



CDER Presentations Skills

Speaking to Inform & Persuade



Participant Guide

Understanding Context & Assessing Your Audience



Preface

Presentations are embedded throughout the work processes of CDER. Designing and developing effective presentations challenges the presenter to coherently and systematically organize his or her thoughts and positions. Delivering presentations effectively supports accurate communication of ideas to both internal and external stakeholders and serves as a dynamic component of the drug review process.

The CDER Presentation Skills training modules equip CDER scientific staff with the necessary skills and confidence to speak informatively and persuasively to a wide variety of audiences, ultimately supporting the mission of CDER and the FDA.

This module – *Understanding Context and Assessing Your Audience* – is the foundation for the series (see the “Presentation Skills Curricula” diagram on the next page). Research has shown that the best presentations and the most effective presenters start with an understanding of their audience and the context for which they are speaking.

Objectives



This module presents a process for developing effective presentations through understanding your audience and a presentational context. It includes experiential activities to improve your audience assessment skills.

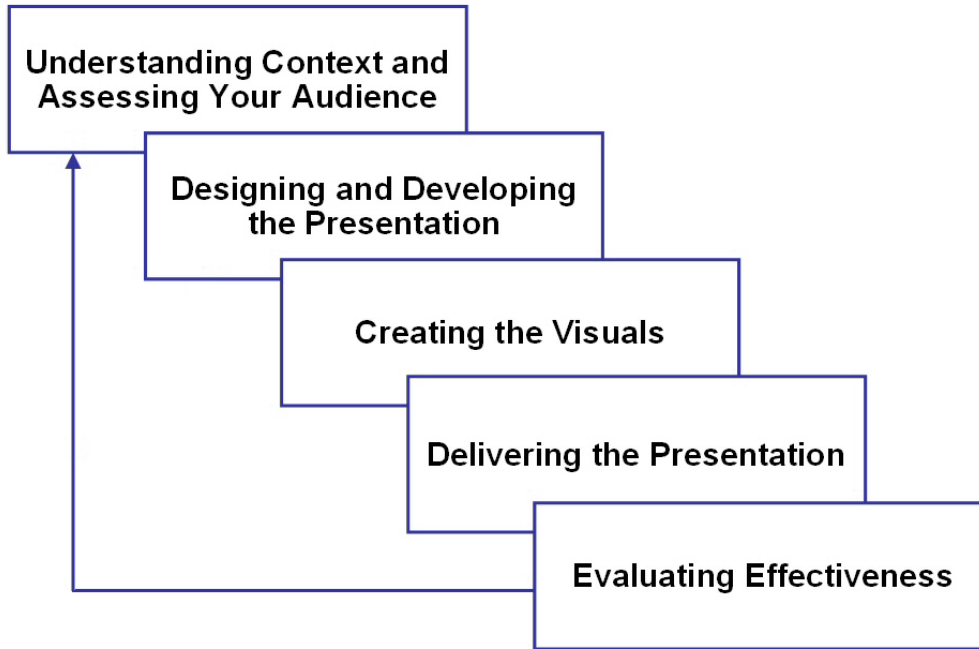
At the end of this module, you will be able to:

- Assess your current level of ability at making presentations
- List the attributes of effective scientific presenters
- Differentiate between various types of CDER presentations
- Explain how presentations are an integral part of CDER practices
- Define the five key steps to making effective presentations
- Create an audience analysis

The Presentation Process



Effective presenters follow a defined process in preparing for and delivering a presentation. These steps include:



Understanding Context and Assessing Your Audience

In a presentation, your ultimate goal is to educate your audience and perhaps to persuade them to your point of view. Therefore, who your audience is should determine your presentation design. To reach your audience, you need to understand who they are and what their perspective might be.

Designing and Developing the Presentation

A well-designed presentation improves audience comprehension and helps reduce stress for the presenter. The design should emerge organically from an evaluation of the audience and an understanding of the purpose of the presentation. The presentation design should structure the content to best address the purpose and the audience.

Creating the Visuals

When making either informative or persuasive scientific presentations, effective visuals are critical for improving your impact. They help the audience to better understand the concepts you are presenting. Skillful use of visuals also addresses the needs of audience members with various learning styles.

All 5 steps are influenced by the audience.

Keep your purpose and your audience in mind when you design your presentation.

Visuals increase clarity and accommodate different learning styles.

Delivering the Message

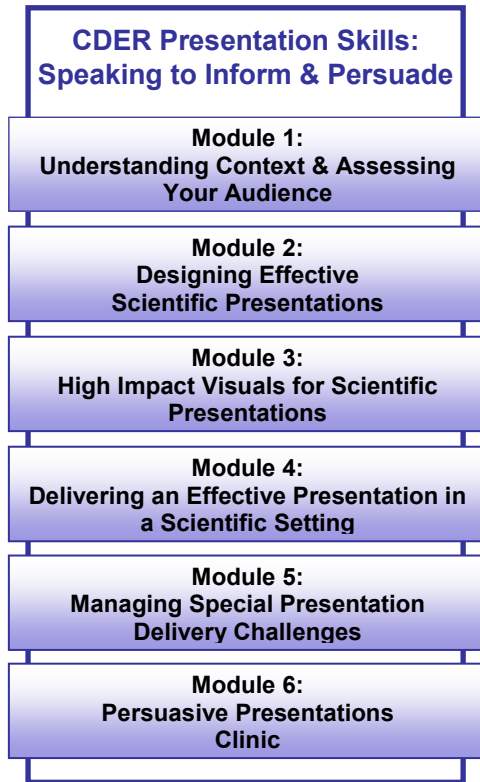
The effectiveness of your delivery greatly affects how well your message is received. Your flexibility in delivery and your use of a variety of delivery techniques will greatly improve your presentation’s impact.

Delivery must be tailored to the audience for best impact.

Evaluating Effectiveness

Continuous learning requires gathering feedback on your presentation. You can use the feedback to identify opportunities for improvement and to incorporate changes into your next presentation.

Learn from your audience.



CDER Presentation Skills Curricula

To achieve the full benefit of this course, we encourage you to complete the full series. The series offers you valuable skills and insights into the challenging task of speaking effectively to groups.

Qualities of Effective Scientific Presenters



The purpose of this activity is to describe the qualities of effective CDER scientific presenters.

Think of someone at CDER who you consider to be a good presenter. Try to identify at least three key qualities that made them effective. Provide examples of how these qualities were demonstrated in a presentation.

Quality:
Example:

Quality:
Example:

Quality:
Example:

Quality:
Example:

Presentation Self-Assessment



Next, we want to examine our current level of skill and ability by taking a self-assessment to identify our strengths and areas to develop in giving presentations. This will help guide you as you go through the Scientific Presenter Series.

Please use the worksheet on the following page to rate your current proficiency in each of the five steps of the presentation process: Assessing the Audience, Designing & Developing the presentation, Creating the Visuals, Delivering the presentation, and Evaluating its effectiveness.

The assessment is for your use only. Please take the time to reflect on each of the 32 statements and honestly rate your current skill level. For each statement, check the respective box if you “Never”, “Rarely”, “Sometimes”, “Frequently”, or “Always” practice that skill.

Completing the self-assessment will help you identify your presentation strengths as well as your opportunities for improvement.

CDER Self-Assessment of Presentation Skills

Your Name: _____

Review each of the statements regarding presentations below. Reflect on how the statement applies to you and then check the box under either “Never”, “Rarely”, “Sometimes”, “Frequently”, or “Always”.

	Never	Rarely	Sometimes	Frequently	Always
Assess Audience:					
1. I think about the specific requirements for the presentation based on the type of meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I try to determine the type of room or facility I will be presenting in before I design my presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I think about technical aspects of the room based on my needs (electrical outlets, sound equipment, computer connections, visual aids, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The culture and gender mix of my audience is something I assess in advance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I think about the perspective of the audience prior to designing my presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Before designing my presentation, I determine what my audience already knows about a topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I assess how controversial my topic is in advance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I determine how I will present myself (clothing, placement in the room, posture, etc.) based on the assessment of the context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design and Develop:					
9. I organize my presentation based upon my purpose for the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I schedule enough time to comprehensively prepare my talk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. In choosing my supporting evidence, I consider my audience’s perspective and what will be most convincing to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Early in my presentation design I preview the key points I will cover in my presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I review my presentation design and focus using content that provides “must know” points versus “nice to know” points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I create a clear outline for my presentation design.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. In developing my presentation, I identify useful examples of my key points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I prepare my notes in a format that will be easy to refer to during the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create Visuals:					
17. Most of the time, I consider the range of visual aids I can use in my presentation beyond just PowerPoint.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I avoid creating lengthy or wordy slides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. In my presentations, I always pre-test the visuals in a room similar to the one I will present in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I get feedback from others about how my visuals look.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I avoid standard PowerPoint graphics or clipart that has been overused and become cliché.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I practice the timing of the delivery with my visual aids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliver:					
23. If I use notes or note cards I hold them unobtrusively and use them as a guide vs. a word for word script.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I arrive early to the presentation for set-up, testing equipment and getting settled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. When I speak, I vary my tone and inflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I use my body language (position, gestures, etc.) to aid in the delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I monitor the non-verbal behaviors exhibited by my audience and make adjustments in my pace or approach as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Before I move on to new points, I summarize the points I have just made and ask if there are any questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I present a balanced point of view and discuss counter-positions during my presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate:					
30. I evaluate the effectiveness of a presentation and summarize learning points gained from the experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I identify presentation skill areas to develop and regularly monitor my improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I solicit feedback from others about my presentation skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reviewing Your Self-Assessment

After you complete the self-assessment on the previous page, look down the right side of the page. Try to discern any patterns about where your strengths and weaknesses lie. For which of the five steps did you mostly check “Frequently” or “Always”? For which did you mostly mark “Never” or “Rarely”?

For each of the five steps, rate yourself as either strong, average, or weak:

Assess Audience	<input type="checkbox"/> Strong	<input type="checkbox"/> Average	<input type="checkbox"/> Weak
Design & Develop	<input type="checkbox"/> Strong	<input type="checkbox"/> Average	<input type="checkbox"/> Weak
Create Visuals	<input type="checkbox"/> Strong	<input type="checkbox"/> Average	<input type="checkbox"/> Weak
Deliver	<input type="checkbox"/> Strong	<input type="checkbox"/> Average	<input type="checkbox"/> Weak
Evaluate	<input type="checkbox"/> Strong	<input type="checkbox"/> Average	<input type="checkbox"/> Weak

Now, review your self-assessment and identify the three statements where you think your skills are *strongest*:

Strengths:

Now, review your self-assessment and identify the three statements where you think your skills are *weakest*:

Opportunities for Improvement:

As you work through this Scientific Presenter Series, you should focus on the skills you’ve identified as needing improvement.



Tip:

Based on your analysis results, select two presentation skills areas you want to focus on as you complete the CDER Presentation Skills series.

Personal Plan Form

For the improvement opportunities you identified, list below at least 2 specific skills you want to work on. Then, list at least 2 specific actions you will take to work on each of them:

Opportunity # 1

Presentation Skill:

Actions to Improve:

Opportunity # 2

Presentation Skill:

Actions to Improve:

Opportunity # 3

Presentation Skill:

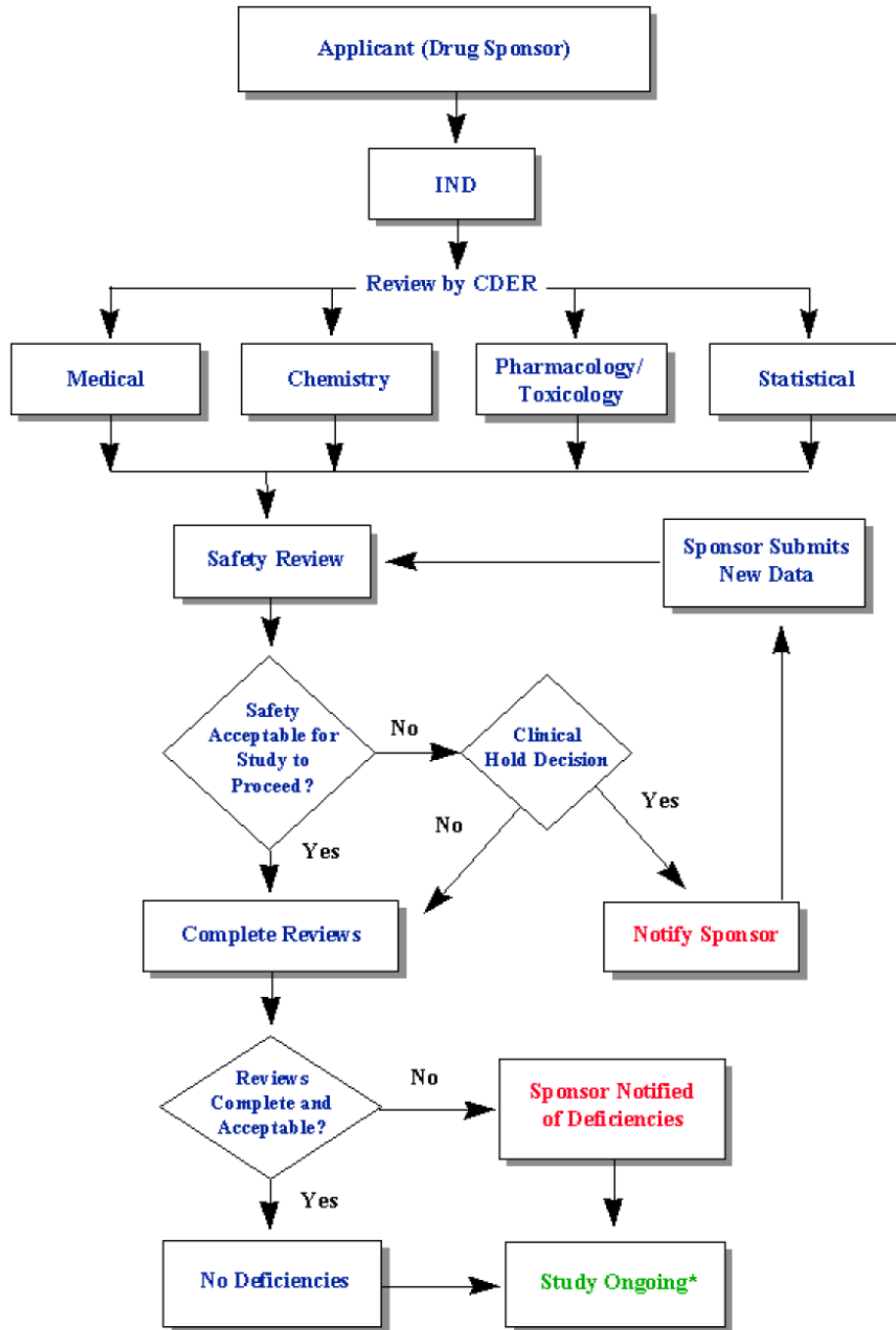
Actions to Improve:

Understanding Context



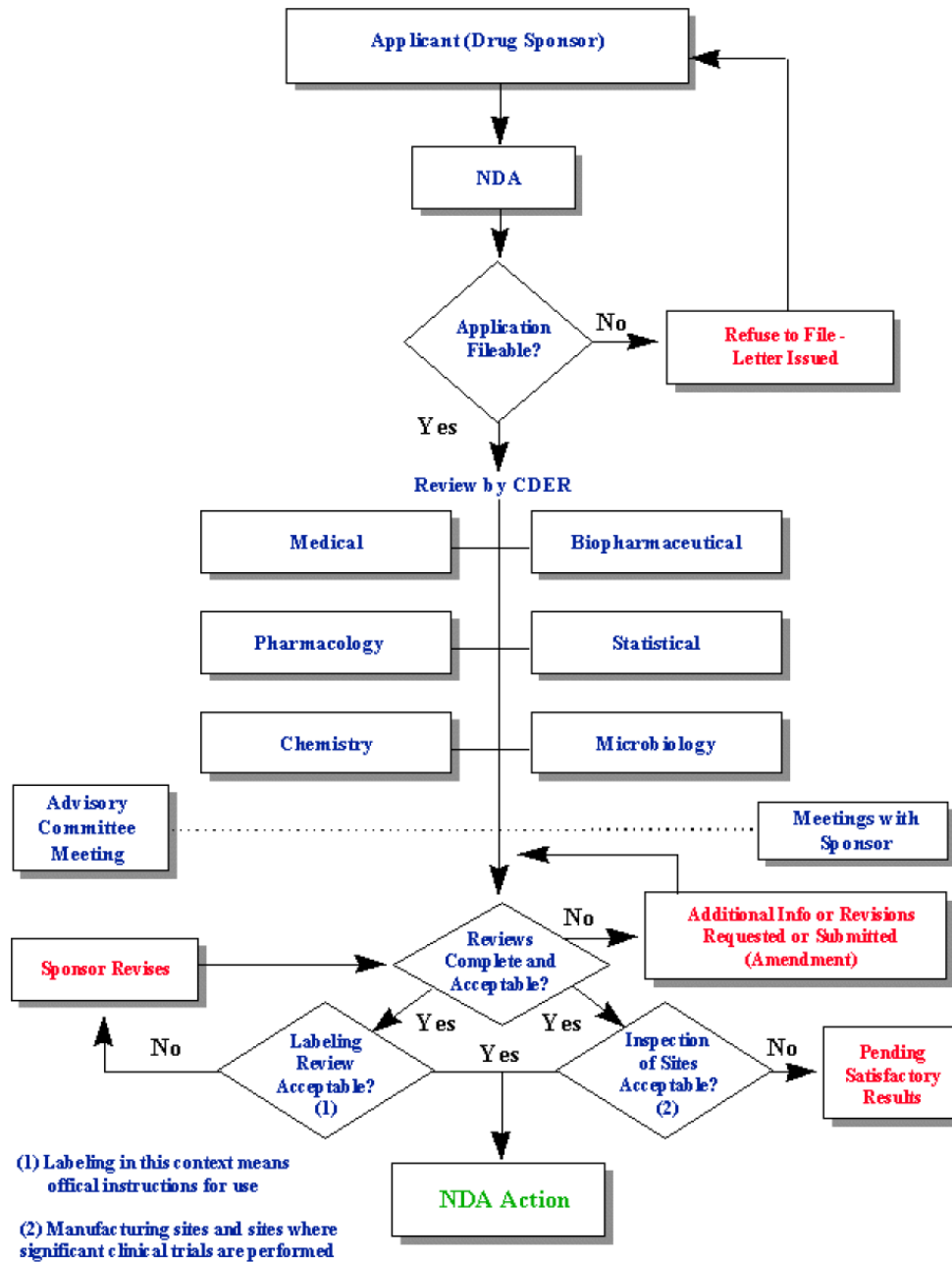
The purpose of this activity is to identify when and where you may have to deliver CDER presentations. Review the major steps of the drug review process, identify where presentations are required and list them on page 9.

