

ATD Workshop Series

PRESENTATION SKILLS training



**Includes All the Activities, Handouts, Tools, and Assessments
You Need to Create and Deliver Powerful, Effective Training**

CHRISTEE GABOUR ATWOOD

PRESENTATION SKILLS

training

ATD Workshop Series

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CHRISTEE GABOUR ATWOOD

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The ATD Workshop Series

Whether you are a professional trainer who needs to pull together a new training program next week, or someone who does a bit of training as a part of your job, you'll find the ATD Workshop Series is a timesaver.

Topics deliver key learning on today's most pressing business needs, including training for change management, coaching, communication skills, customer service, emotional intelligence, facilitation, leadership, new employee orientation, new supervisors, presentation skills, project management, and time management. The series is designed for busy training and HR professionals, consultants, and managers who need to deliver training quickly to optimize performance now.

Each ATD Workshop book provides all the content and trainer's tools you need to create and deliver compelling training guaranteed to

- **enhance** learner engagement
- **deepen** learner understanding
- **increase** learning application.

Each book in the series offers innovative and engaging programs designed by leading experts and grounded in design and delivery best practices and theory. It is like having an expert trainer helping you with each step in the workshop process. The straightforward, practical instructions help you prepare and deliver the workshops quickly and effectively. Flexible timing options allow you to choose from half-day, one-day, and two-day workshop formats, or to create your own, using the tips and strategies presented for customizing the workshops to fit your unique business environment. Each ATD Workshop book also comes with guidance on leveraging learning technologies to maximize workshop design and delivery efficiency and access to all the training materials you will need, including activities, handouts, tools, assessments, and presentation slides.

Contents

FOREWORD BY TONY BINGHAM	xiii
PREFACE	xv
INTRODUCTION: HOW TO USE THIS BOOK	1
Why Is Presentation Skills Training Important?	1
What Do I Need to Know About Training?	2
How Much Time Will Preparation Take?	3
What Are the Important Features of the Book?	3
How Are the Agendas Laid Out?	5
How Do I Use This Book?	6
Key Points	7
What to Do Next	7
Additional Resources	7
SECTION I: THE WORKSHOPS	9
1 TWO-DAY PRESENTATION SKILLS WORKSHOP	11
Two-Day Workshop Objectives	13
Two-Day Workshop Overview	13
<i>Day-One Overview</i>	13
<i>Day-Two Overview</i>	14
Two-Day Workshop Agenda: Day One	14
What to Do Between Workshop Days	26
Two-Day Workshop Agenda: Day Two	26
What to Do Next	33

2	ONE-DAY PRESENTATION SKILLS WORKSHOP	35
	One-Day Workshop Objectives	36
	One-Day Workshop Overview	37
	One-Day Workshop Agenda	37
	What to Do Next	47
3	HALF-DAY PRESENTATION SKILLS WORKSHOP	49
	Half-Day Workshop Objectives	50
	Half-Day Workshop Overview	50
	Half-Day Workshop Agenda	51
	What to Do Next	57
4	CUSTOMIZING THE PRESENTATION SKILLS WORKSHOPS	59
	Customizing the Content and Activities	60
	Customizing the Workshop Format	60
	Customizing Delivery With Technology	61
	The Bare Minimum	65
	What to Do Next	65
	SECTION II: ESSENTIALS OF EFFECTIVE PRESENTATION SKILLS TRAINING	67
5	IDENTIFYING NEEDS FOR PRESENTATION SKILLS TRAINING	69
	Why Needs Analysis?	69
	<i>Strategic Needs Analysis</i>	70
	<i>Structured Interviews</i>	72
	<i>Focus Groups</i>	72
	<i>Surveys</i>	72
	Individual Learning Needs Analysis	73
	The Bare Minimum	73
	Key Points	74

What to Do Next	74
Additional Resources	75
6 UNDERSTANDING THE FOUNDATIONS OF TRAINING DESIGN	77
Basic Adult Learning Theory	78
More Theoretical Ideas Important to Learning	79
<i>Multiple Intelligences</i>	79
<i>Whole Brain Learning</i>	80
Theory Into Practice	82
<i>Establishing a Framework</i>	82
<i>Identifying Behaviors</i>	82
<i>Practicing</i>	83
<i>Providing Feedback</i>	83
<i>Making It Relevant</i>	83
The Bare Minimum	83
Key Points	84
What to Do Next	84
Additional Resources	84
7 LEVERAGING TECHNOLOGY TO MAXIMIZE AND SUPPORT DESIGN AND DELIVERY	85
Why Consider Learning Technologies?	87
Opportunities to Use Learning Technologies	87
<i>When Designing Training</i>	87
<i>Before Training</i>	88
<i>During Training</i>	89
<i>After Training</i>	90
<i>While Building a Learning Community</i>	91
The Bare Minimum	92
Key Points	92

What to Do Next	92
Additional Resources	92
8 DELIVERING YOUR PRESENTATION SKILLS WORKSHOP: BE A GREAT FACILITATOR	95
The Learning Environment	96
Program Preparation Checklist	99
Participant Materials	102
<i>Handouts</i>	102
<i>Presentation Slides</i>	102
<i>Workbooks and Journals</i>	104
<i>Videos</i>	104
<i>Toys, Noisemakers, and Other Props</i>	104
Facilitator Equipment and Materials	104
A Strong Start: Introduction, Icebreakers, and Openers	105
Feedback	106
<i>Role Plays</i>	107
<i>Participant Presentations</i>	108
<i>Ball Toss</i>	108
<i>Journaling</i>	109
Responding to Questions	109
Training Room and Participant Management	110
A Word About Dealing With Difficult Participants	111
An Unforgettable End	114
The Bare Minimum	115
Key Points	115
What to Do Next	115
Additional Resources	115

9 EVALUATING WORKSHOP RESULTS	117
Levels of Measurement	118
<i>Level 1: Measuring Participant Reactions</i>	118
<i>Level 2: Measuring the Extent to Which Participants Have Learned</i>	119
<i>Level 3: Measuring the Results of Training Back on the Job</i>	120
<i>Level 4: Measuring the Organizational Impact of Training</i>	120
<i>Return on Investment</i>	121
Reporting Results	121
The Bare Minimum	122
Key Points	122
What to Do Next	122
Additional Resources	122
 SECTION III: POST-WORKSHOP LEARNING	 125
10 THE FOLLOW-UP COACH	127
Reinforcing Employee Learning to Ensure Success	127
30 Effective Follow-Up Activities	128
What to Do Next	132
Additional Resources	132
 SECTION IV: WORKSHOP SUPPORTING DOCUMENTS AND ONLINE SUPPORT	 133
11 LEARNING ACTIVITIES	135
Learning Activities Included in <i>Presentation Skills Training</i>	135
12 ASSESSMENTS	149
Assessments Included in <i>Presentation Skills Training</i>	150

13 HANDOUTS	155
Handouts Included in <i>Presentation Skills Training</i>	155
14 ONLINE SUPPORTING DOCUMENTS AND DOWNLOADS	165
Access to Free Supporting Materials	165
Customizable Materials	166
Working With the Files	167
<i>PDF Documents</i>	167
<i>PowerPoint Slides</i>	167
ABOUT THE AUTHOR	169
ABOUT ATD	171

Foreword

In 2002, we launched the ASTD Trainer's WorkShop Series—a collection of books authored by practitioners that focused on the design and delivery of training on popular soft-skills topics. The creation of this series was a departure for us. These workshops-in-a-book were created to help internal trainers expedite their program delivery by using appropriate and exceptionally designed content that could be adapted and repurposed.

These topics, dealing with issues ranging from customer service to leadership to manager skills, continue to be important training programs offered in companies and organizations of all sizes and across the globe. The ASTD Trainer's WorkShop Series has helped more than 60,000 trainers and occasional trainers deliver top-notch programs that meet business needs and help drive performance.

And while many things about the delivery of soft skills training have not changed in the last decade, there have been advances in technology and its use in training. So, when we began talking about how to refresh this popular series, we knew we needed to incorporate technology and new topics. We also wanted to make sure that the new series was cohesively designed and had input from author-practitioners who are, after all, the heart and soul of this series.

