Opening:** Ask what sorts of items are good for an opening and list them on a flipchart page. Discuss using startling statistics, questions, anecdotes, and quotes.
 - **Points and SET:** In each space, the participants should list one of the three main points and break the point down into a summary statement, evidence to support that statement, and then a transition to the next point. They should do this for each of the main points.
 - **Review and restate:** Use a summary that ties together the three points and how they support the purpose of the presentation.
 - **First closing:** Use the list on the flipchart as potential closing items for the presentation. Add other ideas such as a call to action.
 - **Question-and-answer period:** In this space, the participants should think of potential questions the audience members might ask after this presentation and prepare answers. This can help them be ready for those questions, or it might expose a part of the topic that was not sufficiently explained in the presentation. The participants will then have an opportunity to add this to the talk if needed.
 - **Second closing:** Explain that this is a tool for seasoned presenters. After a strong closing, presenters often ask for questions. Once they have finished the question-and-answer session, they leave the stage and their closing statement has been forgotten. Preparing a second strong closing can allow them to exit with just as powerful a message as the first closing provided. One of the things an audience remembers best is the closing of a presentation. The learners should ensure that their closing is a strong message about their topic.
4. Conduct a debriefing discussion, using the following questions.



DISCUSSION QUESTIONS FOR DEBRIEFING

- Were there parts of presentation planning on the Presentation Planning Form that you never used before?
- How do you think considering those areas of planning will improve your presentations?

Learning Activity 10-5. Delivering Your Presentation

OBJECTIVES

The objectives of this learning activity are to

- enable participants to practice presentation skills
- analyze skills directly related to the delivery of presentations.

MATERIALS



For this activity, you will need

- PowerPoint slide 10-15
- Training Instrument 10-3: Presentation Tips.

TIME

- 45 minutes

INSTRUCTIONS

1.  Show **slide 10-15**. Use this to introduce the sections of the training instrument for this activity.
2.  Distribute a copy of **training instrument 10-3** to each learner.
3. Divide participants into three groups. Give each group one of the training instrument's three topics (vocal quality, presentation notes, or body language) to teach.
4. Explain that each person in the group will select one of the items on the list to use as the topic of an elevator speech.
5. Give the groups 10 minutes to prepare their elevator speeches. They can practice their speeches with each other during this time and coach each other on changes and suggestions.
6. Before learners deliver their presentations, take a moment to discuss the idea of respectful communication. Remind the participants that they should focus all of their attention on the person who is presenting.
7. Call on each group to have its members present their programs. (Note: Some topics won't be covered. You can add notes about these in your discussion at the end of each group's presentation.)
8. Conduct a debriefing discussion, using the following questions.

DISCUSSION QUESTIONS FOR DEBRIEFING

- Did one tip stand out in your mind as useful?
- How comfortable were you as you gave this presentation? Why?
- Which presentations did you like best? What did you like about them?

Learning Activity 10-6. Group Practice Session

OBJECTIVES

The objectives of this learning activity are to

- allow participants to practice group presentations
- discover the benefits and possible challenges of using different forms of visual aids.

MATERIALS


For this activity, you will need

- Training Instrument 10-4: Guidelines for Visual Aids.

TIME

- 20 minutes preparation time
- 30 minutes presentation time

INSTRUCTIONS

1.  Distribute a copy of **training instrument 10-4** to each learner.
2. Break the class into five groups by counting off one to five. (You might choose to use four groups and eliminate the section on overhead transparencies if your organization no longer uses these tools.)
3. Assign one visual aid topic (flipcharts, handouts, overhead transparencies, PowerPoint presentations, and projection boards) to each group.
4. Explain that each group will create a five-minute persuasive presentation on the benefits of using its form of visual aid. Groups will have 20 minutes of preparation time. They must work together to determine who will present each part of the discussion, and everyone must participate in the presentation.
5. The format of the presentation can be any style the group selects. Instead of a straight series of elevator speeches, the participants may opt to present the information in the form of a skit, a panel discussion, or any other creative format. (This is a good opportunity to allow the groups to have fun while they still get more practice time in front of an audience.)
6. Conduct the preparation time and presentations.
7. Conduct a debriefing discussion, using the following questions.