The IND Review Process:



*While sponsor answers any deficiencies

The NDA Review Process:



Use the tables below to list the presentations that occur during the IND & NDA review processes. Circle the I or the E to signify whether the presentation audience is internal (CDER, FDA) or external (public, manufacturers, etc.).

Presentations During the IND Review Process	
•	I/E
•	I/E
•	I/E
•	I/E
•	I/E

Presentations During the NDA Review Process	
•	I/E
•	I/E
•	I/E
•	I/E
•	I/E
•	I/E
•	I/E
•	I/E

Use the tables below to list other presentations that CDER staff may have to deliver. Circle the I or the E to signify whether the presentation audience is internal (CDER, FDA) or external (public, manufacturers, etc.).

Other CDER Staff Presentations	
•	I/E
•	I/E
•	I/E
•	I/E
•	I/E
•	I/E
•	I/E
•	I/E

Conducting an Audience Analysis



An audience analysis guides the customization of your materials and helps you to avoid inaccurate assumptions and generalizations.

An audience analysis can be broken down into three areas:

Demographics

This area includes the audience's size, age, gender, cultural background, ethnic/racial background, religion and education.

Attitudinal

This area includes the audience's prejudices; interest in the topic; prerequisite knowledge; knowledge of you as a presenter; attitudes to topic, organization or situation, and presenter; beliefs and values.

Contextual

This area includes the lay-out of the room, comfort level (temperature, quality of seats, etc.), technical elements (sound equipment, acoustics, video equipment, projectors, etc.), lighting and length of presentation or event.

CDER Audience Analysis Worksheet

Presentation Name & Date:

Demographics: Detail the age, gender, background, and education of the audience.

1. Who are the most important people in the audience, and who do I most want to have an impact on?	
2. How many people will be in the audience?	
3. What will their age range be?	
4. How many will be men and how many will be women?	
5. How many are non-native English speakers?	
6. What is their educational background?	
7. What discipline are they from?	
8. Will they be familiar with the CDER culture and language?	
9. Anyone with a health condition or special needs?	

Attitudinal: Detail the audience's prejudices; interest in the topic; prerequisite knowledge; knowledge of you as a presenter; attitudes to topic, organization or situation, and presenter; beliefs and values.

10. Are they biased in favor or against of the topic?	
11. Are they biased in favor or against me?	
12. Do the participants want to be there?	
13. What do the participants want to hear?	
14. What is their knowledge level about the topic?	
15. What do they think about my organization?	
16. Do they have any cultural beliefs or values that must be considered?	

CDER Audience Analysis Worksheet

Contextual: Detail the lay-out of the room, comfort level (temperature, quality of seats, etc.), technical elements (sound equipment, acoustics, video equipment, projectors, etc.), lighting, and length of presentation or event.

17. How big will the room be in relation to the number of people?	
18. What will the seating arrangements be like?	
19. What type of equipment will be available?	
20. What type of lighting will be in the room?	
21. How long will the presentation last?	

Audience Analysis Example



Let's look at an example of audience analysis. Break into groups of three. Using the example scenario below, complete the audience analysis worksheet on the following page.

In your groups, discuss the implications of each area of the analysis on your presentation design. What were some of the benefits of going through this process? Lessons learned?

Example Presentation Scenario:

You have been asked by your immediate supervisor to develop and deliver a presentation for a session at an upcoming Drug Information Association meeting to be held at a local hotel in Rockville. Susan Phillips, the program coordinator, suggested that there are likely to be between 200 and 300 people attending. Most of the participants will likely be from industry. Susan also noted that she sent an invitation for the event to several medical school professors at local universities to post on bulletin boards.

Susan sent you a program description that she wrote up for the web announcement for this program:

Interacting with the FDA during regulatory meetings is an integral part of the drug development process. Yet, many industry professionals who are new to the drug regulatory process find the process a baffling maze of acronyms, policies and regulations.

In this 90-minute presentation, an FDA representative from CDER will explore the philosophy, process and logistics that are the basis of successful meetings with regulators. In particular, the presenter will focus on strategies for successful involvement in Advisory Committee meeting.

After the presentation, there will be ample opportunities for Q&A with the presenter.

CDER Audience Analysis Worksheet

Presentation Name & Date:

Demographics: Detail the age, gender, background, and education of the audience.

1. Who are the most important people in the audience, and who do I most want to have an impact on?	
2. How many people will be in the audience?	
3. What will their age range be?	
4. How many will be men and how many will be women?	
5. How many are non-native English speakers?	
6. What is their educational background?	
7. What discipline are they from?	
8. Will they be familiar with the CDER culture and language?	
9. Anyone with a health condition or special needs?	

Attitudinal: Detail the audience's prejudices; interest in the topic; prerequisite knowledge; knowledge of you as a presenter; attitudes to topic, organization or situation, and presenter; beliefs and values.

10. Are they biased in favor or against of the topic?	
11. Are they biased in favor or against me?	
12. Do the participants want to be there?	
13. What do the participants want to hear?	
14. What is their knowledge level about the topic?	
15. What do they think about my organization?	
16. Do they have any cultural beliefs or values that must be considered?	

CDER Audience Analysis Worksheet

Contextual: Detail the lay-out of the room, comfort level (temperature, quality of seats, etc.), technical elements (sound equipment, acoustics, video equipment, projectors, etc.), lighting, and length of presentation or event.

17. How big will the room be in relation to the number of people?	
18. What will the seating arrangements be like?	
19. What type of equipment will be available?	
20. What type of lighting will be in the room?	
21. How long will the presentation last?	

Audience Analysis Application



We're now going to perform an audience analysis on an upcoming presentation. Select the specific presentation you want to work on and work individually on your analysis using the audience analysis template. If you don't have an upcoming presentation, just choose one as if you had to give it in 10 days.

For the 5-minute presentation I will develop during this course, I will be:

- Delivering a 5-minute segment from an actual upcoming presentation I have to make
- Creating a new "fictional" CDER-related presentation specifically for this course

Write a brief description of what your 5-minute presentation will cover:

Now analyze your audience for your presentation. Take 8 minutes for individual work using the provided worksheet on the next page.

Break into your same groups of 3 as before. In the group, each person will take turns sharing his or her analysis with their team mates. Discuss the implications of each area of the analysis on your presentation design, visuals, delivery, etc., as we have been discussing before. Take 10 minutes for each person to present to the other two group members, who will then give feedback and share insights into the process. After 10 minutes, move on to the next group member, and so on. Make sure to take advantage of this process in order to put it into practice and improve your presentation.

Then we will meet again in our larger group. What were some of the benefits of going through this process? Lessons learned?

CDER Audience Analysis Worksheet

Presentation Name & Date:

Demographics: Detail the age, gender, background, and education of the audience.

1. Who are the most important people in the audience, and who do I most want to have an impact on?	
2. How many people will be in the audience?	
3. What will their age range be?	
4. How many will be men and how many will be women?	
5. How many are non-native English speakers?	
6. What is their educational background?	
7. What discipline are they from?	
8. Will they be familiar with the CDER culture and language?	
9. Anyone with a health condition or special needs?	

Attitudinal: Detail the audience's prejudices; interest in the topic; prerequisite knowledge; knowledge of you as a presenter; attitudes to topic, organization or situation, and presenter; beliefs and values.

10. Are they biased in favor or against of the topic?	
11. Are they biased in favor or against me?	
12. Do the participants want to be there?	
13. What do the participants want to hear?	
14. What is their knowledge level about the topic?	
15. What do they think about my organization?	
16. Do they have any cultural beliefs or values that must be considered?	

CDER Audience Analysis Worksheet

Contextual: Detail the lay-out of the room, comfort level (temperature, quality of seats, etc.), technical elements (sound equipment, acoustics, video equipment, projectors, etc.), lighting, and length of presentation or event.

17. How big will the room be in relation to the number of people?	
18. What will the seating arrangements be like?	
19. What type of equipment will be available?	
20. What type of lighting will be in the room?	
21. How long will the presentation last?	

Apply Your Learning



Application is the best way to ensure learning effectiveness. As soon as possible, you should practice the context and audience analysis skills we have covered today. The next time you see a presentation, do the following:

- **Review your personal plan from your self-assessment (page 9). Put into practice**
- **Evaluate a presentation keeping in mind how prepared the presenter appears to be.**
- **Where were they most effective / least effective based on your knowledge of the audience?**
- **Was the presentation tailored to the audience?**

This is only the first module in the Scientific Presenter Series. We encourage you to complete the full series. It offers you valuable skills and insights into the challenging task of speaking effectively to groups.

Designing & Developing Effective Scientific Presentations



Preface

This module – *Designing & Developing Informative Scientific Presentations* – is the second module in the CDER Presentations Skills series. It builds upon the understanding of your audience and the presentation context that was covered in Module 1.

Objectives

This module presents a process for designing and developing. It includes experiential activities to help you learn the basic building blocks of informative scientific presentations.

At the end of this module, you will be able to:

- Translate audience needs and concerns into specific presentation points
- Structure the logic and flow to support an informative purpose
- Structure the logic and flow to support a persuasive purpose
- Distill, simplify and group supporting content
- Select supporting evidence based on presentation purpose and audience needs



Introductory Activity



Attributes of Well-Designed Presentations

Please, take a moment to think about one or more scientific presentations you've observed that you think were well designed. How would these characteristics vary based on the type of presentation you're making?

Elements of a Well-Designed Presentation:

Presentation Design Factors To Consider

Review this checklist of presentation design factors. There are additional checkboxes if you want to add other factors.

1. Purpose

- Clear Overall Objective
- Content Supports Objective
-

2. Content

- Organization
- Clarity
- Supporting Material
- Level of Content
- Vocabulary
- Message (Authoritative)
- Inspiring
-

3. Flow

- Opening Captures Attention
- Identifies the Topic
- Tells a Story
- Ideas Flow Logically
- Summarizes the Topic
- Identifies Next Steps
-

Overview of the Design Process



Now that we have identified the elements that make for effective presentations, let's examine the steps leading to such a presentation.

The four basic steps necessary to develop the content of a presentation are:

1. Clarify the purpose of the presentation
2. Create the structure of the presentation
3. Identify the ideas and data of the presentation
4. Write the presentation

The first step of the process is for you to develop clarity of intention and focus for your presentation. When you have fully fleshed out your desired outcome and underlying structure, your design will be much more effective. Let's examine these elements one by one:

Clarify the Purpose

Clarifying the purpose means determining exactly what we need or want to achieve with the presentation. It also involves an understanding of the audience and of the context of the presentation, as discussed in module F1/A1 of this series.

Create the Structure

The structure serves two purposes: to provide a systematic exposition that creates a picture of the topic and to provide a flow that optimizes assimilation by the audience.

Identify the Ideas and Data

Identifying the ideas and data means deciding what supporting content is important to include to achieve the purpose of the presentation and what is not important to that aim.

Write the Presentation

Finally, writing down the presentation means creating the final product that we will be delivering and making sure that it is effective, based on the original purpose of the presentation.



Step One: Clarify Presentation Purpose

Let's examine the first step of the design process in detail. We must clarify the purpose of the presentation, beginning with whether it will be informative or persuasive. What are the differences between informative and persuasive presentations?

List the differences between informative and persuasive presentations.

Scientific Presentations	
Informative	Persuasive
•	•
•	•
•	•
•	•
•	•
•	•

To be effective, scientific presentations must have a clearly defined purpose, and to clarify that purpose, we ask ourselves these three questions:

Clarifying Questions:

1. What is the intended purpose of this presentation?
2. What does the audience expect from the presentation?
3. How likely is the audience to reject my conclusions?

Persuasive Presentations Considerations

The presentations you develop in CDER will most likely be informative presentations. However, sometimes you may need to persuade your audience to agree with your ideas or conclusions. In this situation, you should approach the design of your presentation differently. As we discuss the design and development process for informative presentations in this module, we will point out how you should modify the process for persuasive presentations.

Those persuasive presentation considerations will be called out in boxes like this:

Persuasive Presentation Considerations

This will be the area where we provide additional information on how the design and development process differs for persuasive presentations.

These boxes will be included throughout the rest of this module.



Tip:

If you will be developing a persuasive presentation, be sure review the “Persuasive Presentation Considerations” throughout this guide.

Creating the Purpose Statement

Once we have answered the three clarifying questions, it is useful to express the purpose in a written statement. In order to be most effective, the statement needs to include five elements:

Five Elements of the Purpose Statement:

1. Actor
2. Action
3. Audience
4. Topic
5. Outcome(s)

Example of a complete purpose statement:

A team leader in the Division of Medical Imaging and Drug Development (**Actor**) will present a 45-minute presentation and Q&A session (**Action**) on joint activities with the National Cancer Institute, the pharmaceutical industry and academia that will facilitate the development of new imaging agents and the use of medical imaging during product development (**Topic**) at a CDER Rounds (**Audience**) to demonstrate how joint interactions with relevant stakeholders can influence the drug development process (**Outcome**).

Now, review these two examples to see if they include all five elements:

A biochemist from the Office of New Drug Chemistry (ONDC) is making a 45 minute presentation and Q&A at a DIA meeting on the background to changes in Drug Substance (DS) and Drug Product (DP) guidance and the key impacts of these changes.

Notes: _____

A medical officer from the Office of New Drugs is making a 1 hour presentation to a group of industry representatives, including Chief Medical Officers and project managers, about type B pre-IND meetings.

Notes: _____

Persuasive Presentation Considerations

For persuasive presentations it is good to think of developing a thesis in lieu of a purpose statement.

Crafting the Thesis

For a persuasive scientific presentation, we must craft a thesis statement that captures what we are trying to demonstrate. Based on the general purpose of our presentation, we now narrow the desired outcome to the concrete fact or facts that we want to demonstrate: what is the claim of our presentation is (or claims, as the case may be.)

We ask ourselves the following questions:

1. What is the specific subject matter of the presentation?
2. What is / are my claim(s)?
3. What is the relationship of these claims to the audience?
4. What specific reaction do I intend for the audience?

Your Presentation: Clarify the Purpose



Now we will apply what we just learned about clarifying the purpose to your presentation ideas. If you did not come with a set presentation in mind, please take a few seconds to imagine a presentation you might have to give one day. If you attended the Series' first module on audience analysis, you should reference your audience analysis. If not, be sure to imagine the audience you will be presenting to as you clarify your purpose.

Use the clarifying questions and the five elements of purpose statements (see pages 2-6 and 2-7) to guide drafting your purpose statement. Write your draft purpose statement below:

Draft Presentation Purpose Statement:

When you finish, share your draft statement with your table teams. Provide constructive feedback to each other.

Step Two: Create the Structure



The Five Parts of Engaging Presentations

Effective, engaging presentations must clearly convey our main point(s) and assure the audience can follow our path of thought. To achieve this, the high-level of your outline should follow this progression:

1. Capture Attention

At the very outset of your presentation, you must capture the audience's attention. There are many different "grabbers" you can use to do this. You should select one that is relevant to your topic and will resonate with the audience.

