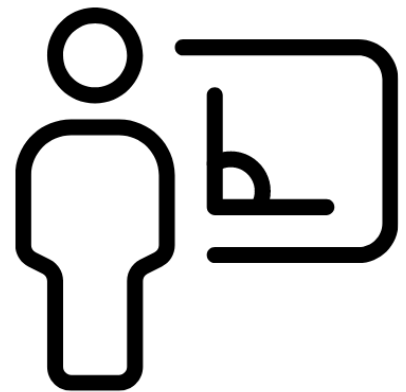


# Instructors Guide



On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor for each lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.



*It takes three weeks to prepare a good impromptu speech.*

**Mark Twain**

## Module Two: Creating the Program

We will look at the steps to follow when creating a plan to improve your Presentation Skills. The first thing to look at is how to perform a needs analysis. This will help you to understand your audience and provide you with the answers to a few basic questions. A basic outline and some minor research would then be utilized to help create the basic program that will assist you in developing greater Presentation Skills.



### Performing a Needs Analysis



A needs analysis is performed when there is a lack of knowledge, skills or attitude that is negatively affecting a group of employees, customers, etc. It is the process of identifying and evaluating training that should be done to improve a current situation. Challenges are defined and opportunities noted; a needs analysis will help the trainer set goals and priorities and decide which method to use to deliver the message. The information gathered will become the basis of a well delivered

presentation.

The results of the research will help to answer the following questions:

- What knowledge, skill or attitude is in need of change?
- How will the required data be collected?
- What gaps exist between expert, average, and poor performers?
- How will the needs analysis be translated into objectives to promote a positive learning outcome?

The method can be simple: observation, careful note taking, and asking questions

Question	Methods
<b>Audience?</b>	Interview key stakeholders and listen to their concerns about the problem.  Define who needs help to overcome what problem.  Identify and describe the audience and the work.
<b>Tasks?</b>	Observe the work of recognized experts in this field.  Take careful notes and ask questions when needed.  Document the proper performance of the work tasks.
<b>Gaps?</b>	Observe other employees doing the tasks.  Compare results with the performance of experts. Document identified skill gaps.
<b>Outcome?</b>	Develop a complete list of tasks for performing the work completely and correctly.

**Example:** Although the call center reps are empowered to assist customers, several are not solving callers' product problems. Instead, they are passing them on to the Escalation Desk, creating a bottleneck, and unhappy customers. The needs analysis identified a task called "Resolve customer complaints". Some of its subtasks are:

- Answer call
- Listen to customer's problem
- Express empathy for the trouble
- Open a new support ticket
- Resolve complaint per the list of allowable resolutions
- Document resolution in the call notes
- Close support ticket.

## Writing the Basic Outline

To develop the outline of the needs analysis, group the tasks that fit together logically, and create headings that reflect the goal of the subtasks.



- Handling a Call
  - *Answer* call
  - *Listen* to customer's problem
  - Express *empathy* for the trouble
  - *Open* a new support ticket
  - *Resolve* the complaint per the list of allowable resolutions
- Documenting Call Resolution
  - *Document* the resolution in the call notes
  - *Close* support ticket

Add headings for an introduction and workshop objectives at the beginning, and a wrap-up and evaluation at the end, and your basic outline is complete.

<b>Estimated Time</b>	25 minutes
<b>Topic Objective</b>	To combine subtasks into groups for presentation To practice editing a program module
<b>Topic Summary</b>	Paint a Picture A needs analysis was performed and tasks were documented. The exercise asks participants to create and edit a course outline with module headings.
<b>Materials Required</b>	<a href="#">Worksheet 1: Paint a Picture</a>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Divide participants into groups of 3 or 4 and give everyone the worksheet. As listed on the worksheet, instruct each to: <ol style="list-style-type: none"> <li>1) Group the tasks that fit together logically</li> <li>2) Write headings for each group</li> <li>3) Add opening and closing modules for the presentation</li> <li>4) Edit the headings and subtasks to provide some “zing”</li> </ol> Reassemble the large group.
<b>Activity Debrief</b>	Ask the large group to: <ul style="list-style-type: none"> <li>• Discuss their observations about how the needs analysis helped their ability to develop a program</li> <li>• Share situations from their own job roles where a needs analysis could be useful for developing a presentation</li> </ul>
<b>Review Questions</b>	What are the main purposes of a needs analysis? Remind participants to consider adding an item to their action plan.

## Structuring the Information



A great presentation will be crafted in a simple and logical format that allows your audience to keep pace with you and retain key points of your message. Having a natural flow to your presentation will help you remain calm, stay on topic and avoid awkward silence. Keep in mind that the aim of your presentation is to educate and inspire.