DISCUSSION QUESTIONS FOR DEBRIEFING

- What was easier about working on a group presentation?
- What was more difficult?
- Can you think of situations in which a group presentation might be more effective than a standard speech?
- What are the benefits of using different formats (such as skits) in some situations?
- Did you feel more comfortable in these later presentations than you did in your first presentation in this session? Why? How could you continue that progress?

Learning Activity 10-7. Putting It All Together

OBJECTIVES

The objectives of this learning activity are to

- summarize the lessons learned in the session
- answer any additional questions
- create a plan of action for continued development.

MATERIALS



For this activity, you will need

- PowerPoint slides 10-18 and 10-19.

TIME

- 15 minutes

INSTRUCTIONS

1. Note that the participants have discussed and practiced a number of presentation skills concepts today. Ask them whether these ideas were new to them, and whether they can give you ideas of concepts that they feel will be most beneficial to them.
2.  Show **slide 10-18**, which will remind learners of the objectives for today's session. Let the learners help you summarize how the activities and discussions during the workshop met those objectives. Explain that you will soon help them with the final objective, which is to establish a plan for continued development of presentation skills.
3. Open the floor to questions. Don't worry if you can't answer all of the questions. There's always something that catches us unaware in these sessions! If you don't know, tell the learners that you'll find out and get back in touch with them. If everyone wants to know the information, you can send a follow-up email to the entire group and include reminders from the session. It's a great way to keep the workshop information fresh in their minds.
4. Inform the learners that they are now ready for the most important part of any workshop, which is to determine how they will use the information they have received once they have returned to their workplaces.
5.  Present **slide 10-19** to give the learners an action plan for one day, one week, and one month after the workshop. Go through the items on the slide or create new ones that are more suited to your organization. Ask for their commitment to do these three activities.
6. Conduct a debriefing session, using the questions provided.

DISCUSSION QUESTIONS FOR DEBRIEFING

- Do you have any questions about the techniques we've discussed here today?
- Which of these techniques do you feel will be a useful addition to the methods you use right now?
- Would you like to discuss any other questions or concerns about presentation skills?

Training Instrument 10-1. The SET Formula

QUESTIONS (choose one and circle it):

1. Why are elevator speeches important?
2. What's the benefit of using the SET formula?
3. Why should people study presentation skills?

USING THE SET FORMULA

Use this column to make notes and brainstorm on the steps of SET. Answer the questions and follow the instructions in each section.

Use this column to prepare the final wording of your SET answer.

What is the basic answer to the question?

Short answer

What are three points that support the basic answer?

Evidence

Summarize how the evidence supports your answer, and decide what statement you'll use to move the conversation back to the other person.

Transition

Training Instrument 10-2. Presentation Planning Form

PRESENTATION PLANNING FORM		
Topic		
Date	Start Time and End Time	Event or Theme
Attendees	Location	Room Setup
Purpose		
Audience Notes		
Main Points: The concepts I want to get across to my audience are 1. 2. 3.		
Opening		
Point One S E T		
Point Two S E T		
Point Three S E T		
Review and Restate		
First Closing		
Question-and-Answer Period		
Second Closing		

Training Instrument 10-3. Presentation Tips

The Best Tips for Vocal Quality

1. Practice varying your inflection by reading passages from children's books; this type of delivery allows you to exaggerate and experiment with your vocal tone and range.
2. Eat lightly, and avoid soda or milk before your presentation. Carbonated beverages give you a dry mouth, and milk products can make you feel as though you need to clear your throat.
3. Try deep-breathing exercises before your presentation. Practice using your diaphragm: Your stomach should puff out but your shoulders should not rise.
4. Practice by recording your speech. Listen closely so you can identify which vocal qualities you need to improve.
5. Vary the pitch of your voice. Our voices often become higher when we're nervous, so try breathing exercises to help normalize your voice.
6. Vary your tone, volume, and pace to add emphasis and color to your presentation.
7. Warm up by stretching your face and neck before the presentation.
8. Use practice phrases to help you improve your enunciation.
9. Be careful not to end sentences with a rising inflection as you might do when you ask a question.
10. Articulate plosives, such as *b*, *d*, *t*, and *k*, especially at the end of words. This helps with your diction.