2. Identify the Topic

Before you present the core of your presentation, you should introduce the topic that will be covered for the audience. You should also provide an outline of what you will be discussing in your presentation. This prepares the audience to receive the content you will deliver.

3. Tell Your Story

This is where you create an engaging flow of ideas that leads your audience through the ideas they need to understand to reach the point(s) you are making. This is the core of your presentation and is laid out using the organization strategies covered on pages 2-10 through 2-12.

4. Summarize

This is where you summarize what you covered and repeat the most important points from your purpose statement.

5. Identify Next Steps

If part of your purpose is to call the audience to action or explain upcoming steps, you should close your presentation with the requested action or planned next steps.

**Tip:**

The presentation design process is iterative – you should review your design regularly as you work through the other steps in the process.

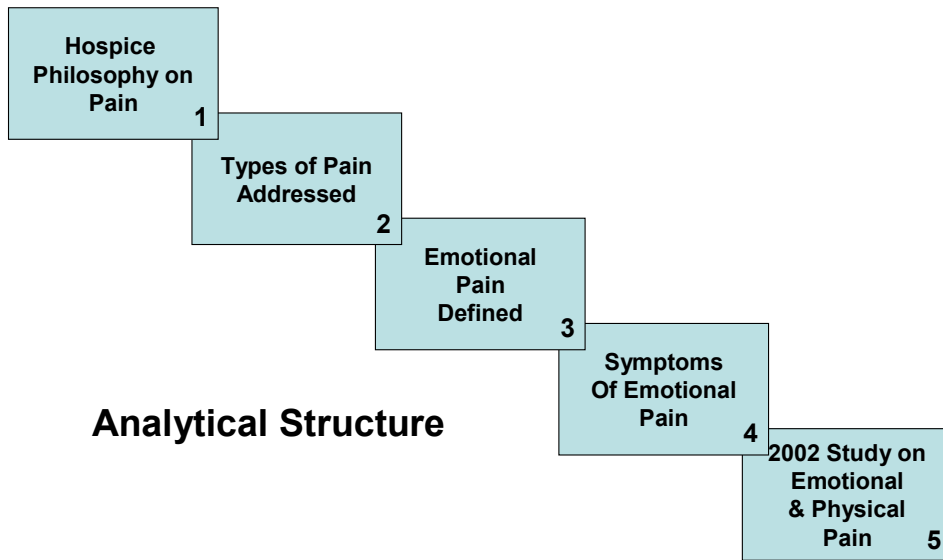
Tell Your Story: Organization Strategies

As outlined above, the main portion of your presentation tells the story that leads your audience to your main point(s). We need to decide what the best sequence of ideas to achieve the desired outcome – decide the best flow for your story. There are numerous strategies for organizing the flow of ideas. Here are some examples of organizing strategies that you might find useful:

- **Analytical:** From broader ideas to detailed ideas
- **Integrative:** From discrete ideas to an overarching idea
- **Panoramic:** Examine a variety of ideas to complete a picture
- **Chronological:** Examine how an idea developed over time

Let's explore some concrete examples that bring these organizing strategies to life as applied to a presentation we would like to make to a group of physicians about how Hospice can help their patients – specifically pain management.

Using an *analytical* structure for the presentation, we might cover the following topics in this order:



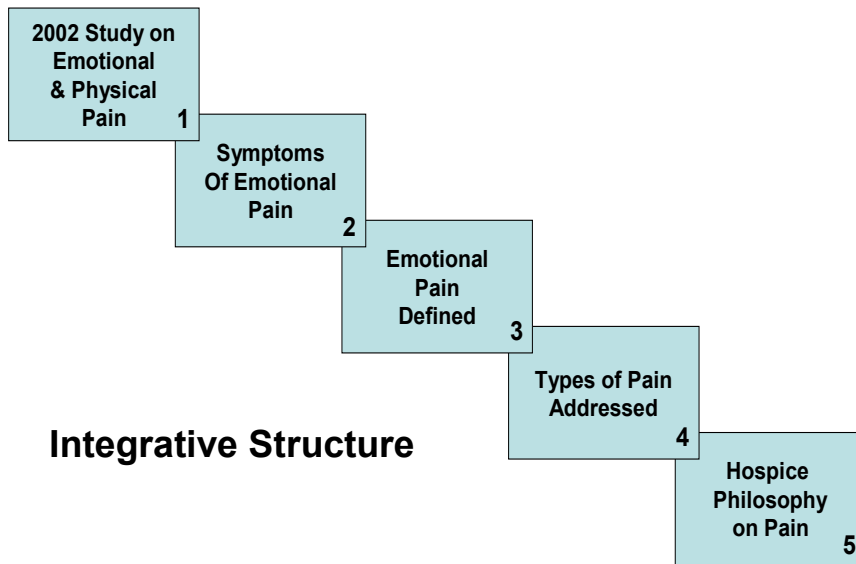
Note how we structure the points from larger, overarching concepts to detailed points in the form of a specific study that explored the relationship between emotional and physical pain.



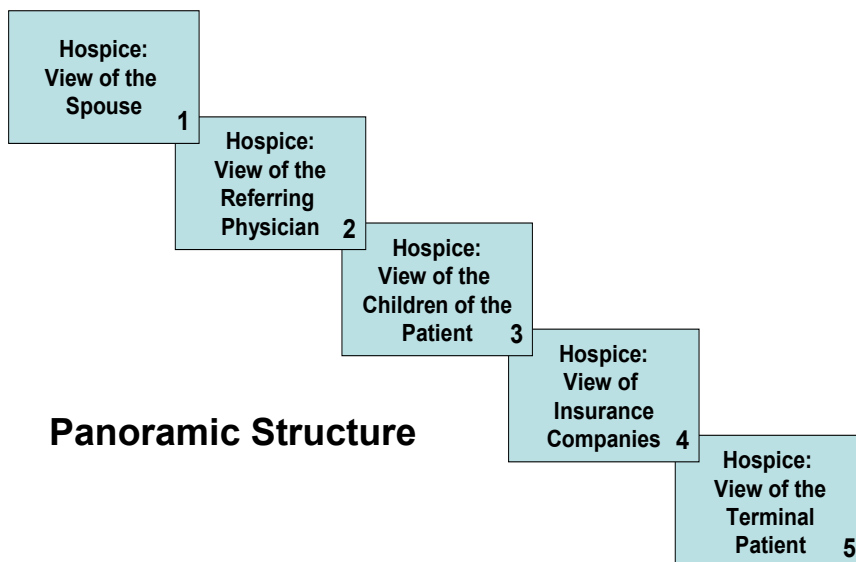
Tip:

To engage your audience, tell a story that will resonate with them.

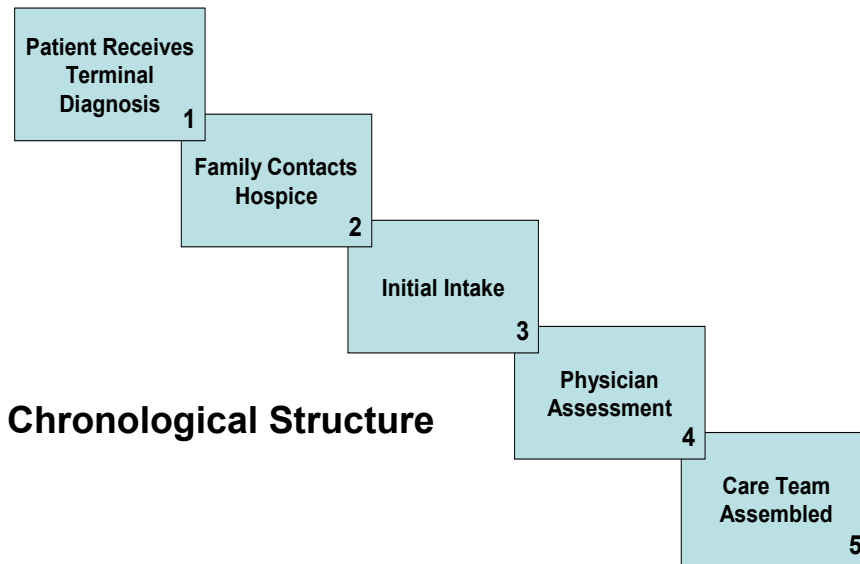
Now let's demonstrate an *integrative* approach to the same topic. Notice how the content is basically the same – rather, we have reorganized the structure of the presentation.



Let's take a different approach now that views the subject from different perspectives, also known as the *panoramic* structure. Notice how this approach lends itself to an interdisciplinary view of a topic from differing angles and may be useful when the audience you are presenting to has a variety of stakeholders present.



Finally, let us explore an example of a *chronologically* structured presentation. This is a common approach used to help the audience understand a process flow or case study, for example.



Note any other organization strategies you might want to use:

- _____
- _____
- _____

As we can see, there are a variety of approaches we can take for an effective scientific presentation. Here are some questions that may help us to start crafting an effective structure:

- What do I need to include to achieve the purpose of the presentation?
- Is there any point here that is not absolutely essential?
- Is there anything missing?

Notice that at this point we are only writing down headings or topic labels only, not specific details. We are creating an outline and want to start with the highest level points. Finally, when we feel we have some kind of workable structure, we ask ourselves:

- Does this structure or set of points serve the purpose of the presentation?

We continue to work on the outline until the answer is affirmative and we feel satisfied that the outline is complete (although, of course, the process is iterative and we might revisit it once or more during the rest of the preparation).

Persuasive Presentation Considerations

For persuasive presentations, you should select a structure for your presentation that will best present the arguments you will present to support your thesis.

Creating the Persuasive Structure

Once the thesis is clear, we need to decide what the best sequence of points will be, in order to conclusively make our point and establish our claim. For a persuasive scientific presentation, there are three basic structures or strategies, depending on the nature of the thesis:

- **Inductive:** From specific facts to overarching conclusion
- **Deductive:** From general principle to specific application
- **Combined:** Deploying both strategies at various points in the presentation

An example of *inductive* reasoning process is the way general conclusions may be reached about the suitability of a given drug, based on the observation of a significant number of individual cases.

In *deductive* reasoning, on the other hand, we draw conclusions based on established general principles.

Determining the type of logical argument we will deploy will help us to create the structure for our presentation. Here are key questions to ask as we develop an effective structure:

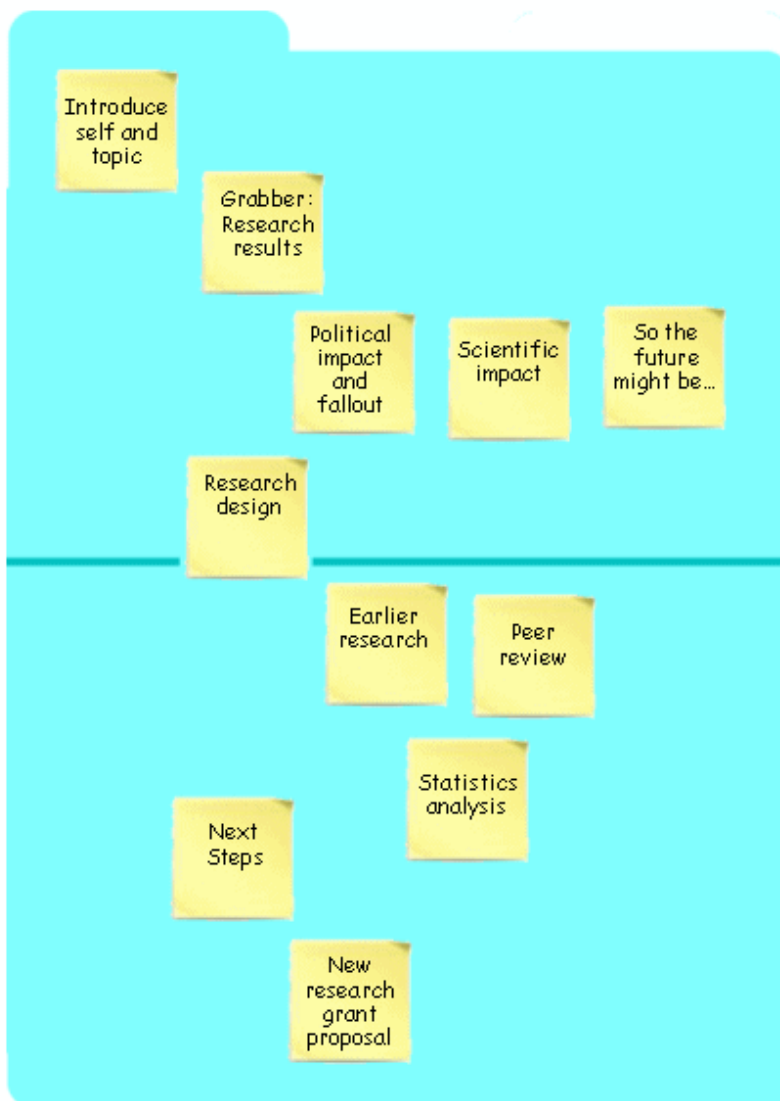
- What arguments do I need to make my point?
- What evidence do I need?
- What objections should I preempt?

The “Post-It’s” Method of Organization



It is useful to have a dynamic tool for organizing your presentation outline. One simple method that many people find very useful is post-its. You simply write out your presentation’s points, ideas, and data on post-its and arrange them on a wall, whiteboard or paper.

We will use the “post-it’s” method for the remainder of this module. You will be given post-its and a folder to use as your workspace. As you add new ideas or revise your design, you can easily add or re-order the post-its in your workspace.



Your Presentation: Create the Structure



Let's apply the structure creation principles to your presentation. We will use the post-its method to draft the basic structure outline for your presentation.

Review the Audience & Purpose

Before you begin organizing your presentation, review your audience analysis and your purpose statement. You need to make sure your content and structure will be effective your audience and purpose.

Select Your Approach

Decide which organizational approach you will use for your presentation structure:

- Analytical
- Integrative
- Panoramic
- Chronological
- Other: _____

Create Your Post-Its Outline

After you decide your approach, write out each the major presentation parts or points on post-it notes. Using an open folder as your workspace, organize the post-it notes in an appropriate and effective structure.

When you complete your organization outline, share it with your table group. Ask them for feedback and provide feedback on their outlines.

Step Three: Identify Relevant Data & Supporting Materials



Now that we have looked at the purpose of presentations and how to create outlines, the next step is to select the data and supporting material that we need in order to flesh out our outline.

Data

There may be a wealth of data that could be included in your presentation. You must select only the data that is relevant to your audience and purpose.

Here are a few questions that can help decide what type of data to include:

- How appropriate are these to the audience, based on their knowledge of the topic?
- How necessary are these based on the overall purpose and on the structure?
- How credible is this information?
- How in depth do I need to go?
- How much detail should I provide?

Can you think of any potential pitfalls in the selection of specific data?

Supporting Materials

Once we have selected the main data, we move on to supporting materials.

Note that you should use the same five questions above to vet your supporting materials just as you did your data.

Persuasive Presentation Considerations

For persuasive presentations, beyond just presenting relevant data and supporting materials, you need to construct the arguments that support your thesis and be prepared to respond to counter-arguments.

Now that we have looked at the purpose of presentations and how to create outlines of arguments, the next step is to carefully flesh out those logical arguments into a solid flow of data, analysis and conclusions.

Persuasive Presentation Considerations

Some of the questions to ask ourselves throughout this process:

- How reliable are the data?
- How relevant and appropriate is the data based on the audience's perspective and knowledge of the topic?
- Are there any weaknesses in the data?
- What are the causal links between data and conclusion?
- Is the argument complete?
- Is the argument clear?
- Are there alternative conclusions?

We must focus on our underlying data and logic when we construct our argument. Let's look at each of those in more detail.

Underlying Data

A good presentation is like good cuisine: the end result depends on the quality of the ingredients! The first concern in the development of a persuasive scientific presentation, therefore, is with the quality of the data. At a minimum, we should include the following considerations when selecting data:

- **Reliability:** Data sources must be trustworthy; data are reported fully and accurately.
- **Applicability:** The data is relevant to the point of your presentation.
- **Appropriateness:** The data is appropriate for your audience.

Underlying Logic

Following our culinary analogy, how we develop logical reasoning based on the data is similar to how we cook the ingredients. They need to be just so! Similarly, there are simple and effective ways to make sure that our reasoning is sound:

Inductive Structure Checklist

If the structure we have chosen is inductive, the areas to check are:

- Is there enough evidence or supporting data?
- Are the data reliable, applicable and appropriate (as per previous point)?
- Are the cause-effect relationships well established in the

Persuasive Presentation Considerations

arguments?

- Are there any alternative explanations for the conclusions?
- Are there any logical fallacies?

Deductive Structure Checklist

If the structure we have chosen is deductive, the areas to check are:

- What are the underlying assumptions in the original principle or premise?
- Are those assumptions sound or assailable?
- Does the conclusion follow from the premises?
- Are there any logical fallacies?