When structuring the flow of your presentation, keep in mind the **3 A's: Audience, Aim, Afterwards**

- What do you know about your **audience**?
  - Your audience should determine the content and approach of your presentation
  - Find out what they know; use their words and terms
    - A group of youth interested in entrepreneurship won't experience the same presentation as a group senior entrepreneur
- Ask yourself this question: "What is the **aim** of my presentation? What do I want the audience to do after my presentation?"
  - Referring to this question as you build your presentation will help you stay on track and focused
    - What will they learn?
- What happens **afterwards**? What outcomes should be expected?
  - What changes in the workplace should occur?
    - Who will implement these changes?

## Researching, Writing, and Editing

Compiling data to create a compelling presentation will require some planning.

**Researching:** The needs analysis has likely produced much of the supporting content required to build the program. However, if information gaps exist, return to your subject matter experts and ask them questions.



- What are the department needs?
- What are some problems your department is experiencing?
- How long has this been a problem?
- What would indicate to you that the problem has been solved?

**Writing:** Brainstorming will allow you to organize the information you've gathered into a template so your material is consistent from the beginning. Break each module into reasonably spaced segments based on the total time available for the presentation. When writing, aim for brevity. The more you say, the less the audience remembers.

Make sure to validate your finalized content before you move on to editing.

**Editing:** As you edit, write for the ear, not for the eyes. If possible, limit the outline to 5 main ideas. Make sure sentences are twenty words or less and only convey one thought. Use simple, familiar words. Make sure that you have provided the definitions of any terms important to the learning experience. Try to be creative with your module titles to capture the audience's attention.

## Presentation - Basic Outline



Much like a well written essay, a well-prepared presentation will flow from one idea to the next. Once you've completed the template and established which direction to take your presentation in, you can use the following outline to ensure an engaging, and concise presentation:

- **Greeting:** Introduce yourself, or have someone else do it. State who you are and your relevant background
  
- **Introduction:** Explain the subject matter and the purpose of the presentation:
  - Issues and challenges being explored
  - Statement of goals and outcomes
  - Length of session
  - Direct audience when to ask questions (freely or at designated times)
  - Provide a presentation agenda or other materials
  
- **Main Body:** Here is where you deliver on your promise to cover issues and challenges that need to be addressed
  - Break information into segments
  - Provide evidence for your argument
  - Link each segment so that flow is consistent and understandable
  
- **Conclusion:** This is your chance to reinforce the message and clarify the overall purpose of the presentation
  - Signal the audience that your presentation is nearly over
  - Offer a brief recap of what was covered
  - Ask for questions from the audience
  - Thank them for their time

## Practical Illustration



Ben sat down with Audrey in his office. “So, you told me there were significant problems with new medical records system.”

Audrey sighed. “Yes. Despite the use of online tutorials, the staff still finds the system difficult to use.”

Ben said, “First, I think we need to do a needs analysis, to make sure that this training will be as effective as possible.”

Ben took Audrey through a list of questions regarding the audience’s problem that needed to be solved; the tasks and subtasks an expert would need to complete, the gaps between different workers, and then translated the needs into objectives to ensure a strong learning outcome. The training was a success and the office was ready in time for the roll-out of the new system.

<b>Estimated Time</b>	<b>7 minutes</b>
<b>Topic Objective</b>	Evaluate the benefits of a needs analysis To explain the benefits of performing a needs analysis
<b>Topic Summary</b>	This exercise asks participants to discuss the Practical Illustration
<b>Materials Required</b>	White board and markers
<b>Recommended Activity</b>	Each participant should contribute to the list of steps required to perform a needs analysis
<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	Why was it important for Ben to continue to support the different employees’ views within the company?



## Module Two: Review Questions

- 1.) What purpose does a needs analysis serve?
- a) Validates your finalized content before you move on to editing
  - b) Helps you to understand your audience and provides you with the answers to a few basic questions
  - c) Resolves the gaps that are found in experts, average, and poor performers
  - d) Designates where to add headings for an introduction and completes workshop objectives

A needs analysis helps you to understand your audience and provides you with the answers to a few basic questions.

- 2.) What does a needs analysis measure?
- a) The cost and benefits of a project
  - b) Only the poor performers in a work process
  - c) What skills employees have and what they need
  - d) What will need to be researched, written, and edited

A needs analysis measures what skills employees have and what they need.

- 3.) Which question would not be answered by the results of a needs analysis?
- a) What module titles are needed for a memorable opening?
  - b) What is the audience with the problem or need for change?
  - c) What tasks and subtasks does an expert perform to complete a work process?
  - d) What gaps exist between experts, average, and poor performers of a work process?

"What module titles are needed for a memorable opening?" would not be answered by the results of a needs analysis.