Inside *Presentation Skills Training* by Christee Gabour Atwood, and each of the titles in the series, you'll find innovative content and fresh program agendas to simplify your delivery of key training topics. You'll also find consistency among titles, with each presented in a contemporary manner, designed by peers, and reflecting the preferences of training professionals who conduct workshops.

We hope that you find tremendous value in the ATD Workshop Series.

Tony Bingham

President & CEO

Association for Talent Development (ATD)

January 2017

Preface

I have a passion for facilitating training sessions. I love watching people be surprised that they can have a good time while learning. In fact, my mission in life is “linking laughter and learning.”

I get excited when I see a person’s eyes during an “aha” moment. And I live for the challenge of the person who comes in as an angry hostage and leaves as a surprised and happy learner.

I experienced that feeling a few weeks ago when I taught a presentation skills workshop. In the session, I had a majority of hostages and a handful of truly fearful speakers. Two of them explained that they actually felt physically ill when they had to give presentations.

Seven hours later, those same individuals stood in front of the group. One shook a bit. One admitted she was nauseous. One said he didn’t know if he could make it through that talk. Each of these individuals gave a presentation. And the ones who had been the most scared to present received standing ovations from the group who saw the transformation that had occurred as a result of the day’s activities.

That is why I do this. To watch someone walk out of a room with a greater sense of security, a feeling of accomplishment, and the belief that he or she will be able to apply what he or she learned is the ultimate feeling of achievement.

But one of the things that worries me when I see a participant leave on this “high” is the possibility that the newfound confidence will slip away from them if the skill is not used again soon. And that is why I draw on the principles of blended learning and follow-up activities to keep those newly emerging skills growing beyond a single training experience.

With this book, in as little as a half day, participants will gain tools to create a presentation, develop practical delivery skills, and practice giving a short presentation they’ve created. The one-day or two-day sessions will enable them to develop and practice their presentation skills in greater depth. And regardless of which workshop format you choose, you will discover what to do after a training session to ensure that the skills they’ve developed don’t slip away.

So whether you are new to training, new to presentation skills development, or a seasoned pro at both, you will find time-saving agendas, learning resources, and guidance to enable you to make a significant difference in someone's communication and presentation skills.

Thank you for joining me in this cause. The world's best ideas can be lost if the minds that created them don't have the ability to share them.

Christee Gabour Atwood

Alexandria, Louisiana

January 2017



Introduction

How to Use This Book

What's in This Chapter

- Why presentation skills training is important
 - What you need to know about training
 - Estimates of time required
 - A broad view of what the book includes
-

Why Is Presentation Skills Training Important?

Presentation skills give us the power to change the world.

Great presenters instill trust, engage our minds and hearts, deliver ideas and information, and inspire and captivate us.

Consider the great leaders of history. If they had not been persuasive speakers, would they have been able to affect the future as they did?

Think about those in your life who have influenced your actions. What was so effective about the way they spoke to you? What are the characteristics that you most admire in speakers that you've seen?

And now consider that you have the opportunity to help others develop these same skills, influence others, and make a difference in the world. That is why presentation skills training is important.

The workshops presented in this book will help your learners develop these skills. They'll even serve as development opportunities for your own skills, because no matter how good we are, we can continually strive to improve.

Whether our speech is a simple explanation to a child, a persuasive presentation to a crowd, or a toast to a newly married couple, it deserves to be the best possible speech we can give. And whether we are presenting our strategy to our team, giving a sales talk, or delivering a report at our annual meeting, our business success depends on strong, well-crafted, well-delivered presentations. That is what you and your participants will work to develop with the skills practiced in *Presentation Skills Training*. Being able to express ourselves clearly and purposefully is an essential success factor for all individuals, no matter the job title, no matter the industry.

The workshops in this book provide a foundational component in preparing individuals to express themselves through presentations. The innovative, engaging two-day, one-day, and half-day programs give you all the tools and resources you need to develop confident speakers who can clearly communicate their ideas to others.

What Do I Need to Know About Training?

The ATD Workshop Series is designed to be adaptable for many levels of both training facilitation and topic expertise. Circle the answers in this quick assessment that most closely align with your state of expertise.

QUICK ASSESSMENT: HOW EXPERT DO I NEED TO BE?			
Question	Authority	Developing Expertise	Novice
What is your level of expertise as a facilitator?	<ul style="list-style-type: none"> • More than 5 years of experience • Consistently receive awesome evaluations • Lead highly interactive sessions with strong participant engagement 	<ul style="list-style-type: none"> • From 1 to 5 years of experience • Catch myself talking too much • May feel drained after training • Participants sometimes sit back and listen instead of engage 	<ul style="list-style-type: none"> • Less than 1 year of experience • No idea what to do to be successful • Eager to develop a facilitative style
How proficient are you with the topic?	<ul style="list-style-type: none"> • Well versed • Have taken courses • Read books/ authored articles • Created training materials • Am sought out by peers on this topic • It is my passion 	<ul style="list-style-type: none"> • On my way • Have taken courses • Read books • Created workshop materials • Would benefit from the book's support tools 	<ul style="list-style-type: none"> • I can spell it! • Had a course in school • Received feedback from respected colleagues indicating I have a natural inclination for this topic (but feel a bit like an imposter)

Two-fold novice: Your best bet is to stick closely to the materials as they are designed. Spend extra time with the content to learn as much as possible about it. Read the examples and sample stories, and plan examples of your own to share. Also, closely read Chapter 8 on training delivery, and consider practicing with a colleague before delivering the program. Take comfort in the tested materials you are holding and confidence in your ability to apply them!

Developing your expertise in one or both areas: Logical choices for you may include using the outline and materials, and then including material you have developed that is relevant to the topic *and* your participants' workplace needs. Or, take the core content of the materials and revise the learning techniques into interactive approaches you have used with success in the past. Play to your strengths and develop your growth areas using the resources in this volume that complement your existing skills.

Authority twice over: Feel free to adapt the agendas and materials as you see fit and use any materials that you have already developed, or simply incorporate training activities, handouts, and so forth from this volume into your own agenda. Enjoy the benefits of ready-to-use processes and support tools and have fun tailoring them to your preferences and organizational needs.

How Much Time Will Preparation Take?

Putting together and facilitating a training workshop, even when the agendas, activities, tools, and assessments are created for you, can be time consuming. For planning purposes, estimate about four days of preparation time for a two-day course.

What Are the Important Features of the Book?

Section I includes the various workshop designs (from two days to a half day) with agendas and thumbnails from presentation slides as well as a chapter on customizing the workshop for your circumstances. The chapters included are

- Chapter 1. Two-Day Workshop (15 hours program time) + Agenda + PPT (thumbnails)
- Chapter 2. One-Day Workshop (7.5 hours program time) + Agenda + PPT (thumbnails)
- Chapter 3. Half-Day Workshop (3 to 4 hours program time) + Agenda + PPT (thumbnails)
- Chapter 4. Customizing the Presentation Skills Workshops.

The workshop chapters include advice, instructions, workshop at-a-glance tables, as well as full program agendas.

Section II is standard from book to book in the ATD Workshop Series as a way to provide a consistent foundation of training principles. This section's chapters follow the ADDIE model—the classic instructional design model named after its steps (analysis, design, development, implementation, and evaluation). The chapters are based on best practices and crafted with input from experienced training practitioners. They are meant to help you get up to speed as quickly as possible. Each chapter includes several additional recurring features to help you understand the concepts and ideas presented. The Bare Minimum gives you the bare bones of what you need to know about the topic. Key Points summarize the most important points of each chapter. What to Do Next guides you to your next action steps. And, finally, the Additional Resources section at the end of each chapter gives you options for further reading to broaden your understanding of training design and delivery. Section II chapters include

- Chapter 5. Identifying Needs for Presentation Skills Training
- Chapter 6. Understanding the Foundations of Training Design
- Chapter 7. Leveraging Technology to Maximize and Support Design and Delivery
- Chapter 8. Delivering Your Presentation Skills Workshop: Be a Great Facilitator
- Chapter 9. Evaluating Workshop Results.