So, once we have examined the evidence and the conclusions we draw from it, we are ready for a final review of our outline. To conclude our argument development, we should ask ourselves, what else could be added to make it have more impact?

Transfer Relevant Items to Post-It Notes

Review the five questions on page 2-16 and use them to vet all the data and supporting materials ideas you generated on the previous page. Select those items that are relevant to your presentation and write them out on post-its.

Update Your Post-Its Workspace

Add your new post-its to the your workspace and reorganize the outline as needed.

When you complete updating your presentation outline, share it with your table group. Ask them for feedback and provide feedback on their outlines.

Step Four: Write the Presentation



At this point in our process we have identified the purpose of the presentation (with reference to the audience), created a workable structure, fleshed it out with data and supporting materials. It is now time to develop it by writing out the content in full.

There are several types of factors involved in writing an informative scientific presentation that impact the quality of that presentation. Since we have already worked on the quality of the data and supporting materials in Step 3, at this stage we want to concentrate primarily on 3 areas:

- Clarity
- Balance
- Style

On the next page is a checklist you can use to review and validate the content of your presentation. Note that the checklist includes additional checkboxes if you want to add other factors.

Checklist for Presentation Content

Review this checklist for presentation content. There are additional checkboxes if you want to add other factors.

1. Clarity

- Does it match audience level?
- Am I making inaccurate assumptions about audience knowledge?
- Are points explained in full?
- Are points conveyed as clearly as possible?
-
-

2. Balance

- Is the flow still optimum?
- Is the amount of space devoted to each point adequate and balanced?
- Is there a clear emphasis on the must-know points vs. nice-to-know points?
-
-

3. Style

- Is any point too wordy?
- Is the vocabulary adequate?
- Is the tone appropriate?
-
-

4. Other (include your own)

- How could I improve this?
-
-
-
-

The final question is: What is the best procedure for writing your presentation? Although it is an iterative process and you have to see what works for you, here's a suggested sequence that works well:

- Create a first draft
- Evaluate it with the help of the check list and edit it accordingly
- Do a dry run if possible
- Write a final edit

Review Your Presentation

Using the checklist on page 2-22, review your presentation for content that can be clarified or improved. Make notes as on your draft where you need to improve the content or identify additional resources.

When you complete your presentation draft, share it with your table group. Ask them for feedback and provide feedback on their drafts.

Apply Your Learning



Application is the best way to ensure learning effectiveness. As soon as possible, you should practice the presentation design skills we have covered today. Specifically, you can do the following:

- **Complete the design for your presentation**
- **Meet with your buddy and review it**
- **Use the 4-Step process to design another presentation**

High Impact Visuals for Scientific Presentations



Preface

This module – *High Impact Visuals for Scientific Presentations* – is the third module in CDER Presentation Skills series. It builds upon the understanding of your audience and the presentation context which was covered in Module 1 and the presentation design outline you created in Module 2.

Objectives

This module presents strategies for effectively communicating your presentation content in a visual format. You will have an opportunity to gain valuable feedback from other group members and from the instructor about the effectiveness of the visuals they create for a presentation. Prerequisites for this module are having an understanding of basic design concepts such as grouping and logic and having basic Microsoft PowerPoint® skills.

At the end of this module, you will be able to:

- Describe various strategies for communicating visually and when they are appropriate
- Create visuals that clearly and concisely communicate complex ideas and scientific data
- Describe PowerPoint® techniques that are appropriate for reinforcing your message



Introduce Yourself Visually



We're going to introduce ourselves, and we are going to do it with the help of simple visual aids that we will create for this purpose. Please give:

- Your name
- Your organization
- The type of work you perform
- On page 3-3 (or separate paper provided), create a visual depiction that represents you. For example, two elephants dancing, rain on a sunny day, a soldier charging up a hill.
- One thing you'd like to get out of this session

Treat your introduction as if it were a mini-presentation. Determine your audience and the purpose of the introduction. With those elements in mind, decide what type of visual aid would be most helpful to your purpose. Then, determine what content you want to include and how much detail to provide. Finally, create your visual aid.

Introduce Yourself Visually

Visual Design Assessment



Let's begin by doing an assessment activity to help assess your current knowledge of effective visuals design. This will help guide you as you move through the material in this course. Review each of the three examples of visual aids and note their strengths and weaknesses below:

Handouts Example:

Flipchart Example:

PowerPoint Example:

Effective Design Elements



Now that we have reviewed the potential impact of visuals, let us look at effective design elements.

We will be work with 4 key visual design principles:

Appropriateness

How appropriate are the medium chosen for each aid, its wording and its visuals for the specific audience and context of the presentation?

Being Clear

How clearly and effectively have you communicated your ideas through the use of text and graphics?

Consistency

How consistent is your visual presentation in terms of color, graphics and text? How consistent are the various media employed (PowerPoint, flipchart, handouts, etc.)?

Dynamism

To what extent is your presentation dynamic and visually appealing to provoke interest and engagement?

As you can see, you may use the acronym “ABCD” to remember these key design elements!

On the following page is a checklist to help you consider the relevant points of effective design we just mentioned, plus space to add your own points that you might want to keep in mind for specific situations, based on your experience.

CDER Effective Visual Design Checklist	
Presentation:	_____
Date & Location:	_____
Appropriateness:	
1. Is the medium appropriate?	<input type="checkbox"/>
2. Is the wording appropriate?	<input type="checkbox"/>
3. Are the visual elements appropriate to the audience and context?	<input type="checkbox"/>
4.	<input type="checkbox"/>
5.	<input type="checkbox"/>
Being Clear:	
6. Is the visual aid clearly laid out?	<input type="checkbox"/>
7. Does it communicate the point effectively?	<input type="checkbox"/>
8. Is it easy to see the contents (e.g., large enough)?	<input type="checkbox"/>
9. Is the design pleasing and uncluttered?	<input type="checkbox"/>
10.	<input type="checkbox"/>
11.	<input type="checkbox"/>
Consistency:	
12. Are the various aids consistent in terms of design (color scheme, text size and font, graphics)?	<input type="checkbox"/>
13. Are they consistent across media (PowerPoint, flipchart, handouts, etc.)?	<input type="checkbox"/>
14.	<input type="checkbox"/>
15.	<input type="checkbox"/>
Dynamism:	
16. Is each aid visually appealing and interesting?	<input type="checkbox"/>
17. Is it overcrowded?	<input type="checkbox"/>
18. Is it distracting (gimmicky)?	<input type="checkbox"/>
19.	<input type="checkbox"/>
20.	<input type="checkbox"/>
Other (Personal):	
21.	<input type="checkbox"/>
22.	<input type="checkbox"/>
23.	<input type="checkbox"/>



Visuals Design Process

At this point in the CDER Presentation Skills series, you should be familiar with the audience analysis, clarification of purpose and the design of the presentation. Once you have designed and developed your presentation, it is time to create the visual aids.

Though sometimes you may have an idea for a visual aid during the planning and design of a presentation, you should always wait to design visual aids from the perspective that you have after completing the presentation design.

We will be employing a 3-step process for visual design:

Step 1: Select Visual Media

Based on the context of the presentation, the audience, and the purpose of the presentation; select the most effective and appropriate type of medium for each section of the presentation.

Step 2: Identify Critical Content

Based on the design and the outline of your presentation, decide what elements are good candidates for a visual aid and prepare drafts of each visual material.

Step 3: Integrate Media Elements

Media elements may be in the form of charts, images, clipart, colors, animation or other multimedia elements (such as sound clips). Decide the components of each aid and design it, keeping in mind the four principles of design from the previous segment.

Finally, you should pilot-test the presentation under similar conditions to those of the actual presentation, in order to test out the graphics.

Step One: Select Visual Media



The first step in the visuals design process is to select the visual media you will use in your presentation. To begin, you must have a clear idea of what is possible in terms of what media to use. Ask yourself the following questions:

- Given the physical context (including technical aspects) of the presentation, what would be effective/ineffective aids?
- Given the specific audience for this presentation, what would be appropriate/inappropriate aids?
- Given the various learning approaches of different people, which would be effective/ineffective aids?
- Given the content of my presentation, which media would best communicate the content to my audience?

Depending on the answers to these questions, you then decide the best way to combine various media in order to maximize comprehension in the audience.

Review the job aid that summarizes the different type of media. Based on your review, which types of media would be appropriate to use in typical CDER presentations?

Presentation Media: Pros & Cons

Printed Materials (Handouts)

Printed materials are paper handouts you provide to the audience before, during or after your presentation. They can range from simple speaker's notes to professionally developed brochures. They can present textual or graphic information effectively to your audience.

Pros:

- Ideal if you have a wealth of information you need to share with your audience
- Deliverable to audience before, during or after presentation

Cons:

- May be resource intensive to produce
- Creates an "official document"
- May distract your audience – they're reading instead of listening (avoid by distributing before or after the presentation)

Flipcharts or Whiteboards

Flipcharts or whiteboards allow you to write or draw to reinforce important points during your presentation. Both can be prepared in advance or created during the presentation. To use flipcharts or whiteboard, your presentation location must have the proper equipment (markers, flipchart easels and paper, whiteboard, dry erase markers, etc.).

Pros:

- Real-time engagement with the audience
- Creates casual, personalized atmosphere
- Allows for extemporaneous expression

Cons:

- Could indicate lack of preparation
- Time consuming during presentation
- Requires acceptable handwriting or drawing skills
- May be difficult for your audience to see or read

Video Teleconference

Video teleconferencing allows you to present to a geographically dispersed audience. Requires the proper equipment (Videoconference suite, transmission means, reception for the audience).

Pros:

- Supports widely dispersed audiences
- Improves the impact of a voice teleconference - the audience can see the non-verbals of the speaker

Cons:

- Prone to technical snafus; requires strong technical support
- Difficult for speaker to be spontaneous in their movements and use of ad hoc media

Webinar

Webinars allow you to present to a geographically dispersed audience. The presenter and each audience member use a computer to log into a collaborative environment on the Internet. Voice communication is handled over the Internet or via a teleconference. To use webinars, you must have the proper equipment (computers, collaborative Internet software, teleconferencing, etc.).

Pros:

- Supports widely dispersed audiences
- Improves the impact – audience sees and can interact with shared materials

Cons:

- Prone to technical snafus; requires strong technical support
- Unable to visually verify if audience is engaged
- Dependent on the audience setting up their system correctly

Models or Objects

Using models or objects makes your concepts concrete for the audience. They provide a physical example the audience can use to understand your points.

Pros:

- Provides realistic, hands-on experience
- Can help to present and clarify complex ideas

Cons:

- Difficult to see in large groups
- May distract your audience
- Resource intensive

PowerPoint® Slideshow

Microsoft PowerPoint® and similar multimedia presentation software have become the standard for presentation visuals. This computer software allows you to easily develop a slideshow that incorporates text, graphics, audio, and video. To use a PowerPoint® slideshow, your presentation location must have the proper equipment (computer, large monitor or projector, audio equipment, etc.).

Pros:

- Easy to use
- Helps develop the presentation outline and flow
- Easily incorporate multimedia (text, graphics, audio, and video)

Cons:

- The media may overwhelm the message
- Audience may focus more on the slideshow than the speaker
- Can overly simplify complex information
- Makes it easy to create horribly distracting visuals

Media Appropriate to Typical CDER Presentations:

Your Presentation: Step One: Select Visual Media



Now you will apply the three steps you learned to the presentations you have developed in the previous modules. If you did not attend the previous modules, you can work from the learning case.

First, review the job aid that describes the different types of media you can use in your presentations.

Then, review your audience analysis and presentation design from the previous modules (or from the learning case). Based on that review, answer these questions:

Given the physical context (including technical aspects) of the presentation, what would be effective visual aids?

Given the specific audience for this presentation, what would be appropriate visual aids?

Given the various learning approaches of different people, which would be effective visual aids?

Given your presentation's content, which media would *best* communicate the content to my audience?

By answering those questions, you should be able to select the media you will use for your presentation.

Step Two: Identify Critical Content



Once you have identified the best types of media for your presentation, the next step is to identify which elements in your presentation could use a visual aid. After identifying those elements, you need to identify the key text and phrases to be captured in the media. At this point, you want to keep in mind the same criteria we used as we were designing the content of the presentation. You must isolate the key elements that serve the purpose of our presentation on the basis of what the audience needs. Those key elements are the ones you should support with visual aids.

To help identify critical content, ask yourself the following questions:

- What content could be presented in visual form?
- Based on the total amount, which elements should be presented in visual form?
- What media would be best for each?
- How can I condense each point most effectively?

Condensing Key Concepts

Once you identify the key concepts in the presentation that should be supported with visuals, you should condense those concepts into short phrases. Ideas to be displayed in visual aids must be brief and support what the presenter is saying instead of distracting from it. One of the worse things you can do is to create an “eye chart” that the audience is too busy reading to pay any attention to what the presenter is saying.

Your Presentation: Step Two: Identify Critical Content



Now we will apply what we just learned to the presentations you have developed in the previous modules. If you did not attend the previous modules, you can work from the learning case.

First, review your presentation design from the previous modules (or from the learning case). Based on that review, answer these questions:

What content could be presented in visual form?

Based on the total amount, which elements should be presented in visual form?

What media would be best for each?

How can I summarize each point most effectively?

By answering those questions, you should be able to identify the critical content in your presentation and begin to outline visual aids you could use to support it.

After you identify your critical content, return to your “post-its” outline of your presentation and add additional information on which elements need to be supported visually.

Step Three: Integrate Graphics



So far, you have identified the best types of media, decided on which points we will support with visual aids, and decided on what type of aid to use in each case. Now you are now ready to tackle the design itself.

The key here is to translate the content identified in step two into specific fonts, colors, charts, images (and other media, if appropriate) that will help the audience to comprehend and remember your message. In order to do this, we want to revisit our acronym “ABCD” for the key elements of design discussed earlier: Appropriateness, Being Clear, Consistency and Dynamism.

Ask yourself the following questions:

- What fonts, colors and graphics should be used to illustrate your content?
- What size should each element be?
- How many elements should there be in each visual unit?
- What is an effective and appropriate overall color scheme?

There are number of principles you should follow when designing your visual aids. Many are listed below.

Visual Aids Design Principles

Below is a brief summary of seven facets of effective visual design.

Text

Text in visual aids should be condensed to the minimum needed to be clear. Remember, it is just to reinforce what is being said by the presenter. You do not want the audience to have to read long passages while you are talking. Strive for 4x7=28: each visual should present no more than four items of seven or less words each.

Whether the text you give the audience is in a PowerPoint®, flipchart, or handouts, the purpose is the same: it must reinforce your presentation’s important points with out distracting from you, the presenter. If you do have any detailed information you want to give the audience, provide handouts either well before, or after, your presentation.

Font Sizes, Styles, & Colors

You should use font styles and sizes consistently throughout your presentation. A jumble of different fonts will confuse and distract your audience. Studies have show that most people prefer serif fonts (like Times New Roman) for printed materials, but prefer sans-serif fonts (like Arial) for computer or projected text.

Your font size should be selected to balance the importance of the text across the page. Titles should be larger than headings, headings larger than sub-headings, etc. Be sure that the size of the font will allow all people in the audience to easily read the text. Never use extremely large fonts or use all-capital letters. Both are the equivalent of shouting at your audience.

Select your font style to convey the mood or intent of the presentation. For casual presentations, or to create a less contentious feel, use a rounded, sans-serif font such as Tahoma:

Welcome To The Weekly Brownbag

For more formal settings, or to lend an air of importance to the content, select a more formal serif font such as Times New Roman:

Annual Financial Results, 2004

Most importantly, do not mix fonts unless the difference imparts meaning. It is fine to use separate fonts for headers and body text (as we do in this guide). But, incorporate additional fonts only if you need to distinguish content. Above all, be sure that the text styles you use are consistent throughout your materials.

Whitespace

Whitespace is the part of the page or display area that does not contain any content. It is important to balance the content and whitespace in your presentation. Too much content crammed onto a page will overwhelm your audience. Too much whitespace will make the content look small and insignificant. Studies have shown that content presented with pleasing whitespace balance is perceived to be more accurate and credible.

You should check that your whitespace does not create “rivers” running though your page that will distract your audience. The whitespace should balance the content across the page and draw the audience’s eye to the key content. Whitespace can also be functional. In this guide for instance, note that every page has a large whitespace “gutter” along the right hand side. It is used to call out important tips as well as providing a space for your notes.



Tip:

Never use all capital letter for your text it may give your audience THE IMPRESSION YOU ARE SHOUTING AT THEM!

Color

The effective use of color can greatly improve the impact of your presentation materials. Conversely, improper use of color can doom your presentation's success. Color can create moods, add emphasis, attract attention, organize information, and entertain your audience. Your presentation materials should use a limited palette of complimentary colors.

If your division will be delivering a number of presentations, you should consider developing standard templates for your materials. Investing in the development of a standard color scheme for your materials will save you effort down the road. Templates have the color palette (as well as fonts, font sizes, whitespace, etc.) pre-set so that you just add your presentation content. If you will be using PowerPoint® for your presentations, there are hundreds of prepared templates available for free or for purchase on the Internet.