- 4.) In the simple method of a needs analysis, which action is part of the process?
- a) Answering questions
  - b) Supervising the process
  - c) Delegating tasks and subtasks
  - d) Both A & B

Answering questions is part of the process.

- 5.) By grouping the tasks that fit together logically and creating headings that reflect the goal of the subtasks, what is developed?
- a) The research
  - b) **The outline**
  - c) The editing
  - d) The writing

**The outline is developed from grouping tasks and creating headings that reflect to the goal of the subtasks.**

- 6.) Where should you add headings for an introduction and workshop objectives in an outline?
- a) On the cover
  - b) The end
  - c) The middle
  - d) **The beginning**

**The headings and workshop objectives would go in the beginning of an outline.**

- 7.) When researching, if information gaps exist, what should be done next?
- a) Go back to the supporting content required to build the program
  - b) Create a template so your material is consistent from the beginning
  - c) **Return to your expert performers and ask questions**
  - d) Edit out that section, as you do not have the information required

**If information gaps exist, return to your expert performers and ask questions.**

- 8.) When writing, what should you aim for?
- a) Levity
  - b) **Brevity**
  - c) Length
  - d) Word count

**You should aim for brevity.**

9.) What is the final step before moving onto editing?

- a) Create a template so your material is consistent
- b) Return to your expert performers and ask questions
- c) Assign a preliminary time length to each module
- d) **Make sure to validate your finalized content**

**The final step is to make sure to validate your finalized content.**

10.) What are the 3 A's to consider when structuring your presentation?

- a) Assume, Ask, Anticipate
- b) **Audience, Aim, Afterwards**
- c) Ask, Assimilate, Accept
- d) Acquire, Ask, Afterwards

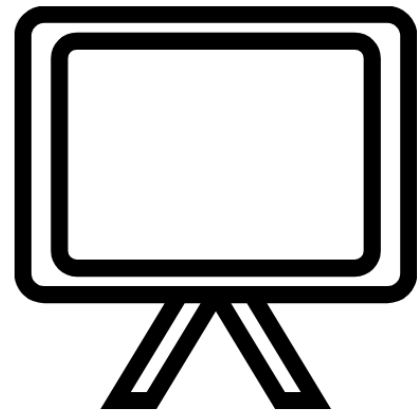
**The 3 A's are audience, aim and afterwards.**

# PowerPoint Slides



Below you will find the PowerPoint sample. The slides are based on and created from the Instructor Guide.

PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.





“

*It takes three weeks to prepare a good impromptu speech.*

*Mark Twain*

## MODULE TWO

# Creating the Program

A basic outline and some minor research would then be utilized to help create the basic program that will assist you in developing greater Presentation Skills.



## Performing a Needs Analysis

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Audience?

Tasks?

Gaps?

Outcome?

## Writing the Basic Outline

---

- Handling a Call
- Documenting Call Resolution





## Structuring the Information

---

- What do you know about your **audience**?
- Ask yourself this question: “What is the **aim** of my presentation?”
- What happens **afterwards**? What outcomes should be expected?

## Researching, Writing, and Editing

---

- Researching
- Writing
- Editing





## Presentation – Basic Outline

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Greeting

Introduction

Main Body

Conclusion

## Practical Illustration



- Performing a Needs Analysis
- Writing the Basic Outline
- Structuring the Information
- Researching, Writing, and Editing
- Presentation - Basic Outline



## Module Two: Review Questions

1. What purpose does a needs analysis serve?

A. Validates your finalized content before you move on to editing

B. Helps you to understand your audience and provides you with the answers to a few basic questions

C. Resolves the gaps that are found in experts, average, and poor performers

D. Designates where to add headings for an introduction and completes workshop objectives

# Quick Reference Sheets



Below is an example of our Quick Reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date. They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.



# Presentation Skills

## Quick Reference Sheet



### Performing a Needs Analysis

A needs analysis measures what skills employees have -- and what they need. It indicates how to deliver the right training at the right time. The results answer the following questions:



Who is the **audience** with the problem or need for change?



What **tasks** and subtasks does an expert perform to a work process?



What **gaps** exist between experts, average, and poor performers of a work process?

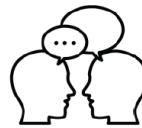


How do we translate the needs into objectives to promote a positive learning **outcome**?

### Listening and Hearing: They Are Not the Same Thing



**Hearing** is the act of receiving sound by the ear. Assuming an individual is not hearing-impaired, hearing simply happens.



**Listening**, however, is something that one consciously chooses to do. Listening requires concentration so that the brain processes meaning from words and sentences. Listening leads to learning.