The Best Tips for Using Presentation Notes

1. Do not read your presentation directly from a script. Use notes so you're not tempted to read it word-for-word.
2. Highlight your notes to help you find key passages easily.
3. If you use full sheets of paper, don't write on the bottom third of the page. You'll be looking too far down on the podium to read it, and the audience will be looking at the top of your head.
4. If you use note cards, be sure to write large enough to read. Many meeting locations have lower lighting at the podium.
5. Number the pages of your notes. If you drop them, you'll be able to get them back in order more easily.
6. Even if you memorize your presentation, have a set of notes available in case you forget or get nervous.
7. Memorize the opening and closing of your speech. This lets you present those elements with authority and confidence.
8. Write down hints on your notes to remind yourself to pause or slow down.
9. Use your visual aids for notes. The borders of transparencies can be used to write notes. On flipchart pages, you also can write notes in pencil that are invisible to the audience.
10. Rehearse with your notes so that you develop a feel for where specific segments are located on the pages or cards. This makes it easier to find the information when you glance down at your notes during the presentation.

Top Tips for Presentation Gestures and Body Language

- **Take the body language quiz.** Rate your body language. Is your posture straight? Are your gestures natural and unforced? Are your body movements fluid and comfortable? Do you have a pleasant expression on your face? Are you making a connection with your eyes? All of these signal confidence and build rapport with your audience.
- **The eyes have it.** Darting eyes make people nervous. On the other hand, people become uncomfortable if you stare at them too long. How do you decide what's long enough to look at a person? Follow the same rules you do when speaking one-on-one. Three to five seconds is fine to look before moving on to the next person. If you're not comfortable looking your audience directly in the eyes, remember that you can look at foreheads or right over their heads. It gives the same effect as eye contact.
- **Find your friendlies.** We've all noticed that some people have friendly faces. They smile back at you. They nod and respond when you acknowledge them. Find these people in your audience and, when you get nervous or thrown off course, look back at them for reassurance.
- **Use the pause.** This is the best method for looking calm even when you're not. Because they are nervous, many speakers start to talk on their way to the podium. Don't fall prey to this urge. Walk to the podium and take a moment to put your

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Training Instrument 10-3. Presentation Tips, *continued*

notes down. Take a breath, look around at audience members, smile, and silently count to three. Then you can start your presentation. It's a sign of confidence that will earn respect before you even say your first word.

- **Use big moves or not at all.** Keep your hand gestures above the waist. Gestures below the waist look nervous and don't convey confidence. If you don't feel comfortable with gestures, don't use them. Forced gestures look worse than none. (Watch a hometown car commercial and you'll understand what I mean.)
- **Show the audience what you want them to do.** Use prompting gestures to help your audience understand what you want them to do. Raise your hand to show you want them to respond that way. Clap to get them to start applauding. It's part of leading by example.
- **Smile like you just found a quarter.** A smile is the best gesture you can use. It not only makes you feel more confident, but it also helps your audience feel less stressed. After all, they want you to do well. There's nothing more uncomfortable for them than watching a nervous person who looks like he or she wants to cry.
- **Attention, please.** When someone in the audience speaks, use active listening gestures that show you're paying attention. Actions such as maintaining eye contact, nodding, smiling, and moving closer to the speaker show the person that he or she has your full attention.
- **Shake it off.** Don't worry if you're shaking. The audience can't see it. What feels huge at the podium is not even noticeable at a distance. Moreover, those pauses that feel like an hour are usually not more than a few seconds. Keep all of that in mind to maintain perspective.
- **Break the habit.** Eliminate distracting habits. Videotape yourself and watch objectively for actions like rocking, swaying, fidgeting, jingling pocket change, adjusting hair or clothing, or leaning on the podium. Start to work to avoid these movements.
- **Avoid wardrobe malfunctions.** Don't wear a new outfit. This is not the time to find out that the shirt won't stay buttoned or that the shoes hurt too much to stand for 20 minutes. Don't wear jewelry that you're tempted to play with. Wear something tried and true.
- **Remember that your body talks.** Crossed arms can make people feel that you're closed off. Hands on hips can make it look as though you're mad at them. Looking at your watch makes it seem as though you're ready to run out the door. Be aware of all of these signals and practice positive body talk.
- **Take a walk.** Try to step out from behind the podium and move around during your presentation. It not only helps keep the audience's attention, but it lets you work off a little nervous energy.