While effective use of color is important to your presentation materials design, it is beyond the scope of this document.

Numbers, Statistics, Graphs & Tables

As with text, your presentation materials should only present numbers, statistics, and calculations that reinforce the points you are making. You do not want your audience distracted by math while you are making an important point. Do not include numbers or statistics unless they are crucial to making your point. If you include calculations, be sure that all variables are clearly defined and the calculation's progression will be easily understood by your audience. If your audience presses you for detailed statistics and calculations, you can provide them in a separate document. Don't let your presentation become mired in an analysis of numbers.

If your presentation requires numbers and statistics, consider presenting them visually. Many people prefer to process information visually. Using graphs and charts when appropriate will reinforce your point visually. The visuals also help the audience remember your point.

Make certain you use a graph or chart that is appropriate for the point you're making. Do not include any extraneous information. Make sure the key and indices for the graph are clear. The audience must be able to quickly grasp the point of the graph so they can return their focus to you, the presenter.

Tables should be used sparingly in presentations. Do not include any extraneous data in your tables. If the table contains more than 12 cells (i.e, 3 rows x 4 columns), it may overwhelm or distract the audience. Data presented in tables can often be presented more effectively in graphs or charts.

Media: Images, Audio & Video

Media can be a very powerful addition to a presentation. Media can create moods, grab attention, entertain, and stimulate numerous senses. However, you should never include media for its own sake. The “gee-whiz” factor of a slick, multi-media presentation can drown out the content and purpose. Used ineffectively, media can distract your audience from the point you are trying to make.

Images include graphic elements such as line drawings, clip art, illustrations, photographs, artwork, and simple animations. Images should only be used to support a point being made. Think carefully about your point - and the manor in which you want to make it - before you decide which (if any) image to add. The old saying is “a picture says a thousand words”. Just be sure those words are all in agreement with the point you are making! Don’t let sophomoric clipart undermine an important idea.

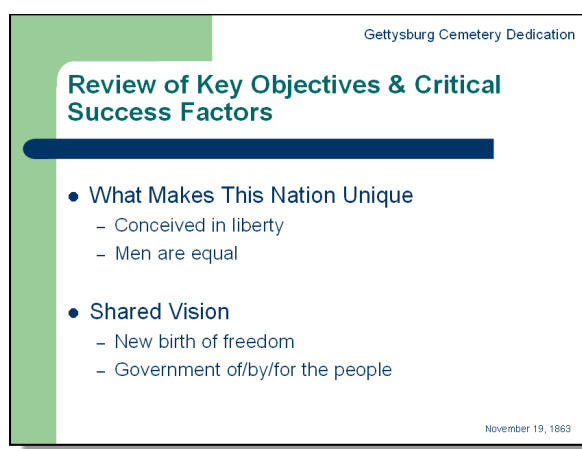
Audio clips can be an effective way of grabbing your audience’s attention. But again, they should only be used if audio is the ideal way to deliver content supporting your point. The environment in which you will deliver your presentation must also be considered. You must be sure you have the equipment necessary for your audience to be able to hear the audio.

Video is perhaps the most compelling media that can be used in a presentation. However, to be used effectively, the video clips should be short and specifically targeted to the point you are making. Do not use a lengthy video if only one portion of it is applicable to your presentation. Carefully edit the video down so that it supports your point without distracting the audience. As with audio, you must be sure your presentation environment has the equipment needed to properly present the video.

A Note on Death by PowerPoint®

Over the past few years, PowerPoint® has become the primary delivery media for presentation content. While it is a very powerful and useful tool for supporting dynamic presentations, PowerPoint® also has the potential to undermine your presentation's effectiveness.

Imagine, for instance, if PowerPoint® had been available to Abraham Lincoln when he made the Gettysburg Address. What is one of the most stirring presentations in American history may have been succinctly collapsed into six slides, complete with a bar chart depicting four score and seven years. For example, one slide might read:



You can see how PowerPoint® has the potential to “kill” what could otherwise be a very powerful and effective presentation.

More recently, there has been concern that the desire to simplify and distill information to fit into the PowerPoint® format may cause scientists to leave vital information or ideas out of presentations. PowerPoint® does lend itself more towards making a smooth “sales pitch” than to a sober exchange of information.

To help you avoid developing a PowerPoint® slideshow that might undermine the overall effectiveness of your presentation, follow these five tips:

- 1) This Is YOUR Presentation - PowerPoint® is just one of many tools available to you as you design and develop your presentation. You should only use it when it is the right tool for the job. Don't let PowerPoint® become the presentation “owner” and dictate how the presentation is designed or delivered.

- 2) Transitions & Sound Effects – The best idea is to not use any transition between slides. If you must, select just one transition type and use it throughout the slideshow. As mentioned in the media section above, you should only use audio clips when they support the point you are making. Sound effects can distract your audience and should not be used
- 3) Templates – There are a host of prepared templates available for PowerPoint®. Using a one, standard template for your division can save you a great deal of time. However, you should invest in having a unique template created for your division rather than relying on the standard PowerPoint® template that audiences have “seen a thousand times already.”
- 4) Text Heavy Slides – Do not create slides with a great deal of text. A presentation is not the time for your audience to read. If it is information they need, you should convey it orally. Remember the 4x7 rule: you should avoid more than 28 words on any slide.
- 5) Faith In Technology - You never know when an equipment malfunction or incompatible interfaces will force you to give your presentation without your PowerPoint® slideshow. You should always be prepared with a “Plan B.” Ideally, your presentation design should not be dependent on PowerPoint®. At the very least, you should have handouts of the slides ready if they are needed.

Your Presentation: Integrate Graphics

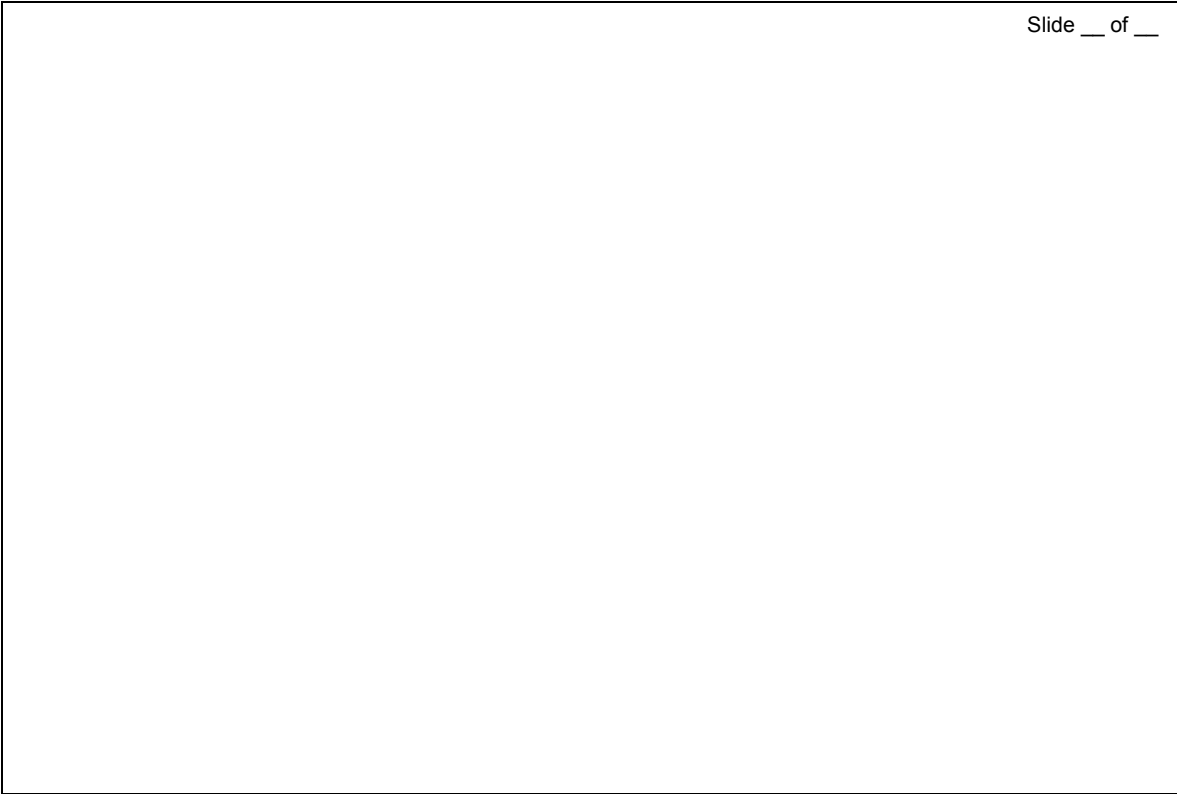


Now that you have reviewed all the elements involved in the creation of effective visual aids, you can apply all of this to the creation of a PowerPoint® presentation (if you have selected that as your visual support medium).

Review your “post-its” outline and use it to create storyboards for your presentation. The storyboards will include complete text and simple sketches of graphics. Use the blank screens on the following pages to create your storyboards.

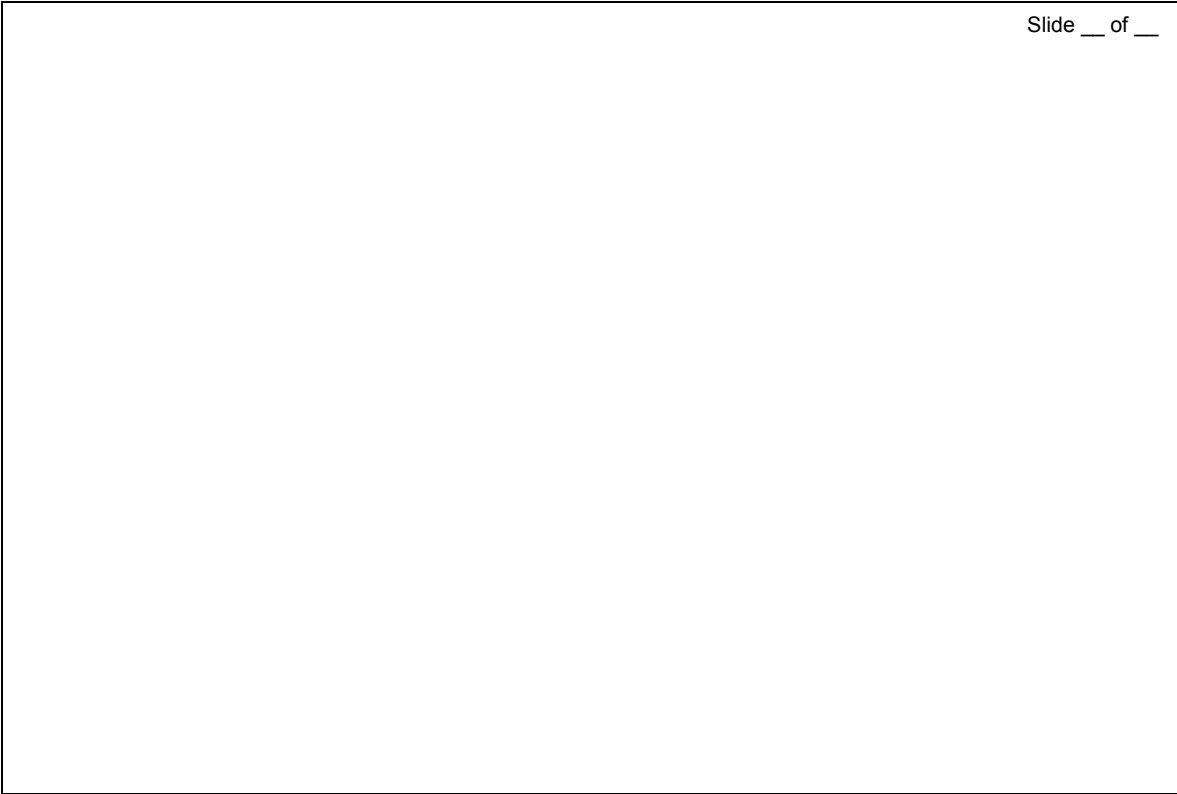
After you create your storyboard, turn back to the checklist on page 3-6 to analyze your presentation.

Presentation Storyboards:



Presentation Storyboards:

Slide __ of __

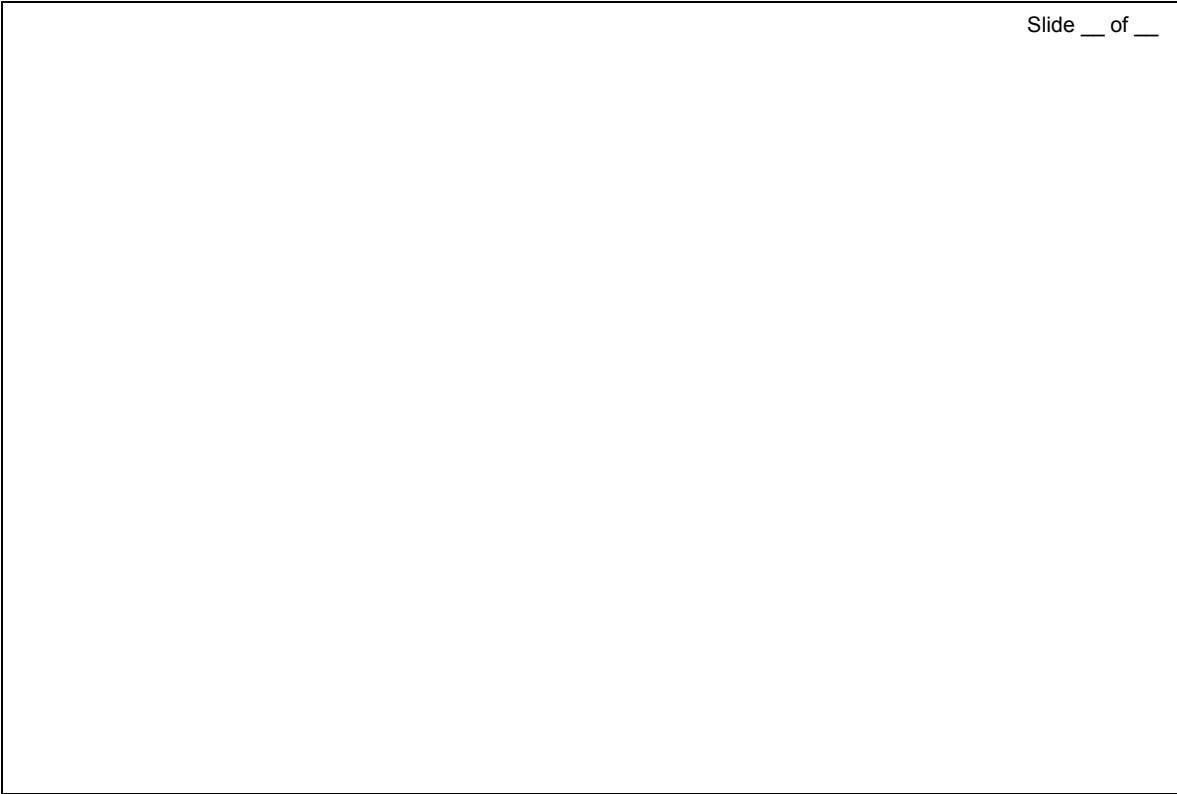


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Presentation Storyboards:

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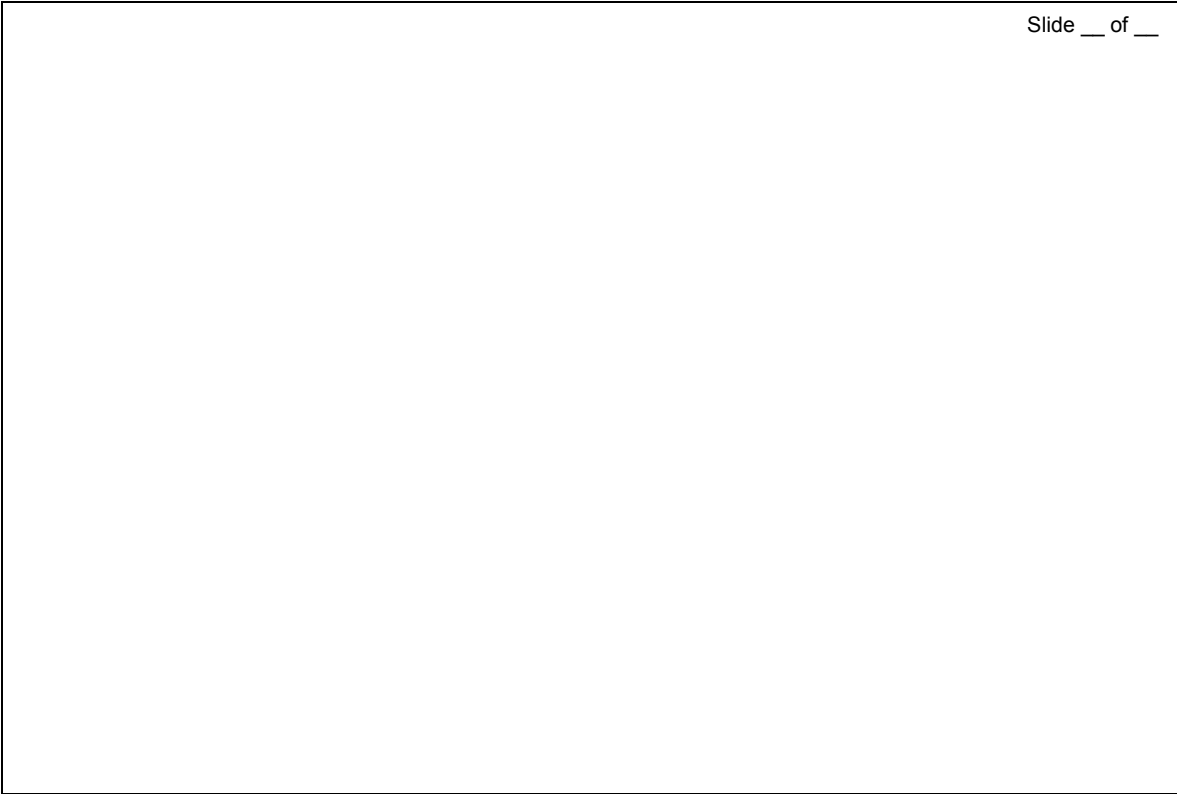