Section III covers information about post-workshop learning:

- Chapter 10. The Follow-Up Coach

Section IV includes thumbnail versions of all the supporting documents for reference and online guidance for accessing the documents online:

- Chapter 11. Learning Activities
- Chapter 12. Assessments
- Chapter 13. Handouts
- Chapter 14. Online Supporting Documents and Downloads.

The book includes everything you need to prepare for and deliver your workshop:

- **Agendas**, the heart of the series, are laid out in three columns for ease of delivery. The first column shows the timing, the second gives the presentation slide number and image for quick reference, and the third gives instructions and facilitation notes. These are designed to be straightforward, simple agendas that you can take into the training room and use to stay on track. They include cues on the learning activities, notes about tools or handouts to include, and other important delivery tips.


- **Learning activities**, which are more detailed than the agendas, cover the objectives of the activity, the time and materials required, the steps involved, variations on the activity in some cases, and wrap-up or debriefing questions or comments.
- **Assessments, handouts, and tools** are the training materials you will provide to learners to support the training program. These can include scorecards for games, instructions, reference materials, samples, self-assessments, and so forth.
- **Presentation media** (PowerPoint slides) are deliberately designed to be simple so that you can customize them for your company and context. They are provided for your convenience. Chapter 7 discusses different forms of technology that you can incorporate into your program, including different types of presentation media.

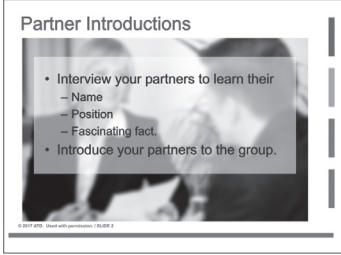
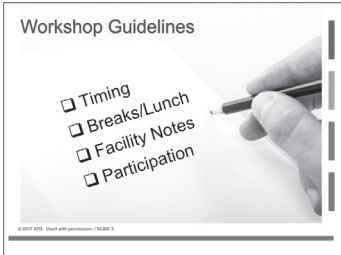
All the program materials are available for download, customization, and duplication. See Chapter 14 for instructions on how to access the materials.

How Are the Agendas Laid Out?

The following agenda is a sample from the two-day workshop.

Day One: (8:00 a.m. to 4:00 p.m.)

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
8:00 a.m. (10 min)	Slide 1 	Welcome and Introduction Arrive at least an hour before your workshop is scheduled to begin so that you have time to <ul style="list-style-type: none"> • Adjust the room setup as desired • Test your audiovisual equipment and cue up your presentation slides • Prepare the tables by distributing handouts and supplies as needed • Compose yourself before you start greeting your participants. Welcoming your participants as they enter will help them feel more comfortable. It's also a method to boost your own level of confidence. As we'll discuss in the workshop, it's easier to talk to a group of friends than to strangers. These informal introductions create a room of friends. And keep in mind that modeling good communication skills for your participants is very important because it gives them the chance to see the techniques and methods put into practice.

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
	Slide 1, <i>continued</i>	To begin, briefly introduce yourself to the participants and welcome them to the workshop. Assure them that no matter their current level of speaking expertise, they'll develop valuable techniques in this session to help them move to the next level of presentation skills.
8:10 a.m. (20 min)	Slide 2 	Learning Activity 1: Partner Introductions • Handout 1: Meet Your Team This lively icebreaker helps alleviate the anxiety that often precedes a training session. Additionally, it allows participants to make their first presentation of the day without realizing it. Follow the instructions in the learning activity.
8:30 a.m. (5 min)	Slide 3 	Workshop Guidelines Use this slide to go over the guidelines for the workshop so participants know what is expected of them. You'll want to add the basic information they'll need such as lunch schedule, breaks, restroom locations, and other facility notes. As you've probably noticed, the discussion about electronics such as cell phones has become more important in recent years. Model the behavior you're requesting by turning your phone to silent as you ask them to do the same. Other guidelines you could add to this discussion could be conveniences such as location of vending machines and smoking areas and emergency procedures. Remind them this is a stress-free zone, so there's no test in this workshop. This program is an opportunity to practice with tools that will help them organize their presentations, improve their delivery skills, and reduce their anxiety in speaking situations.

How Do I Use This Book?

If you've ever read a "Choose Your Own Adventure" book, you will recognize that this book follows a similar principle. Think back to the self-assessment at the beginning of this introduction:

- If you chose *authority*, you can get right to work preparing one of the workshops in Section I. Use Section II as a reference. Many of the chapters in Section II feature a sidebar or other information written by the author, who has much experience in the topic under consideration. This advice can help guide your preparation, delivery, and evaluation of training.
- If you chose *developing expertise*, read Section II in depth and skim the topic content.
- If you chose *novice at training and the topic*, then spend some serious time familiarizing yourself with both Sections I and II of this volume as well as the topic content.

Once you have a general sense of the material, assemble your workshop. Select the appropriate agenda and then modify the times and training activities as needed and desired. Assemble the materials and familiarize yourself with the topic, the activities, and the presentation media.

Key Points

- The workshops in this book are designed to be effective at all levels of trainer expertise.
- Good training requires an investment of time.
- The book contains everything you need to create a workshop, including agendas, learning activities, presentation media, assessments, handouts, and tools.

What to Do Next

- Review the agendas presented in Section I and select the best fit for your requirements, time constraints, and budget.
- Based on your level of expertise, skim or read in depth the chapters in Section II.
- Consider what kind of follow-up learning activities you will want to include with the workshop by reviewing Section III.

Additional Resources

Biech, E. (2008). *10 Steps to Successful Training*. Alexandria, VA: ASTD Press.

Biech, E., ed. (2014). *ASTD Handbook: The Definitive Reference for Training & Development*, 2nd edition. Alexandria, VA: ASTD Press.

Emerson, T., and M. Stewart. (2011). *The Learning and Development Book*. Alexandria, VA: ASTD Press.

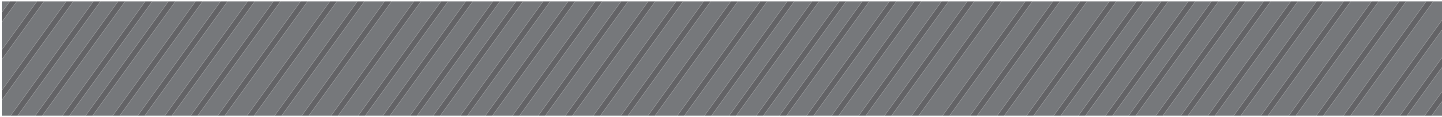
McCain, D.V. (2015). *Facilitation Basics*, 2nd edition. Alexandria, VA: ATD Press.

Piskurich, G. (2003). *Trainer Basics*. Alexandria, VA: ASTD Press.

Stolovitch, H.D., and E.J. Keeps. (2011). *Telling Ain't Training*, 2nd edition. Alexandria, VA: ASTD Press.

SECTION I

The Workshops



Chapter 1

Two-Day Presentation Skills Workshop

What's in This Chapter

- Objectives of the two-day Presentation Skills Training Workshop
- Summary chart for the flow of content and activities
- Two-day program agenda

The two-day presentation skills workshop ensures that participants have the tools they need to successfully design and deliver engaging presentations. They will also have opportunities to practice many of these techniques in several shorter-format presentations during the course of the workshop.

This agenda is an excellent choice for both beginner and seasoned presenters who wish to continue developing their presentation and facilitation skills with new tools and techniques.

One of the important features of this workshop is its high level of interactivity. Most of the techniques and tools introduced in the session are shared and discussed among the learners rather than delivered through lecture. The effect of this format is twofold. First, participants learn the material more readily because when people teach, they learn. Second, through these sharing sessions, participants start to present the types of speeches that they are studying.

They'll practice short impromptu talks, group discussions, facilitation techniques, and even a bit of debate as they determine which audiovisual tools they favor.

The two-day format allows group members to become more comfortable with each other and to build trust to help prepare them for their final presentations and the detailed observations and evaluations at the end of the program. Group members also become more supportive of each other in the longer-format workshop, which will be useful during the program and in any follow-up activities you undertake to continue their skill development.