Training Instrument 10-4. Guidelines for Visual Aids

Visual Aid	Group Size	Pros and Cons
Flipchart	Small groups	<p>Pros:</p> <ul style="list-style-type: none"> • is quick to make and inexpensive • is excellent for small groups and planning sessions • helps the speaker proceed through the material • provides the audience with something to look at in addition to the speaker • can be prepared both prior to and during the presentation • can be used to record audience questions and comments • can include notes written in pencil as cues for the speaker • is readily available in most meeting rooms. <p>Cons:</p> <ul style="list-style-type: none"> • requires practice to write legibly and quickly • is not suitable for use in a large audience setting • may be difficult to transport.
Handouts	Groups of all sizes	<p>Pros:</p> <ul style="list-style-type: none"> • are quick to prepare and inexpensive • are excellent for groups of any size • enable the audience to focus on the presentation instead of taking notes • can include space for kinesthetic learners to take notes • can include any complex visuals that could not be seen clearly on a screen • ensure that the information is received exactly as the instructor desires. <p>Cons:</p> <ul style="list-style-type: none"> • can distract audience by allowing them to read during the presentation • can serve as a distraction if handed out during the presentation.
Overhead transparencies	Medium to large groups	<p>Pros:</p> <ul style="list-style-type: none"> • are good for basic charts and information • can be used for audiences of 20 to 50 people • can be produced quickly and inexpensively on a copier • can be used without turning off lights in the room • can be prepared both prior to and during the presentation • can include notes written on the cardboard border as cues for the speaker • are readily available in most meeting rooms • are good for backup in case projector doesn't work. <p>Cons:</p> <ul style="list-style-type: none"> • are sometimes hard to project large enough to be read from the back of the room • are subject to keystoneing (where image does not sit squarely on the screen) • require the speaker to stay close to the projector to change overheads.

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Training Instrument 10-4. Guidelines for Visual Aids, *continued*

PowerPoint presentation	Groups of all sizes	<p>Pros:</p> <ul style="list-style-type: none">• is inexpensive and easily updated• can easily include attractive designs and clip art• allows smooth transitions between slides• can be operated with remote control, enabling the speaker to move around the room• makes it easy to create handouts directly from slides• delivers a professional image. <p>Cons:</p> <ul style="list-style-type: none">• can be difficult to restart if the computer malfunctions• requires some software experience to prepare presentations• can be distracting if too many effects are used.
Projection boards	Small to medium groups	<p>Pros:</p> <ul style="list-style-type: none">• are versatile and can be used with computers, video, CDs, and so forth• can be used to take notes and email to the group• permits quick changes during the presentation• can include professional graphics and designs• can be used for webinars and for teaching computer programs. <p>Cons:</p> <ul style="list-style-type: none">• require a backup plan in case of technical failures• require expensive replacement bulbs• require a large screen• can be difficult to set up.

Assessment 10-1. Self-Assessment

1 = Never

2 = Seldom

3 = Sometimes

4 = Often

5 = Most of the Time

Next to each behavior listed below, write the number that indicates how frequently you act or respond in these ways.