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Presentation Storyboards:

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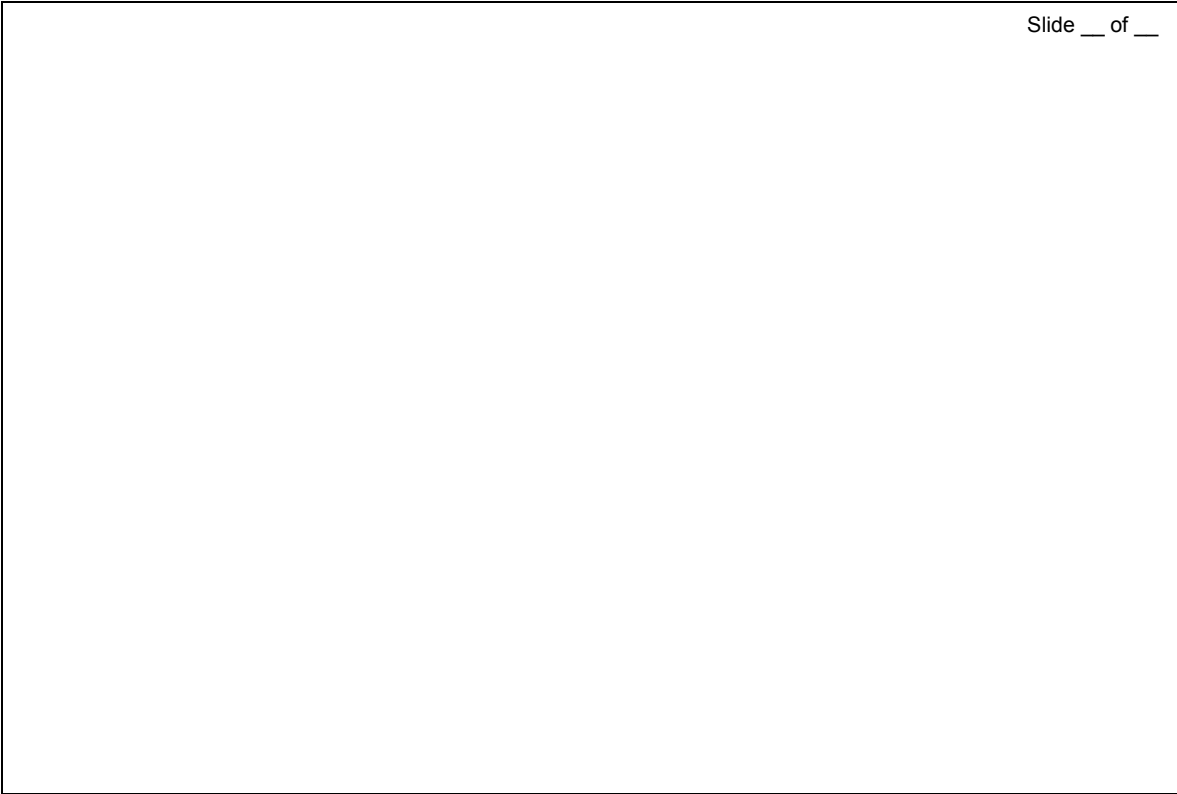


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Presentation Storyboards:

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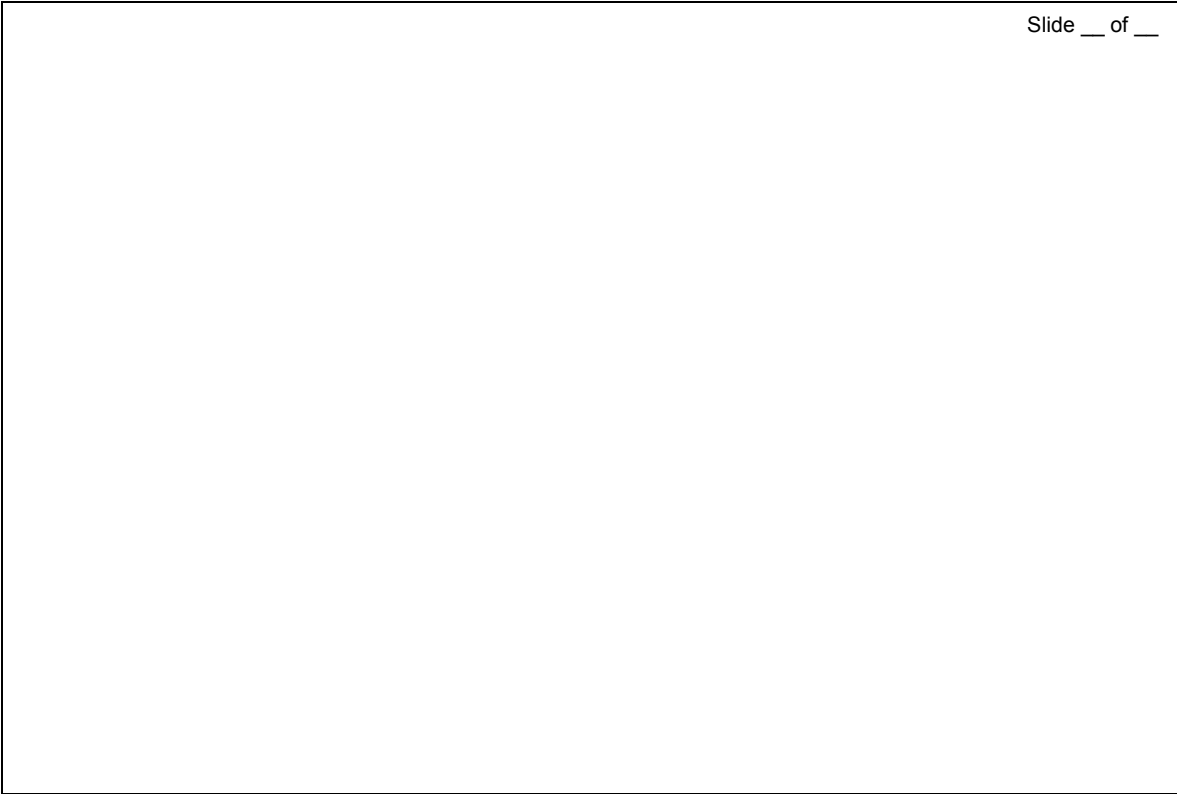


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Presentation Storyboards:

Slide __ of __



Slide __ of __



Apply Your Learning



Application is the best way to ensure learning effectiveness. As soon as possible, you should practice the visual aids design skills we have covered today. Specifically, you can do the following:

- **Complete the design for your presentation on pages 3-19 through 3-24.**
- **Critique a PowerPoint presentation using the visual elements checklist on page 3-6.**

Delivering an Effective Presentation



Preface

This module – *Delivering an Effective Presentation in a Scientific Setting* – is the fourth module in the CDER Presentation Skill series. In this module, you will identify and practice techniques for making scientific presentations that inform or persuade your audience and reduce your own stress. Platform skills that are key for making effective presentations will be introduced. You will learn the building blocks for effective delivery in a way that enhances your natural presentational style.

Objectives



This module presents strategies for effectively presenting your scientific presentation. You will have an opportunity to gain valuable feedback from other group members and from the instructor about the effectiveness of different delivery strategies. Prerequisites for this module include understanding audience analysis and presentation design. You should also have a presentation you will be delivering in the near future to practice with.

At the end of this module, you will be able to:

- Identify various strategies for managing stress during a presentation
- Describe techniques for using voice and diction to improve the impact of your presentation
- Demonstrate techniques for using non-verbal behavior to reinforce key concepts in your presentation
- Identify strategies for using notes during a presentation
- Identify common presentation challenges and explore strategies to reduce their likelihood
- List and explain rehearsal techniques that can improve your presentation ability

Critique a Videotaped Presentation



As you watch the videotaped presentation, note what works well and what the presenter could have done different below:

Use of Space:

Self-Presentation:

Self-Confidence:

Non-Verbal Communication:

Verbal Communication:

Presentation Delivery Factors To Consider



1. Use of Space

- Placement in room
- Height of position
- Use of lectern or table
- Use of movement
-

2. Self-Presentation

- Dress code
- Personal appearance
- Personal image projected
-

3. Self-Confidence

- Rate of breathing
- Profuse perspiration
- Trembling / Stiffness
- Assertiveness
- Charisma
-

4. Non-Verbal

- Posture
- Facial gestures
- Body gestures
- Hand movements
- Eye contact
- Use of notes
-

5. Verbal

- Vocabulary
- Clarity of Pronunciation
- Volume (sound system?)
- Speed / Rhythm
- Tone of voice
- Pitch
- Inspiring



Overview of the Presentation Delivery Process

At this point in the Presentation Skills Curriculum, you are already familiar with the analysis of the audience, the clarification of purpose or thesis for a presentation, the design of the presentation and the creation of effective visual aids. Once the presentation is completed (or at least the first draft fully completed), it is time to work on the delivery of your presentation.

There are two main preliminary steps in this process:

- **Prepare**
- **Rehearse**

We will explore each step in turn and provide you an opportunity to practice it.

Prepare to Deliver Your Presentation

Why is delivery preparation so important? Take a few minutes to answer the questions on the next page. Then consider the impact that preparation has had on your previous presentations' success.

Presentation Review Exercise



Take a few minutes to remember some presentations you have delivered in the past. Then answer each of the questions below.

What was the best presentation you ever delivered?

How did your preparation help it be successful?

What was the worst presentation you ever delivered?

How could you have prepared better?

Presentation Preparation Checklist



- Confirm logistics and arrangements**

- Review and revise speaker notes**

- Anticipate questions & prepare for the worst**

- Creatively envision success**

- Dress the part**

- Arrange for a powerful introduction to the audience**

- Negotiate with a colleague to help you manage your time**

Rehearse Your Presentation

Rehearsing your presentation serves a twofold purpose: it helps you to memorize the contents and it allows you to determine and practice the delivery techniques that will be most effective in accomplishing the presentation's purpose.

Here are some tips for rehearsing effectively:

- Rehearse key sections, particularly critical points and your introduction
- Rehearse multiple times; each time using your notes less and less
- If you can, videotape a rehearsal and review it using the checklist on page 4-3
- Engage supportive colleagues to practice your presentation and ask for their honest feedback

Use of Notes

As part of the rehearsal process, you will need to decide what the optimal use of notes will be for your presentation, and what method of delivery you want to use, depending on what you feel comfortable with.

Generally speaking, there are three types of delivery, depending on your use of notes:

- Reading from your notes
- Memorizing your notes
- Extemporaneous

Take a few minutes to consider the pros and cons of each delivery type.



Tip:

The old saying is: “*Practice makes perfect.*” If you want your presentation to be successful you should rehearse it often – privately and with different audiences!

Delivery Element One: Proxemics and Self-Presentation



When we critiqued a videotaped presentation earlier, we considered five areas of presentation delivery: Use of space, self-presentation, self-confidence, non-verbal communication and verbal communication. We will now look at each area beginning with use of space, also known as proxemics.

Proxemics

Proxemics is the study of the effects of spatial distance between persons interacting with each other, and of their orientation toward each other. This is an important consideration when delivering your presentation. Your proximity to your audience will affect how well you and your message are received.

We are going to take a look at several examples of the use of space in a presentation. Please, take notes on the following:

In what ways do the speakers effectively use space?

In what ways was their use of space ineffective? Why?

How could they have improved their use of space? Why?

According to researchers, there are three basic ways in which we perceive space:

- 18 inches or less is considered intimate space
- From 18 inches to 4 feet is considered personal distance
- From 4 to 12 feet is considered social distance
- From 12 to about 25 feet is considered public distance

Now that you have an understanding of proxemics, discuss at your table how the use of space applies in the context of your presentations at CDER and specific ways in which you can use it.

After discussing various ways of using space effectively, apply what you've learned to your presentation. Take a moment now to review your presentation and decide how you would best use space in this room if you had to give your presentation here.

Self-Presentation

Take a moment to look closely at the following individuals:



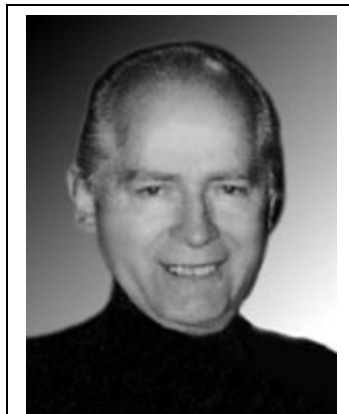
Daniel Andreas San Diego



Joanne Deborah Chesimard



**Abdelkarim Hussein
Mohamed Al-Nasser**



James J. Bulger

Think about the first impression you get from these images: What are those first impressions? Who are these people?

On the next page, list some of those impressions and the physical attributes that gave rise to them:

Impressions

Attributes

1 _____

2 _____

3 _____

4 _____



Delivery Element Two: Manage Nervousness and Develop Self-Confidence

Conventional wisdom is that death and public speaking are most people's two greatest fears. If you feel nervous before a presentation, you are not alone. Studies have shown a large majority of the population fear public speaking. The importance of scientific presentations can place additional stress on the presenter. But there are ways to manage that stress and natural anxiety and project a sense of self-confidence.

We are going to take a look at two presentation examples. Please, take notes on the following and discuss in your table groups:

Do you perceive any signs of nervousness or anxiety?

Did the speaker take any actions to deal with anxiety?

How could the speaker develop self-confidence?

Consider anxiety and the stress of public speaking:

- How do you experience anxiety—what are the symptoms for you?
- What types of presentation situations don't make you nervous at all? Why?
- What types of situations make you the most nervous in terms of presentations? Why?
- What is the source of that nervousness?

For the sake of practice, all the strategies we have identified may be encapsulated in three categories:

- Physical strategies: diet, rest, breathing, movement
- Mental strategies: preparation and rehearsal, concentration, not projecting, positive attitude, positive outlook

Physical Strategies

Breathing

Taking a full breath can be very powerful both for relaxing ourselves and for becoming more centered and calm. It brings us back to a natural rhythm that steadies and creates easeful relaxation. Let's try it right now... breathe in deeply, feeling your breath begin with the diaphragm, flow upwards and finally lifting your upper chest. Slowly release your breath and feel your whole body relax.

Body Movement

When we gently move our bodies in easy stretches we loosen the tension that has been held in our muscles and release anxiety. Stand up and let your body sway and your arms move side to side. Lift up and down and around. Feel how it creates a looser relaxation and a sense of letting go.

Rest

An important consideration to prepare physically for a presentation is rest. You will be better prepared if your body is well rested before the presentation. Be sure you schedule a good night's sleep prior to your presentation.

Diet

Your diet is a significant element of how to prepare physically for your presentation. The day before your presentation you should avoid alcohol and caffeine so you will be well-rested. The day of your presentation, avoid caffeine and over-eating – both can aggravate your body's reaction to stress.

Mental Strategies

Preparation

Preparing yourself mentally will greatly reduce presentation nervousness. You should spend time mentally projecting the presentation and how it will succeed. Consider and address any apprehensions you have about the presentation and prepare your content and delivery accordingly.

Rehearsal

Rehearsal is the greatest strategy you have to mentally prepare for your presentation. Rehearsal builds confidence. The more confident you are, the less nervous you will be when you deliver your presentation. You should rehearse your presentation privately and with friends until you are comfortable with the content and delivery.

Concentration

Nervous energy can easily distract you from your presentation. You must mentally steel yourself to focus on your content and presentation plan despite distractions. By dismissing distractions and concentrating on your presentation and purpose, you will better manage nervousness.