To achieve the objectives of the workshop, participants will engage in activities that will introduce them to tools such as the presentation worksheet, a form that will be useful any time they need to organize information for a program or speech. They'll take a self-assessment to determine their current level of skill and comfort with presentations and to help them design a plan to continue developing their skills. They'll learn to assess audiovisuals and other tools to determine those that are best suited for their presentations. And they'll even have an opportunity to practice facilitation skills to use in presentations or meetings. By the end of the two-day workshop, participants will be well on their way to becoming confident and professional presenters.

Please note that the two-day workshop is designed for a group of 10 participants who end the program by making 10- or 15-minute presentations. You can adjust the agenda for larger groups by shortening the length of the presentations. If a group is composed of less-experienced speakers, you may choose to make their final presentations shorter to reduce their stress level. With this flexibility, you can accommodate any size group and skill level, with the understanding that more control is needed to keep a larger group on task during a workshop. So, you will also want to adjust the size of your group to work with your comfort level in facilitation.

And, finally, with this workshop topic especially, keep in mind that your participants are watching everything you do. Be sure to model best practices in presentation and facilitation skills to deliver the sessions. As you greet them at the beginning of the workshop, for example, you are demonstrating how they can connect with their audiences when they must give presentations in their workplaces. Your body language, tone of voice, and even the speed at which you talk will "speak" volumes to your participants. Seeing how effectively you use examples and stories will encourage them to do the same. Your openness and encouragement will help create a safe space for them to take risks, develop their speaking skills, and ultimately become more confident, powerful communicators.

Two-Day Workshop Objectives

By the end of the two-day workshop, participants will be able to

- Communicate messages with confidence
- Create presentations that inform, enlighten, and entertain
- Use techniques and tools to engage audiences
- Address challenging situations with skill and professionalism
- Deliver effective impromptu presentations.
- Create an action plan to continue developing presentation skills.

Two-Day Workshop Overview

Day-One Overview

TOPICS	TIMING
Welcome and Introduction	10 minutes
Learning Activity 1: Partner Introductions	20 minutes
Workshop Guidelines	5 minutes
Learning Activity 2: Learning Objectives	20 minutes
Workshop Overview and Agenda	5 minutes
Learning Activity 3: Presentation Skills Self-Assessment	20 minutes
Module 1: Designing the Presentation	5 minutes
Learning Activity 4: The SET Formula	40 minutes
BREAK	15 minutes
Learning Activity 5: Planning the Presentation	50 minutes
Learning Activity 6: Creating the Content	55 minutes
LUNCH	60 minutes
Module 2: Delivering the Presentation	5 minutes
Learning Activity 7: Presentation Delivery Skills	30 minutes
Module 3: Enhancing the Presentation	5 minutes
Learning Activity 8: Audiovisuals and More	50 minutes
Notes	5 minutes
BREAK	15 minutes
Learning Activity 9: Review Elevator Speech	45 minutes
Learning Activity 10: Presentation Preview	10 minutes
Day-One Workshop Wrap-Up	10 minutes
TOTAL	480 minutes (8 hours)


Day-Two Overview


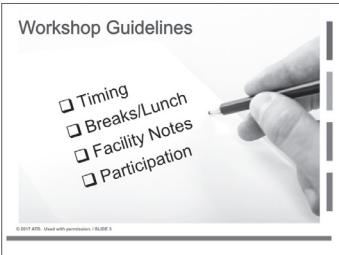
TOPICS	TIMING
Day-Two Welcome	15 minutes
Learning Activity 11: Interactivity	50 minutes
Learning Activity 12: Facilitation Skills	50 minutes
BREAK	15 minutes
Learning Activity 13: Handling Challenges	25 minutes
Learning Activity 14: Overcoming Anxiety	20 minutes
Learning Activity 15: Presentation Preparation	45 minutes
LUNCH	60 minutes
Learning Activity 16: Presentations	75 minutes
BREAK	15 minutes
Learning Activity 16: Presentations (continued)	75 minutes
Learning Activity 17: Action Planning	20 minutes
Learning Activity 18: Workshop Evaluation	10 minutes
Workshop Wrap-Up	5 minutes
TOTAL	480 minutes (8 hours)

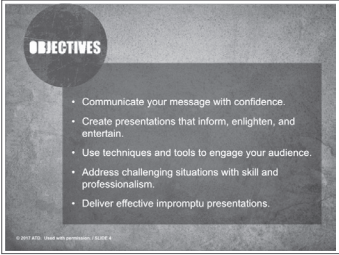
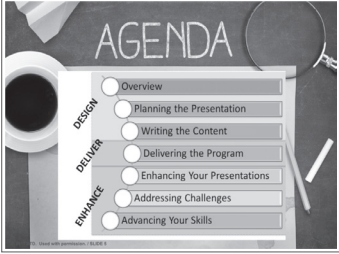
Two-Day Workshop Agenda: Day One

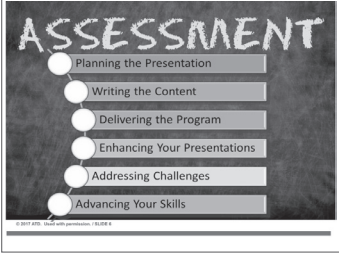
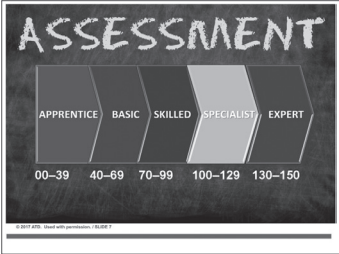
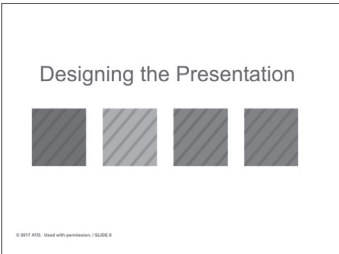
Day One of the two-day workshop focuses on planning and creating a presentation and developing the basic delivery skills that make a presentation effective. This day ends with a short presentation that serves as a review and an opportunity to practice the building block of presentations, the short answer-evidence-transition (SET) formula.

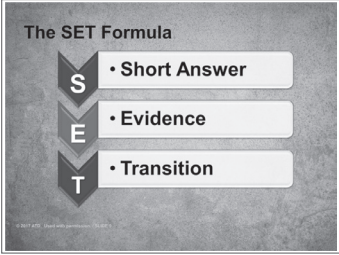
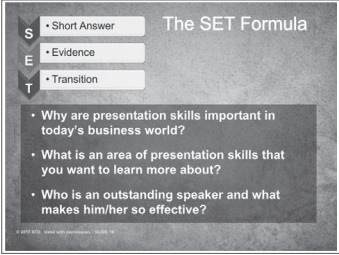
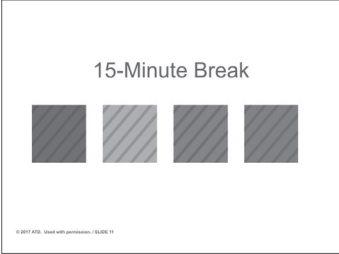
Day One: (8:00 a.m. to 4:00 p.m.)

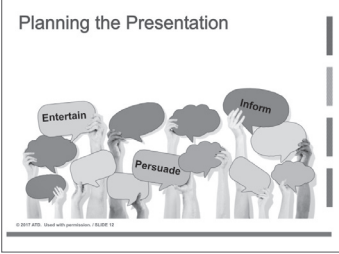
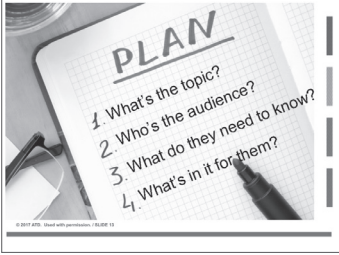
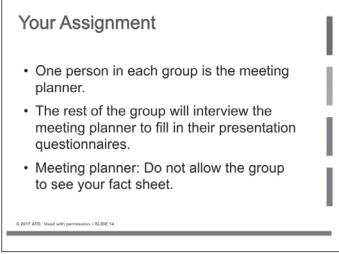
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
8:00 a.m. (10 min)	Slide 1 	Welcome and Introduction Arrive at least an hour before your workshop is scheduled to begin so that you have time to <ul style="list-style-type: none"> • Adjust the room setup as desired • Test your audiovisual equipment and cue up your presentation slides • Prepare the tables by distributing handouts and supplies as needed • Compose yourself before you start greeting your participants.