PREPARATION

- | | | | | | |
|--|---|---|---|---|---|
| 1. I plan my presentations with my audience and message in mind. | 1 | 2 | 3 | 4 | 5 |
| 2. I can describe my purpose for speaking in one sentence. | 1 | 2 | 3 | 4 | 5 |
| 3. I design my presentations using a logical order. | 1 | 2 | 3 | 4 | 5 |
| 4. I practice my presentations repeatedly, using my notes and visual aids. | 1 | 2 | 3 | 4 | 5 |
| 5. I include stories and analogies to explain my material. | 1 | 2 | 3 | 4 | 5 |

Total score for this section_____

PRESENTATION

- | | | | | | |
|--|---|---|---|---|---|
| 6. I am comfortable and confident in giving presentations. | 1 | 2 | 3 | 4 | 5 |
| 7. I avoid filler words such as <i>um</i> and <i>er</i> . | 1 | 2 | 3 | 4 | 5 |
| 8. I don't fidget and use nervous gestures when I present. | 1 | 2 | 3 | 4 | 5 |
| 9. I adjust my volume to suit the situation. | 1 | 2 | 3 | 4 | 5 |
| 10. I speak clearly and at an appropriate pace. | 1 | 2 | 3 | 4 | 5 |

Total score for this section_____

GESTURES

- | | | | | | |
|---|---|---|---|---|---|
| 11. I use eye contact to connect with members of my audience. | 1 | 2 | 3 | 4 | 5 |
| 12. I am conscious of my posture and body language and the messages they send. | 1 | 2 | 3 | 4 | 5 |
| 13. I use appropriate gestures and do not hang onto the podium. | 1 | 2 | 3 | 4 | 5 |
| 14. I am comfortable moving among my audience members. | 1 | 2 | 3 | 4 | 5 |
| 15. I note the responses and physical cues of my audience and adjust my presentation accordingly. | 1 | 2 | 3 | 4 | 5 |

Total score for this section_____

AUDIOVISUALS

- | | | | | | |
|---|---|---|---|---|---|
| 16. I use microphones effectively and test equipment before I speak. | 1 | 2 | 3 | 4 | 5 |
| 17. I can create an attractive PowerPoint and other visuals. | 1 | 2 | 3 | 4 | 5 |
| 18. I never read directly from my visual aids. | 1 | 2 | 3 | 4 | 5 |
| 19. I always have a backup in case the technology does not work. | 1 | 2 | 3 | 4 | 5 |
| 20. I use technology, interactive methods, or visual aids to appeal to the different needs of audience members. | 1 | 2 | 3 | 4 | 5 |

Total score for this section_____

Survey TOTAL_____

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Assessment 10-1. Self-Assessment, *continued*

Review each section to determine the areas in which you would like to make improvements. As you go through today's session, think about the ideas you hear that will allow you to be more effective in those areas. List those ideas in the spaces provided.

PREPARATION

PRESENTATION

GESTURES

AUDIOVISUALS

Assessment 10-2. Program Evaluation

Name (optional):

Course:

Date:

Company:

Instructor:

Time:

Instructions: Answer the questions below. For questions 1 through 10, circle the appropriate number, using the following scale:

1 = Definitely No; 2 = No; 3 = Not Sure/Not Applicable; 4 = Yes; 5 = Definitely Yes

- | | |
|--|-------------------|
| 1. Did you enjoy this workshop? | 1 2 3 4 5 |
| 2. Did you obtain the information that you needed? | 1 2 3 4 5 |
| 3. Will the handouts be valuable as job aids? | 1 2 3 4 5 |
| 4. Do you feel that the information from this workshop will help improve your presentation skills? | 1 2 3 4 5 |
| 5. Would you like to attend an advanced course on this topic? | 1 2 3 4 5 |
| 6. Did the instructor know the subject matter? | 1 2 3 4 5 |
| 7. Was the pacing of the class comfortable for you? | 1 2 3 4 5 |
| 8. Were questions answered completely and clearly? | 1 2 3 4 5 |
| 9. Did the instructor's presentation style keep your attention and interest in the subject matter? | 1 2 3 4 5 |
| 10. Would you recommend this program to others? | 1 2 3 4 5 |
| 11. What would you have liked to see more of in this program? | |
| 12. What would you have liked to see less of in this program? | |
| 13. What is one thing you learned in this program that you will be able to put into practice in the workplace? | |