Not Projecting

To reduce nervousness, you must maintain a rational perspective on the presentation. Anxiety can spur the imagination into fears of failure or embarrassment. You must dismiss these negative projections as irrational flights of fantasy. Focus instead on realistic visions of your presentation's success.

Positive Attitude

Adopting a positive attitude regarding your presentation will prepare you emotionally and reduce your nervousness. You must truly believe in the importance of your presentation. Consider the presentation an important and enjoyable opportunity. Accentuate the positive aspects of the presentation and eliminate the negative.

Positive Outlook

Another emotional strategy to overcome nervousness is to look beyond the presentation and imagine the positive impact it will have. Envision your presentation as part of a larger, positive goal. Viewing the presentation as part of a greater goal will put it in proper, positive perspective and reduce anxiety.

Nervousness & Self-Confidence Strategies Worksheet

Now that you have reviewed the strategies for dealing with anxiety and nervousness, consider your presentation and note specific strategies you will use:

What physical strategies will you use to reduce anxiety?

What mental strategies will you use to reduce anxiety?

Delivery Element Three: Use Non-Verbal Elements Effectively



Now we are going to work with a very important aspect of communication: the non-verbal elements of communication and how to use them effectively in a presentation.

A working definition of non-verbal communication:

“Non-verbal communication consists of the messages we send through the body and the environment.”

A critical aspect of communication takes place on the non-verbal level. Non-verbal communication provides nuances and cues for the listener to evaluate what they are hearing. Put another way, the effectiveness of our presentation depends as much on how we say things as on what we say.

In a scientific presentation, no matter how good your delivery, the content of what you say has to stand – you simply couldn’t get away with saying anything you want. And yet, how your presentation is received largely depends on factors that the audience may not even be aware of.

Our non-verbal communication can create greater receptivity to our message or it can hinder receptivity to our message. Record examples from your own experience below:

Examples of effective or ineffective non-verbal communication:

Non-Verbal Communication Channels

The channels available to us personally for non-formal communication are:

- Body Posture
- Hand Gestures
- Facial Expressions
- Eye Contact

Because these channels of communication are biological, they are not always under our control. Therefore, it is important to understand them and learn how to use them so that there is no disconnect between what our words and our body are saying.

Body Posture

Body posture can be used to convey emotions or reinforce points. Whether you are standing or sitting during a presentation, you must be aware of the message your posture is sending.

Consider each of the common standing postures and what they communicate to an audience:

- Shoulders curved forward
- Back slightly bent forward
- Arms behind the back
- Arms across the chest
- One or two arms on the hips
- Hands clasped over the abdomen

Notes on use of standing postures:

Consider each of the common sitting postures and what they communicate to an audience:

- Leaning back on chair
- Leaning forward
- Sitting straight
- Slouching
- Leaning forward, forearms on the table
- Elbows on table, hands in front of face
- Legs crossed
- Legs open to the sides
- Legs straight, feet on floor

Notes on use of sitting postures:

Hand Gestures

Hand gestures can be used to reinforce points. The larger the audience, the more likely gestures need to be exaggerated a little bit so everyone can see them. On the other hand, you don't want to overdo it.

What are some common hand gestures that you make or that you have noticed in other speakers? Which ones send the wrong message or are not effective and which ones are effective? Why?

You must also understand any gender differences or cultural differences in the use of gestures. Here are some tips for using gestures effectively:

- Don't exaggerate your gestures
- Let them flow naturally
- Use a variety of gestures
- Use gestures to reinforce your message

Notes on use of hand gestures:

Facial Expressions

Another important channel for non-verbal communication is the use of facial expressions. Consider the effect of a rigid “talking face” news anchor, for example, with an animated sales pitch. What does each convey through facial expressions?

You should be cognizant of your facial expressions as you deliver your presentation. Research shows that there are two types of facial expressions that are used very frequently in interpersonal communication: the eyebrows and the smile. For instance, when a smile dissolves as the brow furrows, it signals the audience that an important point is about to be made.

When you deliver your presentation, maintain a relaxed demeanor and allow our face to accompany our words, just like in the case of gestures. Use your eyebrows and your smile to reinforce important points.

Notes on use of facial expressions:

Eye Contact

Using eye contact appropriately establishes self-confidence and reinforces your message. Once again, studies in communication and public speaking show a tremendous correlation between eye contact and credibility.

Therefore, you must establish effective eye contact with your audience. Here are a few tips:

- Include the entire audience with your eyes
- Do not fixate your gaze on one or two people
- Scan the room regularly
- Also look at your notes as appropriate

The key is to include as many people as possible, even those who might seem disinterested or opposed.

Notes on use of eye contact:

Practice Non-Verbal Communication

Now, let's practice using all four elements of non-verbal communication:

- Body Posture
- Hand Gestures
- Facial Expressions
- Eye Contact

Break into groups of 3 people each and practice delivering your presentation. Each group member will take turns speaking for about 7 minutes and then having the other group members offer comments and suggestions for about 7 minutes. Before you present, review the notes you made on the previous pages. Also, be sure the feedback you give others is constructive and focuses on non-verbal communication **only**.

Notes on non-verbal communication practice:

Delivery Element Four: Use Voice Effectively



If you look back at the checklist on page 4-3, you see that verbal delivery factor includes: vocabulary, clarity of pronunciation, volume, speed / rhythm, tone of voice, pitch and how inspiring overall.

Of these verbal elements, two are key: vocabulary and use of voice. We have already dealt with vocabulary in units F2 and A2 of this series. So, now let's focus on the effective use of voice.

We will listen to some audio clips of speakers. As you listen, consider the following:

Which aspects of use of voice were effective or ineffective?

How could the use of voice be improved?

Controlling Your Use of Voice

It is important to make the voice convey what the intended effect is, and to do so in a variety of ways. There are a number of ways you can control your voice to achieve that effect. They include: volume and use of microphone; speed and pauses; pitch; and articulation and pronunciation.

Volume and Use of Microphone

You must assure the entire audience can clearly hear your voice throughout the presentation. If you will be presenting in a large room, you should use a microphone. Lapel microphones are much preferred to fixed microphones. If possible, practice using the microphone prior to the presentation. With or without a microphone, modulating your volume will add emphasis to your presentation. For instance, important points can be emphasized with a small crescendo.

Speed and Pauses

The speed of your speaking can greatly affect your overall impression. Speaking too fast will impart nervousness and a desire to escape. Speak too slowly and your audience may become bored or impatient. You should strive to maintain a steady pace in your speaking. Then you can speed up or slow down to add emphasis to important points. You should also pause regularly. Pauses are especially important when you want to give the audience time to consider a point just made.

Pitch

The pitch of your voice also conveys information to your audience. Raising the pitch of your voice can convey anxiety. Dropping the pitch of your voice can convey gravity or anger. You should keep your voice pitched consistently as you speak, raising or lowering it only as needed for effect.

Articulation and Pronunciation

Obviously it is important that the audience be able to clearly hear and understand what you're saying. If you speak with an accent, you should focus on clearly articulating your words as you speak. If you are presenting to an audience from a foreign culture, you should avoid using clichés or vernacular. For the most important points in your presentation, you should slow your pace and over-articulate the point for impact. It is also effective to repeat your most important statements to be sure they are understood and retained.

Practice Use of Voice

Now, let's practice using all four use of voice elements:

- Volume
- Speed and Pauses
- Pitch
- Articulation and Pronunciation

Work with two new partners and practice delivering your presentation. Each partner will take turns speaking for about 7 minutes and then having the other partners offer comments and suggestions for about 7 minutes. Before you present, review the use of voice information on page 4-26. Also, be sure the feedback you give others is constructive and focuses on use of voice **only**.

Notes on use of voice practice:

Now that you have worked with all these various delivery elements, take a few moments to go over your presentation once again and make notations directly on your notes regarding use of voice.

Apply Your Learning



Application is the best way to ensure learning effectiveness. As soon as possible, you should practice the delivery we have covered today. Specifically, you can do the following:

- **Review your presentation and add notes of delivery elements**
- **Meet with a colleague and rehearse it, if possible, on location**

Managing Q&A and Special Presentation Delivery Challenges



Preface

This module – *Managing Q&A and Special Presentation Delivery Challenges* – is the fifth module in the CDER Presentation Skills series. In it you will explore and practice techniques for managing questions and answers and special challenges in presentations including delivering bad news and managing conflict.

Objectives

In this module we will explore the dynamics of challenging situations, then identify and practice approaches and techniques to handle special delivery challenges.

At the end of this module, you will be able to:

- Identify and demonstrate skills associated with managing questions and answers
- Explore the nature and source of conflict
- Identify the nature of hostility among presentation audiences
- Identify and demonstrate strategies for anticipating challenging situations
- Identify and practice strategies for responding to audience hostility during a presentation
- Identify and practice strategies for dealing with disagreements
- Identify and practice strategies for delivering bad news





Challenging Situations: Overview

At this point in the Scientific Presenter Series, you are already familiar with the analysis of the audience, the clarification of purpose or thesis for a presentation, the design of the presentation and the creation of effective visual aids. Once you have prepared for the delivery, it is a good idea to consider the chances for conflict, hostile reactions, etc., that your presentation may generate. You can then incorporate effective strategies to deal with those challenges and also make such strategies part of your rehearsal.

There are two main steps in this process:

- Identify the potential challenges you will face
- Apply strategies for managing those challenges

The first step is to identify and understand the potential challenges you will face in the presentation situation. The second step will depend on the nature of the specific challenge, but there are certain commonalities to challenging delivery situations.

Causes and Effects of Presentation Challenges

To begin exploring challenging situations you may face, let's consider some examples from CDER. On the following pages, three different scenarios are presented. Please review the scenario and decide what the challenge of the situation is. Then try to discern the underlying causes, the dynamics, and the potential consequences. Finally, suggest strategies for effectively dealing with the situation.

CDER Challenging Presentation Scenario #1:

You are leading an investigative new drug (IND) sponsor meeting with PositBio, Inc. They are a smaller biotech company that is unfamiliar with FDA regulations and processes. The drug being reviewed in the IND is the sole PositBio product and their continued venture capital is dependent on its success. You need to inform them that their IND is being placed on clinical hold due to safety issues.

What is the challenging situation in this scenario?

What are the underlying causes, dynamics, and consequences?

What strategies would you use to effectively deal with the situation?

CDER Challenging Presentation Scenario #2:

You are wrapping up a presentation at the Drug Information Association. You have presented your findings and conclusions regarding the effective analysis of Phase 3 clinical trial design. Because the coordinator has signaled that your time is nearly up, you take one last question from the audience. An audience member from academia does not ask a question but instead angrily confronts you. She states that the success of her clinical trials refutes your conclusions and closes with the statement: "Your methodology was flawed, your findings inconclusive, and your conclusions baseless."

What is the challenging situation in this scenario?

What are the underlying causes, dynamics, and consequences?

What strategies would you use to effectively deal with the situation?

CDER Challenging Presentation Scenario #3:

The task group you lead has spent the last three months reviewing the investigative new drug (IND) process. You have just completed presenting your conclusions and recommendations to CDER management. The recommendations include some innovative ideas that the task group agrees would greatly improve the process. During the question and answer period, a senior manager asks a leading question: “Don’t you believe that these revisions to the IND review process are doomed to fail given the volume of new submissions we have received?”

What is the challenging situation in this scenario?

What are the underlying causes, dynamics, and consequences?

What strategies would you use to effectively deal with the situation?

Managing Questions & Answers



In this first segment on dealing with difficult situations, you will learn a model you can use to manage questions and answers during or after your presentation.

Here is a list of the most common types of questions that you might receive as part of a presentation:

- The **straight** question – direct appeal for information
- The **summary** question – an effort to recap the presentation
- **Me and mine** question – Personal experience used to make a point
- **Cartesian** question – Logic being used to challenge speaker
- **Raw nerve** question – Obvious dig or challenge to the speaker
- **Well-connected** question – Use of name dropping to reinforce the power of the questioner
- **Leading** question – The question attempts to lead the presenter to a preferred answer.

Here are some example questions. In the area provided after each,

1. Decide which of the seven types it is and
2. Write down how you might respond.

Example One: *“We have all sat here and listened to your flawed analysis and I just have to ask: Can you provide us some sound logic behind the process you followed to come to these ridiculous conclusions?”*

Example Two: *“I understand your assertion that your division must be more efficient. But you have not explained how additional resources will achieve that. What is your logic in thinking more money will result in greater efficiency?”*

Example Three: *“So, if I understand what you’ve said correctly, you believe that the clinical study process was flawed but the data gathered before the November trials is accurate and can still be used whereas the subsequent data needs to be dismissed. Is that what you are saying?”*

Example Four: *“While I understand what you’re proposing. It is completely at odds with the views of the Commissioner. When I spoke with him last week, he was very clear in his opposition. How do you justify your proposal in light of this?”*

Example Five: *“Your proposal is interesting, but don’t you believe that these revisions to the IND review process are doomed to fail given the volume of new submissions we have received?”*

Example Six: *“I’m sorry but I must have missed something in your presentation. Can you explain why the results of the third round of trials were dismissed?”*

Example Seven: *“I understand the numbers you arrived at in your analysis – but those results don’t apply in the real world. My experience has shown time and again that the drug is effective. How can you say it is not?”*

The LARA Approach to Questions and Answers

There is one model you can use to respond to all six types of questions. It's called the LARA approach:

Listen to the Question

Listen carefully to the question and then to assure that you understand it:

Repeat or Summarize the Question

You can also ask clarifying questions before answering. For example: "So you're wondering whether this drug might trigger an adverse reaction in elderly people?" This is where you identify in your mind the type of question you are facing and the dynamics behind it.

Affirm the Questioner

Show that you appreciate the question and its importance by exploring the underlying concern in the question. For example: "That is a very good question. You raise the important point it is crucial adverse reactions be detected in this process."

Respond to the Question

Directly answer the question without any unnecessary elaboration:

Keep Your Answer Short and Direct

For example: "My analysis doesn't support the possibility of an adverse reaction." Your response, and the strategy you choose to deliver it, should be guided by your understanding of the type of question you are facing. Deliver your answer to the whole audience, not just the questioner.

Add to or Expand Your Answer

If the questioner is not satisfied with the answer, you can elaborate on the direct answer with additional information. For instance: "In other studies, we found that..."

Managing Questions and Answers Scenarios

Now you can apply the LARA approach to some example scenarios. On the following pages, three different scenarios are presented. Please review the scenario and generate three challenging questions that could be asked and how you would respond to the question if you were the presenter.

CDER Question & Answer Scenario # 1:

The presentation concerns non-clinical studies and presents the fundamental problem: Many of the familiar approaches and techniques for non-biological products are not directly applicable to large biological molecules.

Additionally, certain aspects make standard testing for toxicity for biologicals unnecessary. The presenter proposes a solution: Specification-based testing is more appropriate for synthetic, relatively small molecular weight drugs. Performance-based testing is more appropriate for cell-based, relatively large molecular weight drugs.

Generate three challenging questions for this presentation:

Question One:

Question Two:

Question Three:

CDER Question & Answer Scenario # 2:

The presentation addresses concerns on the implementation of the ePRO method of collecting data at FDA. FDA is interested in ePRO instrument validation because it promises a cost-effective method for collecting PRO data that can streamline clinical trials. However, validation of an ePRO collection system does not answer all questions about validity of the ePRO data. The presentation closes with these two points: 1) FDA is interested in the opportunities for streamlining clinical trials that ePRO methods promise; 2) Potential threats to validity beyond those due to system malfunction are not well understood and may not be easily detected with traditional psychometric validation tests.

Generate three challenging questions for this presentation:

Question One:

Question Two:

Question Three:

CDER Question & Answer Scenario # 3:

The presentation is by a PhamTox reviewer at a 30-day safety meeting for a new IND. One of the key studies in the submission was a non-human primate inhalation toxicology study. The reviewer presents her concerns that administration of the drug produced accumulation of foamy macrophages in the lung at the highest two doses studied. She presents the findings and data to support her concerns. Her conclusion is that the IND should be put on clinical hold until the sponsor provides adequate nonclinical data to show that the foamy macrophage findings in the lung are reversible at doses high enough to provide a reasonable safety margin, or they can lower their proposed dose range to insure adequate safety of their highest doses, based on the existing nonclinical data.

Generate three challenging questions for this scenario:

Question One:

Question Two:

Question Three:

Managing Conflict & Disagreement



Now let's explore the challenge of dealing with conflict and disagreement, beginning with an understanding of conflict. Consider this working definition:

“Conflict is a state of opposition, disagreement or incompatibility between two or more persons, ideas or interests.”

In the context of CDER presentations, how might you elaborate on that definition?

Categories of Conflict

There are four basic categories of conflicts, listed below. As you look at each one, think of examples from the CDER context:

Disagreement

This is a difference of opinion or viewpoint with no strong vested interests/needs at stake. Example: you believe a record of a conversation with a sponsor should be kept in greater detail and the sponsor believes it doesn't need greater detail.