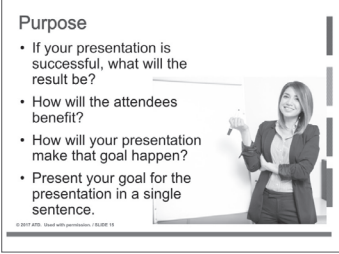

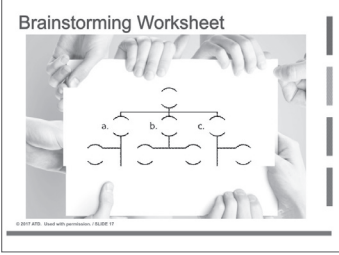
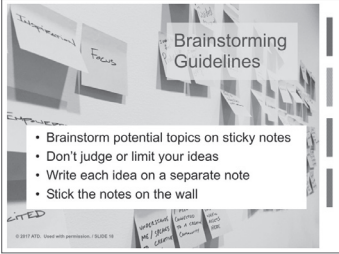
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
	Slide 1, <i>continued</i>	<p>Welcoming your participants as they enter will help them feel more comfortable. It's also a method to boost your own level of confidence. As we'll discuss in the workshop, it's easier to talk to a group of friends than to strangers. These informal introductions create a room of friends. And keep in mind that modeling good communication skills for your participants is very important because it gives them the chance to see the techniques and methods put into practice.</p> <p>To begin, briefly introduce yourself to the participants and welcome them to the workshop. Assure them that no matter their current level of speaking expertise, they'll develop valuable techniques in this session to help them move to the next level of presentation skills.</p>
8:10 a.m. (20 min)	Slide 2 	<p>Learning Activity 1: Partner Introductions</p> <ul style="list-style-type: none"> • Handout 1: Meet Your Team <p>This lively icebreaker helps alleviate the anxiety that often precedes a training session. Additionally, it allows participants to make their first presentation of the day without realizing it. Follow the instructions in the learning activity.</p>
8:30 a.m. (5 min)	Slide 3 	<p>Workshop Guidelines</p> <p>Use this slide to go over the guidelines for the workshop so participants know what is expected of them. You'll want to add the basic information they'll need such as lunch schedule, breaks, restroom locations, and other facility notes.</p> <p>As you've probably noticed, the discussion about electronics such as cell phones has become more important in recent years. Model the behavior you're requesting by turning your phone to silent as you ask them to do the same.</p>

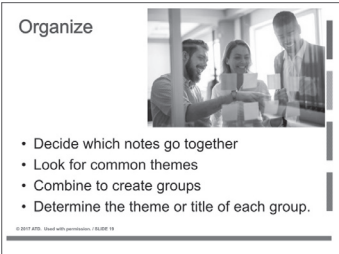
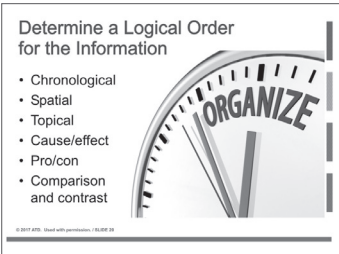
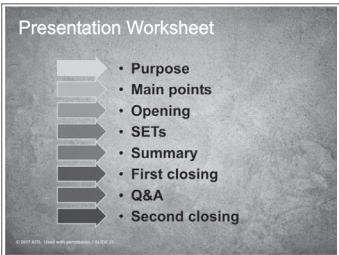
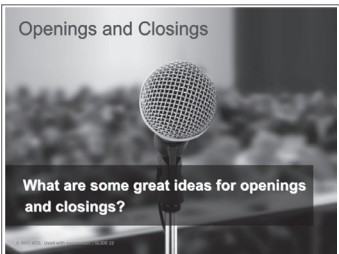
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
	Slide 3, <i>continued</i>	<p>Other guidelines you could add to this discussion could be conveniences such as location of vending machines and smoking areas and emergency procedures.</p> <p>Remind them this is a stress-free zone, so there's no test in this workshop. This program is an opportunity to practice with tools that will help them organize their presentations, improve their delivery skills, and reduce their anxiety in speaking situations.</p>
8:35 a.m. (20 min)	Slide 4 	<p>Learning Activity 2: Learning Objectives</p> <ul style="list-style-type: none"> • Handout 2: Presentation Skills Learning Objectives <p>This activity introduces the skills that will be covered in the workshop. The handout gives an overview of the workshop objectives and invites participants to analyze the specific skills areas that will be most beneficial to them.</p> <p>Follow the instructions in the learning activity and encourage participants to note areas on which they'd like to focus.</p>
8:55 a.m. (5 min)	Slide 5 	<p>Workshop Overview and Agenda</p> <p>Explain that the workshop is divided into three modules. Use this slide to introduce the sections that will be covered in each module.</p> <p>The first module covers the design of presentations. It includes the planning process, during which a speaker gains in-depth knowledge of what is expected of the presentation, learns about the audience, and then crafts the content to address those needs.</p> <p>The second module focuses on delivery. It includes the basics of delivering an effective presentation using body language, tone, and delivery techniques.</p> <p>The third module focuses on enhancing the presentation through tools and interactive techniques. It also addresses the challenges that can arise during a presentation and gives ideas for participants to continue improving speaking skills after the conclusion of the workshop.</p>

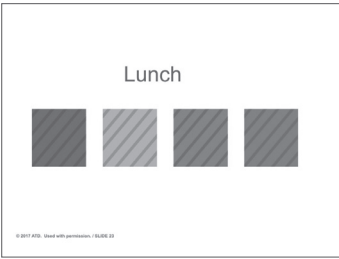
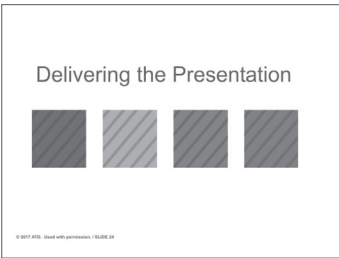

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
9:00 a.m. (20 min)	Slide 6 	Learning Activity 3: Presentation Skills Self-Assessment <ul style="list-style-type: none"> • Assessment 1: Presentation Skills Self-Assessment <p>The Presentation Skills Self-Assessment enables participants to determine their skills in the specific areas of designing, delivering, and enhancing presentations.</p> <p>Follow the instructions in the learning activity to complete this assessment and guide the related discussion. Remind participants that no one else will see this assessment, so they can be completely open with their ratings.</p> <p>(Slide 1 of 2)</p>
	Slide 7 	<p>Use this slide to lead a discussion to help participants interpret their assessment results.</p> <p>Share areas that you found difficult when you first started giving presentations. It's even positive to admit areas that you still want to improve. Admitting that you're not perfect helps your learners feel more comfortable and reminds them that no matter their level of skill, there's always room for improvement. This discussion will also help participants build rapport with you and with each other.</p> <p>Use the questions in the learning activity to guide the debrief of this activity.</p> <p>(Slide 2 of 2)</p>
9:20 a.m. (5 min)	Slide 8 	Module 1: Designing the Presentation <p>Use this slide to introduce the first module: designing the presentation. Explain that in this section, they'll be walking through the steps of planning the presentation, gathering information, and writing and organizing the content. But first you will start by teaching them a basic building block tool they'll use for every presentation in this workshop: the SET formula.</p>