This is not always an easy task. The normal adult rate of speech is 100 -150 words per minute, but **the brain can think at a rate of 400-500 words per minute**, leaving extra time for daydreaming, or anticipating the speaker's or the recipient's next words. **Listening skills, however, can be learned and refined.**

## Preparing Mentally

Visualization is the **formation of mental visual images**. It is an excellent way to prepare your mind before a presentation. There are several **types of visualization**:



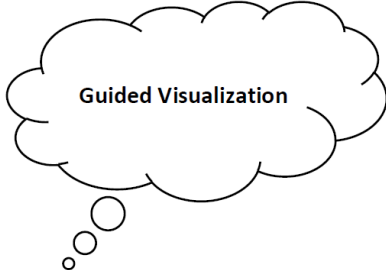
### Receptive Visualization

Relax, clear your mind, sketch a vague scene, ask a question, and wait for a response. You might imagine you are on the beach, hearing and smelling the sea. You might ask, "Why can't I relax?", and the answer may flow into your consciousness.

Create an image, giving it sight, taste, sound, and smell. Imagine a goal you want to reach, or a healing you wish to accelerate. Jane used visualization when she took up running, feeling the push of running the hills, the sweat, and the press to the finish line.



### Programmed Visualization



### Guided Visualization

Visualize again a scene in detail, but this time leave out important elements. Wait for your subconscious to supply missing pieces to your puzzle. Your scene could be something pleasant from the past.

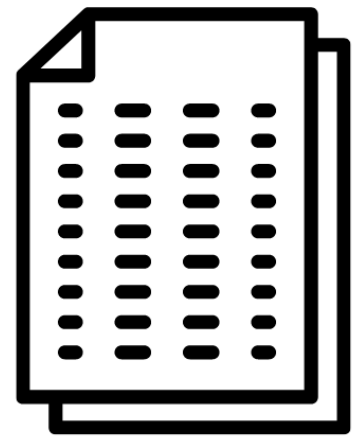
# Handouts



Each course is provided with a wide range of worksheets.

Worksheets help check your participants' understanding. If a lesson calls for a worksheet, it will be listed in the Lesson Plan box under Materials Required. All worksheets are customizable and can be found in the Appendix of the Instructor Guide and the Training Manual.

As a trainer, icebreakers give your participants the opportunity to get to know each other better or simply begin the training session on a positive note. Icebreakers promote collaboration, increase engagement, and make your training more light-hearted and fun. Below is an example from the Icebreakers folder.



## Worksheet 1

# *Paint a Picture*

### Background

At the Art Institute, the staff was impatient with an artist about the time, effort and cost to produce a finished painting. Your team was commissioned to perform a needs analysis. It defined a work task called "Paint a Picture". A list of subtasks was documented as follows:

- a) Select a subject
- b) Select media; oil on canvas
- c) Mount canvas
- d) Prepare studio
- e) Sketch subject on paper
- f) Select sketch to be painted
- g) Prepare canvas
- h) Prepare palette
- i) Mix paints
- j) Decide on treatment and paint
- k) Build up painting by layers
- l) Allow painting to dry
- m) Varnish canvas
- n) Frame.

### Assignment

- 1) Group the tasks that fit together logically
- 2) Write headings for each group
- 3) Add opening and closing modules for the presentation.
- 4) Edit the headings and subtasks to provide some "zing".

# Icebreaker: House of Cards

## PURPOSE

1. To help participants get to know each other
2. To identify participants' goals for the session

## MATERIALS REQUIRED

3. One playing card per participant, with an equal amount of cards from each suit
4. Several sets of markers
5. Flip chart paper

## PREPARATION

Pass out one playing card to each participant, face-down.

## ACTIVITY

On your cue, ask participants to turn over their playing cards. They are to find others with their suit, but they are not allowed to talk or show their card. For example, if a person had a spade, they may illustrate that by pretending to dig a hole.

Once participants are in their groups, they are to introduce themselves and come up with a list of five things that they would like to learn during the workshop.

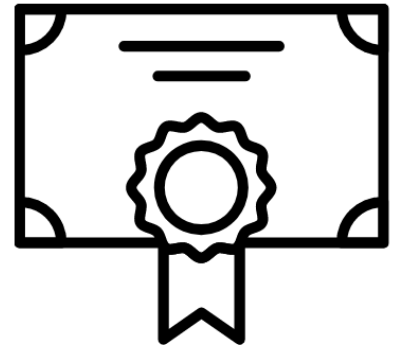
## DEBRIEF

Once groups have created their list, bring participants back together. Have each group present their list and combine topics on the flip chart. Use this as a guide during the workshop. If there are any topics that will not be covered, let participants know where they can find more resources (such as follow-up workshops or materials from the Recommended Reading List).

# Certificate of Completion



Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.





CERTIFICATE OF COMPLETION

**[Name]**

*Has mastered the course  
Presentation Skills*

Awarded this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

Presenter Name and Title

\_\_\_\_\_