Contest Competition

This is a competitive zero-sum game with agreed upon rules; vested interests at stake; your win means my loss. An example might be contested funding for one program vs. another.

Unregulated Competition

This is a competitive, zero-sum, no rules; vested interests/needs at stake. Example: you wish to go to a particular conference but your supervisor doesn't think that it is necessary for you to attend.

Interpersonal Conflict

This is an emotional state between people or groups. Example: you are in a meeting with someone who really annoys you.

Causes of Conflict:

Now that you have reviewed the four types of conflict (above), consider their causes. A few of the causes of conflicts are listed below. As you look at each one, think of examples from the CDER context:

Perceived Threats

One or more parties involved in a conflict may perceive that they are being threatened. This could be a threat to their values, their position, or their physical or monetary well-being. This source of conflict can be managed by honestly addressing the perceived threats.

Win at All Costs

One or more parties in a conflict may have taken a “win-at-all-costs” attitude and is incapable of considering compromise. This source of conflict is very difficult to overcome.

Power Struggle

The current conflict may just be part of a larger power struggle that exists between the parties involved. Similar to “win-at-all-costs”, individuals may feel that their power base is threatened.

Lack of Knowledge

Conflict can be an accident of ignorance. One or more parties in a conflict may not have the information needed to understand the topic, or may have a misunderstanding about it. If they are given the necessary information, the conflict can often be resolved.

Unreasonable Expectations

Conflict can be born out of unreasonable expectations. One or more parties in a conflict may have developed certain expectations that are not feasible. This source of conflict can be avoided through clear communication and proactively managing expectations.

Interpersonal

This is the basest source of conflict. One party in a conflict simply does not like another party. This prejudice makes open dialogue between the parties difficult if not impossible. Short of resolving the larger disaffection, the only way to address this conflict source is to separate the message from the messenger.

Managing Conflict & Disagreement

By seeing there is a core basis to conflict, we can develop a clear approach to dealing with conflict. So, how do you effectively manage conflict and disagreement that may arise during your presentation? To manage conflict, you will use a basic model, called positive listening. It gives you a response pattern when confronted with conflict or disagreement during a presentation. The model is composed of three principles:

- Understanding the challenge
- Acknowledging the challenge and the person posing it
- Presenting the facts with conviction and doing what must be done

Positive Listening Steps: EARDRUM

To use positive listening effectively, you should follow a seven step process. To help you remember the steps, you can use the acronym **EARDRUM**. Review each of the steps one by one:

- **E**mpathize
- **A**ctive listening
- **R**elax
- **D**efuse charge
- **R**eflect concerns
- **U**nderstand reasons
- **M**ake your position clear

In step one, **E**mpathize, you should seek to understand the objection or reaction and reflect this attitude to the person expressing that objection or reaction.

Step two, **A**ctive listening, is an extension of step one: be sure to listen carefully without reacting, forgetting for a moment your own position.

Use step three, **R**elax, to remain centered and composed as the challenge continues.

Use step four, **D**efuse charge, to show that you are not buying into the emotional challenge presented, whether anger, negativity, etc.

In step five, **R**eflect concerns, you calmly show that you understand the concerns of your opponent and acknowledge them respectfully.

In step six, **U**nderstand reasons, you demonstrate to your opponent that you understand the reasoning behind those concerns.

In the final step, **M**ake your position clear, you return to the original purpose by again stating your position clearly and unambiguously, showing how it emerges from your reasoning.

Managing Conflict & Disagreement: Scenarios

Now you can apply the EARDRUM process of active listening to some example scenarios. On the following pages, three different scenarios are presented. Please review the scenario and decide how you would use the EARDRUM process to respond to the conflict or disagreement.

CDER Conflict & Disagreement Scenario # 1:

In a sponsor meeting, you present evidence that the sponsor's study will not include a large enough sample to demonstrate efficacy. The sponsor's executive reacts very negatively and confronts you across the table. He rails at you that you have no understanding of the consequences of what you are suggesting. He angrily claims that their project will be doomed and they will go bankrupt if you don't let their application move forward.

Use the space below to note how you would use EARDRUM process to deal with this conflict or disagreement.

Empathize

Active Listening

Relax

Defuse Charge

Reflect Concerns

Understand Reasons

Make Your Position Clear

CDER Conflict & Disagreement Scenario # 2:

You are finishing up a presentation at a CDER Scientific Rounds. All of CDER management is present and seem to agree with your presentation thesis and conclusions. Your closing is interrupted by a peer from another division whom you don't know very well. His comments are rudely sarcastic toward you and he suggests that your conclusions or assumptions are wrong.

Use the space below to note how you would use EARDRUM process to deal with this conflict or disagreement.

Empathize

Active Listening

Relax

Defuse Charge

Reflect Concerns

Understand Reasons

Make Your Position Clear

CDER Conflict & Disagreement Scenario # 3:

You inform a sponsor that their investigative new drug (IND) must be put on hold for safety reasons. The lead sponsor representative reddens and angrily challenges you. All the sponsor representatives are visibly upset as their leader continues to challenge your competence and your awareness of recent advances in drug development.

Use the space below to note how you would use EARDRUM process to deal with this conflict or disagreement.

Empathize

Active Listening

Relax

Defuse Charge

Reflect Concerns

Understand Reasons

Make Your Position Clear

Delivering Bad News



Another presentation challenge is delivering bad news. If you have ever been in that situation, you know just how difficult and uncomfortable it can be. What would you say is the greatest challenge in this type of situation?

Fortunately, because you will know in advance that you will be delivering bad news, you can prepare to deliver it as efficiently as possible. You must predict possible reactions and prepare for them. At the same time, because of the nature of bad news, you also want to try – as far as possible – to have something positive to say.

So, to deliver your bad news as efficiently as possible, you should follow a seven-step process:

7 Steps to Delivering Bad News

1. **Introduce the topic or situation.** Describe the area, topic or issue that you will be dealing with. This helps to prepare the audience for the bad news.
2. **Provide the context.** Explain the reasons behind the current issue or situation. Why it needs to be dealt with.
3. **Explain the history.** Review the actions undertaken before, if any; their results; other alternatives and whether they were tried or not and why.
4. **Deliver the decision made.** Now that you have prepared the audience, deliver the bad news without embellishments.
5. **Explain the immediate impact.** Explain what will be done about the situation and when.
6. **Discuss the consequences.** Explain how this will affect them and how the hardship may be mitigated.
7. **Explain the next steps.** Tell them what to expect in the immediate future and when.

Delivering Bad News Scenarios

Now you can apply the seven steps of delivering bad news to some example scenarios. On the following pages, three different scenarios are presented. Please review the scenario and decide what you would say or do for each of the seven steps in your presentation.

CDER Delivering Bad News Scenario # 1:

You must lead a sponsor meeting for an investigative new drug (IND). Another division of CDER has previously rendered a decision finding no indications of safety concerns. However, the reviewers in your division have discovered new safety concerns and are placing the IND on clinical hold.

Outline below how you would deliver this bad news:

- 1. Introduce the topic or situation:** _____

- 2. Provide the context:** _____

- 3. Explain the history:** _____

- 4. Deliver the decision made:** _____

- 5. Explain the immediate impact:** _____

- 6. Discuss the consequences:** _____

- 7. Explain the next steps:** _____

CDER Delivering Bad News Scenario # 2:

You will be the only representative from your discipline at a sponsor meeting with particular knowledge of the NDA application. Other staff from your discipline with expertise on this application will not be able to attend. You must inform the sponsor that the drug application submitted was not approved based on insufficiency of the data and that this results in a type A follow-up meeting post-action.

Outline below how you would deliver this bad news:

1. Introduce the topic or situation: _____

2. Provide the context: _____

3. Explain the history: _____

4. Deliver the decision made: _____

5. Explain the immediate impact: _____

6. Discuss the consequences: _____

7. Explain the next steps: _____

CDER Delivering Bad News Scenario # 3:

You are leading an investigative new drug (IND) sponsor meeting with a small biotech company that is unfamiliar with FDA regulations and processes. They are dependent on venture capital and the drug being reviewed in the IND is their only product. You need to inform them that their IND is being placed on clinical hold due to safety issues.

Outline below how you would deliver this bad news:

1. Introduce the topic or situation: _____

2. Provide the context: _____

3. Explain the history: _____

4. Deliver the decision made: _____

5. Explain the immediate impact: _____

6. Discuss the consequences: _____

7. Explain the next steps: _____

Apply Your Learning



Application is the best way to ensure learning effectiveness. As soon as possible, you should practice the presentation design skills we have covered today. Specifically, you can do the following:

- **When you attend a challenging presentation critique how the speakers handled those challenges.**
- **Incorporate the insights and strategies from this course into your presentation, if it requires them.**

Scientific Presentations Clinic



Preface

This module – *Scientific Presentations Clinic* – is the last module in both the CDER Presentation Skills series. It allows you to apply skills gained from other modules, or your own relevant knowledge, to preparing and delivering a short scientific presentation that is videotaped. You will then receive valuable feedback from the instructor and other participants, and will learn strategies for developing additional skill.

Objectives



This module allows you to apply skills gained from other modules, or your own relevant knowledge, to preparing and delivering a short scientific presentation that is videotaped. You will then receive valuable feedback from the instructor and other participants, and will learn strategies for developing additional skill.

At the end of this module, you will be able to:

- Demonstrate various presentation techniques, including:
 - Explaining key concepts
 - Using stories and examples to improve audience comprehension
 - Managing nervousness and stress
 - Using notes appropriately
 - Responding to basic audience questions
 - Using voice and diction to emphasize specific points
- Identify developmental actions needed to build additional skills



Review Presentation Process, Evaluation Criteria & Feedback Guidelines

Before we get started let's quickly review the process we'll follow for each presentation and the criteria and rules we will use for the evaluation and feedback.

Presentations Process

You will give a 5-minute presentation today. You will then open the floor for 3 minutes of questions. Then your colleagues will spend ~10 minutes providing constructive feedback based on their evaluations. So, each presenter's turn will take about 20 minutes:

- ~20 minutes for each presentation round:
 - 5 minutes for presentation
 - Introduce yourself and briefly describe target audience
 - 3 minutes for questions and answers
 - ~10 minutes for feedback and discussion

You can use the five minutes however you choose. If you have prepared a longer presentation and would like to “skip” to a certain portion, that's fine. Just be sure to explain that to your colleagues before you begin.

As you present and answer questions, your colleagues will use the provided worksheet to evaluate your presentation. After your presentation and question and answer period, you will get constructive feedback from the instructor(s) and your colleagues.

Your presentation will also be videotaped. Afterwards, you will be able to review the videotape of your presentation as well as all of the completed evaluation sheets.

Because we have a limited amount of time, the instructor will monitor time closely. S/he will hold up flashcards indicating how much time you have left, to help keep you on schedule.

Evaluation Criteria

Now let's briefly discuss the criteria you will use to evaluate the other presenters. On the following page is an example of the CDER Presentation Evaluation Worksheet you will use. Please take a few minutes to review the worksheet and the criteria covered.

Note that the back of the actual worksheet has two columns you can use to take detailed notes. The purpose of these two columns is to be able to take notes so that any comments on delivery are matched to the exact point in the presentation where the effective or not-effective presentation element took place. In this way, the feedback will be very specific and the presenter will know exactly where in their presentation your comment refers to. Thus, he or she will be able to incorporate suggestions to precise points of the presentation, or note what worked well.

Once the presentation and Q&A are complete, based on your notes, use the worksheet criteria to evaluate the presentation. Be sure to complete each section and provide as much constructive feedback as you can. At the close of each presentation round, the instructor will collect the evaluations to give to the presenter.

It is important to note that the evaluation focuses only on the presentation's design and delivery. You should not evaluate or comment on the content (for example, agreeing or disagreeing to specific points) – with the exception of how the design and delivery were effective given the content and purpose or if you want to offer resources for contents.

CDER Presentation Assessment Worksheet

Presenter Name: _____

Review each of the statements regarding presentations below. Evaluate the presenter's skill by reading each statement and selecting "Strongly Disagree", "Disagree", "Neutral", "Agree", or "Strongly Agree".

Preparation:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The presenter prepared the content effectively for the target audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The presenter seemed comfortable with the content and purpose of the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Design:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3. The purpose and/or objectives of the presentation were clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The overall presentation design was effective for the given purpose and audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presentation's organization and flow of ideas was effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The presenter used examples and/or stories effectively in the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Visuals:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7. The visuals used by the presenter effectively reinforced the points being made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The visuals used were appropriate for the presentation's topic, audience, and purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The visuals used did not distract from the presenter or the point being made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Delivery:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10. The presenter used notes effectively during the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The presenter used voice effectively (i.e., varied tone, inflection, and volume appropriately)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The presenter used body language (position, gestures, etc.) effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The presenter made effective eye contact with all of the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The presenter handled questions from the audience appropriately and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The presenter seemed self-confident and managed nervousness effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Feedback Guidelines

When it is time to give each presenter, remember that your feedback should focus on presentations skills and not on content directly. Also, be sure you are providing constructive feedback on actionable items for the presenter. Below are some feedback guidelines to follow during the exercise.

- Observe the presentation attentively
- Take careful notes on both what works well and what doesn't
- Be precise regarding what your comments apply to and where in the presentation
- When providing verbal feedback, always preface any critique with something positive
- If offering a criticism, always follow it with a suggestion for improvement
- If you don't have a suggestion for improvement, offer to work with the presenter to figure out how to improve it
- If neither of the two previous points is possible, it is better to keep your peace
- Be supportive of your colleagues



Tip:

There is an old saying, *“If you have nothing nice to say, it is better to say nothing at all.”* Be sure you are providing your colleagues with supportive, constructive feedback.

Presentation Delivery Factors To Consider



Before you begin your presentation, quickly review the five factors below and consider how you will address them in your delivery.

1. Use of Space

- Placement in room (best choice of location, etc.)
- Height of position (can presenter see all participants?)
- Use of lectern or table (holding onto it, etc.)
- Use of movement (moving around as appropriate?)

2. Self-Presentation

- Dress code (appropriately dressed for specific context?)
- Personal appearance (creating good image?)
- Personal image projected (overall impression)
-

3. Self-Confidence

- Rate of breathing (too fast, constricted?)
- Profuse perspiration (noticeable?)
- Trembling / Stiffness (body visibly overtense)
- Assertiveness (strength of expression)
- Charisma (overall persuasiveness)

4. Non-Verbal

- Posture (reflecting self-confidence, poise?)
- Facial gestures (appropriate to message?)
- Body gestures (reinforcing message?)
- Hand movements (reinforcing message?)
- Eye contact (scans all participants, does not fixate)
- Use of notes (used as support, but not over-relying on them)

5. Verbal

- Vocabulary (correct, appropriate, varied)
- Clarity of Pronunciation (easy to understand?)
- Volume (sound system?) (easy to hear, not excessive)
- Speed / Rhythm (not too fast, not too slow)
- Tone of voice (normal tone, not forced or anxious)
- Pitch (not too high, not too low)
- Inspiring (conveying the subject matter effectively)

Insights and Learning from Your Presentations



After you have reviewed your videotaped presentation and your colleagues' evaluations, complete the questions below to identify insights and opportunities for you to improve your presentation skills.

What can you do to better prepare for your presentation?

How can you improve the design of your presentation?

How can you improve the visuals you use in your presentation?

How can you improve the way you deliver your presentation?

Review your videotape again and make specific notes on your effective or ineffective use of these delivery factors:

1. Use of Space

- Placement in room: _____
- Height of position: _____
- Use of lectern or table: _____
- Use of movement: _____

2. Self-Presentation

- Dress code: _____
- Personal appearance: _____
- Use of movement: _____

3. Self-Confidence

- Dress code: _____
- Personal image projected: _____
- Rate of breathing: _____
- Profuse perspiration: _____
- Trembling / Stiffness: _____
- Assertiveness: _____
- Charisma: _____

4. Non-Verbal

- Posture: _____
- Facial gestures: _____
- Body gestures: _____
- Hand movements: _____
- Eye contact: _____
- Use of notes: _____

5. Verbal

- Vocabulary: _____
- Clarity of Pronunciation: _____
- Volume (sound system?): _____
- Speed / Rhythm: _____
- Tone of voice: _____
- Pitch: _____
- Inspiring: _____

Apply Your Learning



Application is the best way to ensure learning effectiveness. As soon as possible, you should practice delivering your presentation again. Specifically, you can do the following:

- **Watch your videotape and complete pages 6-6 and 6-7 in this guide.**
- **Practice delivering your presentation again, incorporating the improvements noted on pages 6-6 and 6-7.**

Keep in mind that, if you've never watched a video of yourself making a presentation, the first time may be odd, strange, to hear your voice and see your body language, facial expressions, etc. Do not be judgmental with yourself! Look at it as if it were someone else, and apply the evaluation criteria presented throughout this series and in this course.