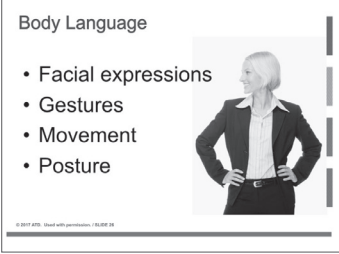
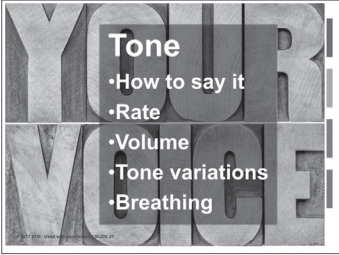
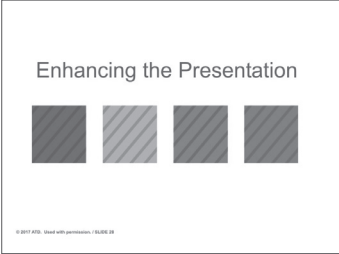
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
9:25 a.m. (40 min)	Slide 9 	Learning Activity 4: The SET Formula • Handout 3: The SET Formula <p>This partner activity introduces the SET formula, which is the foundation for successful presentations, whether formal speeches, impromptu reports, or simple answers to questions. Use this slide to present the components of the SET formula and to share an example to illustrate the tool in action.</p> <p>Follow the instructions in the learning activity, using this slide and the next to guide the participants through the exercise.</p> <p>(Slide 1 of 2)</p>
	Slide 10 	<p>Ask participants to use the SET formula to create their own 60-second presentation. Once their presentations are created, have participants deliver their SET formula talks to a partner.</p> <p>Debrief the activity by asking the discussion questions in the learning activity.</p> <p>(Slide 2 of 2)</p>
10:05 a.m. (15 min)	Slide 11 	BREAK

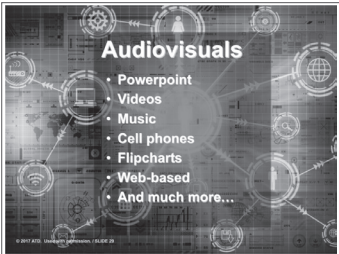
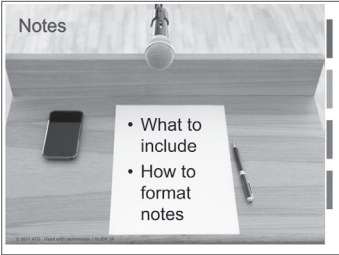
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
10:20 a.m. (50 min)	<p>Slide 12</p> 	<p>Learning Activity 5: Planning the Presentation</p> <ul style="list-style-type: none"> • Handout 4: Presentation Questionnaire • Handout 5: Meeting Planner Fact Sheets <p>In this hands-on activity, participants will practice completing the research that successful speakers do before writing a presentation. It will help them streamline the purpose of their presentation and ensure that they have gotten all the information needed to tailor their presentation to their audience.</p> <p>Follow the instructions in the learning activity, using this and the next three slides to conduct the activity.</p> <p>(Slide 1 of 4)</p>
	<p>Slide 13</p> 	<p>Explain that knowing the topic isn't enough; you need to analyze the topic further to determine the purpose of discussing the topic. The goal for a presentation is to help the audience understand, feel, or do something related to the topic—persuading them, informing them, or inciting them to action. And hopefully you are entertaining and engaging them as well.</p> <p>(Slide 2 of 4)</p>
	<p>Slide 14</p> 	<p>Display this slide as you give the instructions for the activity. It will serve as a reminder as they conduct their interviews.</p> <p>(Slide 3 of 4)</p>

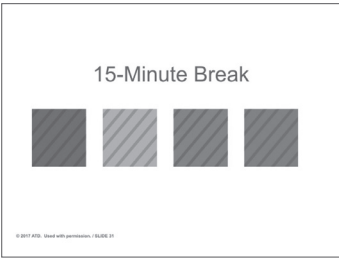
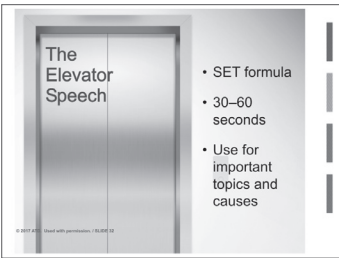
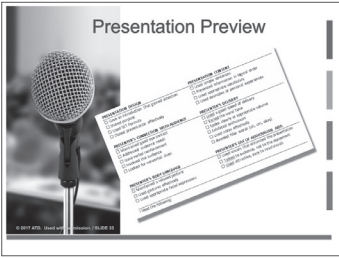
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
	<p>Slide 15</p>  <p>Purpose</p> <ul style="list-style-type: none"> • If your presentation is successful, what will the result be? • How will the attendees benefit? • How will your presentation make that goal happen? • Present your goal for the presentation in a single sentence. 	<p>Once the groups have completed their interviews, use this slide to explain that they will now narrow all the information they have gathered into a strong purpose statement.</p> <p>Tell them to work together in their groups to write one purpose statement for the presentation they have been researching. Ask groups to share their statement with the entire group and then comment on those of other groups.</p> <p>Debrief the activity using the discussion questions in the learning activity.</p> <p>(Slide 4 of 4)</p>
<p>11:10 a.m. (55 min)</p>	<p>Slide 16</p> 	<p>Learning Activity 6: Creating the Content</p> <ul style="list-style-type: none"> • Handout 6: Brainstorming Worksheet • Handout 7: Presentation Worksheet <p>This interactive small group activity helps participants jump-start their creative process in writing a presentation with a brainstorming session and follows up with methods to organize the flow of information.</p> <p>Follow the instructions in the learning activity. You will use this and the next six slides to conduct the activity.</p> <p>(Slide 1 of 7)</p>
	<p>Slide 17</p> 	<p>Use this slide and Handout 6 to introduce the brainstorm tool the participants will be using in this activity.</p> <p>(Slide 2 of 7)</p>
	<p>Slide 18</p>  <p>Brainstorming Guidelines</p> <ul style="list-style-type: none"> • Brainstorm potential topics on sticky notes • Don't judge or limit your ideas • Write each idea on a separate note • Stick the notes on the wall 	<p>Use this slide to remind participants of the guidelines for effective brainstorming while they brainstorm with their sticky notes.</p> <p>(Slide 3 of 7)</p>

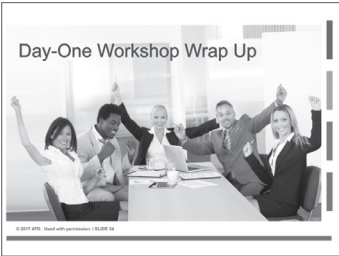
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
	<p>Slide 19</p>  <p>Organize</p> <ul style="list-style-type: none"> • Decide which notes go together • Look for common themes • Combine to create groups • Determine the theme or title of each group. <p><small>© 2017 APT. Used with permission. 10/20/20 19</small></p>	<p>This slide gives tips for the next step in the brainstorming process—organizing. Have participants group the sticky notes to identify themes and explore how the individual topics tie into the themes.</p> <p>(Slide 4 of 7)</p>
	<p>Slide 20</p>  <p>Determine a Logical Order for the Information</p> <ul style="list-style-type: none"> • Chronological • Spatial • Topical • Cause/effect • Pro/con • Comparison and contrast <p><small>© 2017 APT. Used with permission. 10/20/20 20</small></p>	<p>Use this slide to highlight some of the many methods that they can use to determine a logical order for the information in their presentations. Emphasize that they can use any one of the many variations of these organizational methods, as long as their chosen method results in a logical progression through the content to help people understand and retain the information.</p> <p>(Slide 5 of 7)</p>
	<p>Slide 21</p>  <p>Presentation Worksheet</p> <ul style="list-style-type: none"> • Purpose • Main points • Opening • SETs • Summary • First closing • Q&A • Second closing <p><small>© 2017 APT. Used with permission. 10/20/20 21</small></p>	<p>Walk the participants through the sections of the presentation worksheet (Handout 7). Remind them that they've already written the purpose and main points and have thought about how to organize the information. This means that they have the basic structure of their presentations already written!</p> <p>(Slide 6 of 7)</p>
	<p>Slide 22</p>  <p>Openings and Closings</p> <p>What are some great ideas for openings and closings?</p> <p><small>© 2017 APT. Used with permission. 10/20/20 22</small></p>	<p>Ask participants for their ideas for openings and closings of speeches or presentations. Ideas could include quotes, startling statistics, questions, stories, humor, or many other attention-grabbing, memorable, and engaging techniques.</p> <p>Close this activity by asking the debriefing questions provided in the learning activity.</p> <p>(Slide 7 of 7)</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
12:05 p.m. (60 min)	Slide 23 	LUNCH
1:05 p.m. (5 min)	Slide 24 	Module 2: Delivering the Presentation Remind the participants that in the first module of this workshop, they discovered some excellent tools for developing the content of a presentation. Now they will have an opportunity to work on how they present and deliver the information.
1:10 p.m. (30 min)	Slide 25 	Learning Activity 7: Presentation Delivery Skills <ul style="list-style-type: none"> • Handout 8: Presentation Delivery Skills This self-reflection activity and accompanying discussion will help participants identify and practice presentation delivery skills. They will explore the basics of effective presentation delivery and how tone, body language, and other factors can take a speaker from good to great. Completing this assessment tool, together with the learning activity, participants will determine the practices that will enable them to deliver presentations in ways that engage, educate, and even entertain audiences. Follow the instructions in the learning activity. Use this and the next two slides to conduct the activity. (Slide 1 of 3)

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
	<p>Slide 26</p> 	<p>Display this slide as you discuss the results of the assessment. Encourage volunteers to take turns discussing each of the presentation skills related to body language (items 1-13) and ideas for how to develop them. You can guide the conversation to keep it on track and moving forward, but you want to let participants facilitate the learning here.</p> <p>Summarize the importance of body language by noting that we don't always have welcoming facial expressions. Remembering to smile can make us more approachable and put others at ease. We don't need to wave our arms around unless we are signaling a plane to land. Our gestures should be relaxed and natural. Movement helps dispel nerves and create action that can help keep the audience's attention. And, of course, proper posture communicates confidence and strength. You can demonstrate this by slouching to show the difference it makes in our appearance.</p> <p>(Slide 2 of 3)</p>
	<p>Slide 27</p> 	<p>Show this slide as the participants discuss tone, voice, and word choice (items 14-20). Reinforce the importance of modulating the speed at which we speak, adjusting our volume to suit the audience and environment, and remembering to breathe to help calm our nerves.</p> <p>(Slide 3 of 3)</p>
<p>1:40 p.m. (5 min)</p>	<p>Slide 28</p> 	<p>Module 3: Enhancing the Presentation</p> <p>Introduce the final module—enhancing the presentation. Here, participants will learn more about the different tools available to help them take their presentations to a higher level of professionalism.</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
1:45 p.m. (50 min)	Slide 29 	Learning Activity 8: Audiovisuals and More • Handout 9: Audiovisuals and More <p>This small group activity focuses on the different methods available to make presentations more engaging to an audience. Participants will investigate methods of enhancing presentations and then team teach a visual aid to the entire group. Encourage groups to “champion” their method to add energy and interest to their group presentation.</p> <p>Follow the instructions in the learning activity.</p>
2:35 p.m. (5 min)	Slide 30 	Learning Content/Discussion Notes <p>After discussing the visuals in the previous activity, use this slide to remind participants of the importance of good notes.</p> <p>If they want to maintain eye contact or be able to use audiovisuals without continually returning to read their script, they must use an effective format for their notes. Explain that a word-for-word script in front of them will create a tendency to read it. Instead, they’ll want to take key words and phrases from their scripts and write them down to use as notes.</p> <p>Ask for suggestions of what is important to include in notes. Capture their ideas on a flipchart and add the following suggestions to supplement the list:</p> <ul style="list-style-type: none"> • Number the pages or cards in case they drop their notes. • Highlight any areas they stumble over when practicing. • If using full pages, suggest that they avoid writing on the bottom third of the page so the audience is not looking at the top of their heads. • Write reminders in their notes, such as “slow down” or “pause,” to help with pacing. <p>Once you’ve completed the list on chart paper, encourage participants to take a photo of it with their smartphones or tablets as a reminder of how to prepare effective notes for future presentations.</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
2:40 p.m. (15 min)	Slide 31 	BREAK
2:55 p.m. (45 min)	Slide 32 	Learning Activity 9: Review Elevator Speech • Handout 10: The Elevator Speech In this activity, participants practice using the SET formula to create and deliver an elevator speech. It will help to reinforce the information and provide practice for the skills they have been learning in the workshop. Follow the instructions in the learning activity.
3:40 p.m. (10 min)	Slide 33 	Learning Activity 10: Presentation Preview • Handout 11: Presentation Preview This final discussion of the day explains what will be expected of participants for their presentation in the final session on Day Two of the workshop. They can review the guidelines as well as the observation form to help them understand the criteria that they will be evaluated on and that they will use to evaluate another presenter. Use this as an opportunity to calm their anxieties by giving them specific information and answering their questions. Follow the instructions in the learning activity.

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
3:50 p.m. (10 min) Ends at 4:00 p.m.	Slide 34 	Day-One Workshop Wrap-Up Congratulate participants for their hard work and progress during this first day of the workshop. They've covered a great deal of material and made both solo and group presentations. Ask for questions and then close the session with an expression of confidence in their ability to successfully deliver their final presentations in the next day's session. This is also a great opportunity to reinforce the practice of using a quote or story to close a presentation. Select a favorite from your collection to end the day.


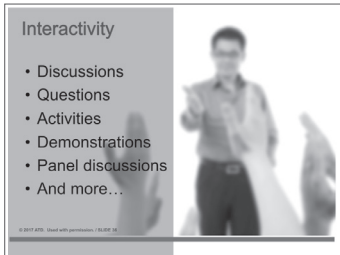
What to Do Between Workshop Days

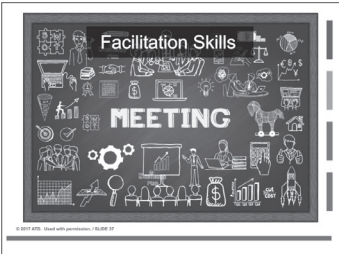
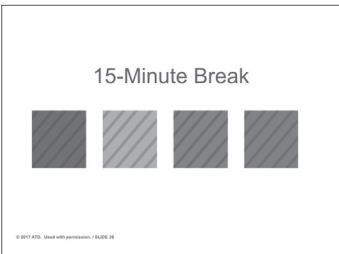

- Make notes on any questions or follow-up that you need to address.
- Make note of lessons learned from Day One and adjust materials as needed.
- Follow up with any issues that you weren't able to address during the workshop, such as heating/cooling, catering, or equipment.
- Follow up with the training coordinator to determine if any new issues need to be addressed for the second day of training.

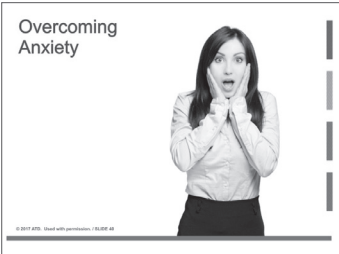

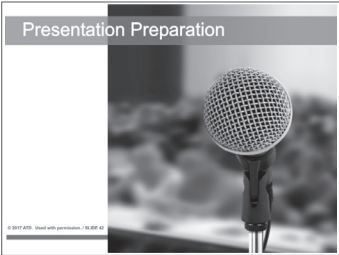
Two-Day Workshop Agenda: Day Two

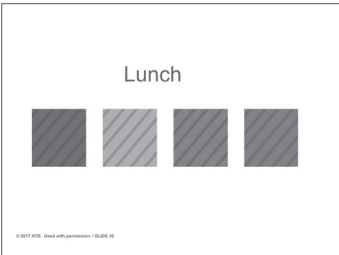

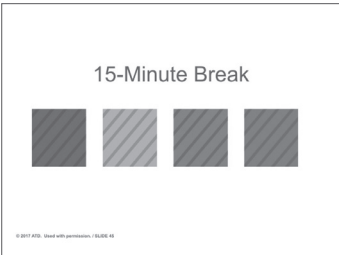

Day Two focuses on further enhancements to their presentations, including interactive elements, facilitation skills, and handling challenges. By the end of the second day, participants will be prepared to present their final presentations while observers help them recognize their strengths and give them ideas for further development.

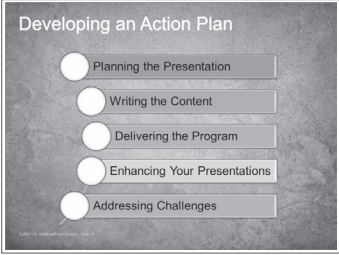
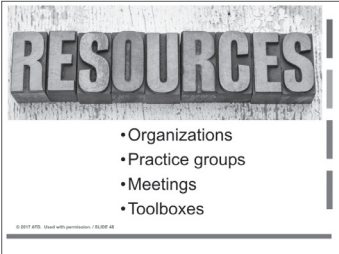
Day Two: (8:00 a.m. to 4:00 p.m.)



TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
8:00 a.m. (15 min)	Slide 35 	<p>Day-Two Welcome</p> <p>Welcome participants to the second day of the workshop and invite them to briefly share information they remember from the first session.</p> <p>Ask if they remember the SET formula or if they've had an opportunity to use an elevator speech.</p> <p>You can use this informal discussion to help them become comfortable with the group again.</p> <p>If they seem to be distracted by nerves over the final presentation, allow them to talk about it and reassure them that no one is expected to be a perfect presenter. That's why we all are here. Everyone in the workshop realizes that there is room to improve their presentation skills.</p> <p>Outline the day's activities by explaining that they will start with more tools and techniques to enhance their presentations. Then they will explore facilitation skills so that they'll be better prepared for leading meetings. They will even have an opportunity to address challenges and the fears of presenting.</p>
8:15 a.m. (50 min)	Slide 36 	<p>Learning Activity 11: Interactivity</p> <ul style="list-style-type: none"> • Handout 12: Interactivity <p>In this fun small group activity, participants will explore several presentational methods that appeal to all types of audiences and then identify the situations in which they will be useful.</p> <p>As a part of the debrief, ask each group to share two or three of their ideas for the techniques with the large group. Add points or suggestions that were not fully covered in their discussion. Using activities, discussions, polls, and other interactive elements, for example, can transform a presentation from a one-sided lecture into an engaging forum.</p> <p>Follow the steps listed in the learning activity.</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
9:05 a.m. (50 min)	Slide 37 	Learning Activity 12: Facilitation Skills <ul style="list-style-type: none"> • Handout 13: Facilitation Skills <p>Whether it is an interactive presentation or a meeting, having facilitation tools at the ready can be useful to stimulate participation from an audience.</p> <p>This learning activity shares ideas of facilitation techniques and presents useful phrases for facilitation situations.</p> <p>Follow the instructions in the learning activity to complete this exercise.</p>
9:55 a.m. (15 min)	Slide 38 	BREAK
10:10 a.m. (25 min)	Slide 39 	Learning Activity 13: Handling Challenges <ul style="list-style-type: none"> • Handout 14: Handling Challenges <p>No matter how good a presentation is, there can be challenging attendees or uncomfortable situations. This activity will help participants think about how to handle these situations before they arise so that they can feel more confident and able to retain control when they do.</p> <p>Follow the steps outlined in the learning activity.</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
10:35 a.m. (20 min)	Slide 40 	Learning Activity 14: Overcoming Anxiety <ul style="list-style-type: none"> • Handout 15: Overcoming Anxiety <p>Remind participants that nervousness is a normal part of speaking. Sometimes anxiety just reminds us that what we're talking about matters to us. But sometimes fear keeps us from speaking as effectively as we might.</p> <p>This learning activity will help participants discuss their fears and methods to lessen their effects.</p> <p>Conduct the steps outlined in the learning activity. Use the next slide to close the activity.</p> <p>(Slide 1 of 2)</p>
	Slide 41 	<p>After all the groups have shared their ideas, use this slide to reinforce and summarize these four simple techniques: breath, meet the audience, stretch, and focus.</p> <p>(Slide 2 of 2)</p>
10:55 a.m. (45 min)	Slide 42 	Learning Activity 15: Presentation Preparation <ul style="list-style-type: none"> • Handout 16: Observation Form <p>This activity gives participants time to practice their presentations. At this point in the workshop, participants may be becoming more nervous about their final presentations, despite learning techniques to deal with the anxiety.</p> <p>You can reassure them that this is not a test. It's a way for them to practice in front of a friendly audience.</p> <p>In addition to giving them time to practice, distribute the observation forms and direct those who would like to be video recorded during their presentations to prepare with the volunteer videographers. Follow the steps listed in the learning activity.</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
11:40 a.m. (60 min)	Slide 43 	LUNCH
12:40 p.m. (75 min)	Slide 44 	Learning Activity 16: Presentations <p>This is the activity that the entire workshop has been working toward. Participants will deliver their presentations and then receive feedback from their observer. The length of time for presentations will vary based on the size of the group. If your group is large or composed of individuals who are less experienced speakers, you can shorten the length of their presentations as needed.</p> <p>Set a positive and encouraging tone for the session and wish them luck.</p> <p>Follow the instructions as listed in the learning activity.</p>
1:55 p.m. (15 min)	Slide 45 	BREAK <p>Take a break about halfway through the presentations so that the audience does not become fatigued or less responsive or attentive to the speakers.</p>
2:10 p.m. (75 min)	Slide 46 	Learning Activity 16: Presentations (continued) <p>Continue with the presentations. Let them know how well they are doing and how much you appreciate their hard work and courage.</p> <p>Close the presentation activity by asking them to compare this presentation with the one that they did at the beginning of Day One.</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
<p>3:25 p.m. (20 min)</p>	<p>Slide 47</p> 	<p>Learning Activity 17: Action Planning</p> <p>Congratulate all the presenters. They successfully created and delivered a presentation to an audience, which is an accomplishment they can feel good about. Remind them that this workshop has explored many techniques and tools for delivering effective presentations. But sharpening speaking skills is an ongoing journey. Developing a plan to continue to practice and hone their presentation skills is an important next step.</p> <p>In this activity, participants will commit to actions they'll take to continue developing their presentation skills. The exercise circles back to the Presentation Skills Self-Assessment (Assessment 1) that they completed at the beginning of the workshop. It serves as an informal review of the workshop content and provides the basis for participants to plan how to further develop their skills.</p> <p>Follow the instructions in the learning activity. (Slide 1 of 2)</p>
	<p>Slide 48</p> 	<p>Use this slide to lead a discussion of ideas for resources to support continued learning. After the participants have identified the skills they want to work on, ask them to write down ideas for how they can continue learning and developing the skills.</p> <p>Ask for volunteers to share some the skills they want to sharpen and then ask the group to suggest ideas for resources and activities that would help them do that. Supplement the discussion with a few of the 30 follow-up ideas listed in Chapter 10. (Slide 2 of 2)</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
3:45 p.m. (10 min)	Slide 49 	<p>Learning Activity 18: Workshop Evaluation</p> <ul style="list-style-type: none"> • Assessment 2: Presentation Skills Workshop Evaluation <p>And finally, because you practice the principles you teach, ask your participants to help you improve the workshop by completing a workshop evaluation that identifies what they liked about the program, what they didn't like, and any comments or suggestions for future workshops.</p>
3:55 p.m. (5 min) Ends at 4:00 p.m.	Slide 50 	<p>Workshop Wrap-Up</p> <p>Thank the participants for their contributions to the workshop. Be available to answer any questions participants might have about the workshop topics. If you wish, you can add your contact information to the final slide so that they can stay in touch or ask additional questions.</p> <p>Share plans for an additional follow-up activities, if applicable. (See Chapter 10: The Follow-Up Coach for ideas to follow up the training with support and resources.)</p> <p>End the program with a story, a quote, or comments on how far the group has come since the first introduction they did.</p> <p>Wish them well and send them on their way with a smile.</p> <p>(Now breathe a sigh of relief. You've completed your program and helped individuals learn new and effective ways to share their ideas. If you feel parts of the program went very well, take time to celebrate. If you feel that parts could be improved, make notes and say, "Next!" And remember, just like we tell our learners, no matter how skilled and proficient we are, we can always get better.)</p>

What to Do Next

If you have decided that the two-day agenda is the best choice for your participants, consider these next steps as you prepare for your workshop:

1. Determine the workshop schedule, location, and room setup.
2. Decide on refreshments, meals, or other options.
3. Promote the program in as many different communication channels as possible.
4. Finalize the participant list.
5. Send confirmation to participants with session information, self-assessment (optional), parking information, and other facility notes.
6. Reserve and test equipment.
7. Make copies and gather supplies.
8. Review Chapter 10: The Follow-Up Coach for ideas to follow up the workshop.
9. Make any desired changes to the presentation slides (for example, adding contact information to last slide).
10. Practice with the equipment you will be using.

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