

TIDEE

Transferable Integrated Design Engineering Education



Communication

Section 4: Oral Presentations

This section includes:

- **Defining Criteria for Presentations**
- **Planning an Oral Presentation**
- **Planning Aids for Presentations**
- **[IR] Providing Feedback on Oral Presentations**

Oral presentations are a vital component of an engineer's career. The activities in this section will help you focus on preparing for and delivering presentations that address your objectives and the needs of your audience.

The initial activity, *Defining Criteria for Presentations*, is an opportunity to examine the attributes of a successful presentation. As a member of the presentation team, you will discuss these factors and also record the main purpose of the presentation.

The second activity, *Planning an Oral Presentation*, helps you clarify the structure of your presentation. The goal is to decide what points are critical; and then to craft your presentation strategically, so that the audience "walks away" with these key ideas in mind.

Planning Aids for Presentations will assist you in engaging your audience through the appropriate use of visual aids. With proper planning and knowledge of those whom you are addressing, you can employ presentation aids to raise the overall quality of your presentation.

The final component of this section is an Instructor Resource, titled *Providing Feedback on Oral Presentations*. This material is an aid for providing beneficial critiques of students' strengths and areas for improvement in regards to oral presentations.

Activity: Defining Criteria for Presentations

Oral presentations of design project information represent climaxes in communication with selected audiences. Formal presentations typically are short in duration but have high stakes: impacting audience impressions, understanding, and decisions. You, as design team members, must understand what makes oral presentations effective so you can focus your efforts most effectively. In this activity, you will review and refine criteria that define quality for oral presentations.

Objective: Establish criteria for a high quality oral presentation of design team progress and proposals.

Tasks

1. Assign team members roles to support this activity.
2. As a team, list purposes or goals of a specific oral presentation you will make as a design team. Consider issues such as skill development, understanding, and audience response. Record these on the Criteria for Oral Presentation worksheet.
3. Describe the attributes of your oral presentation that will support achievement of each goal. Examples may include: accuracy of information, enthusiasm, etc. List and describe attributes on the worksheet.
4. Review the quality factors and descriptions of presentation quality listed on the second page of the worksheet. Revise these as a set of criteria for judging the quality of your oral presentation. Check to see that you have included all factors that arise from your earlier list of attributes for achieving your presentation goals.

Deliverables

1. Team Reporter presents:
 - a) Your team's list of oral presentation goals
 - b) Your team's revisions to the Presentation Quality Criteria
2. Team Reflector reports:
 - a) A strength of your team's processes in this activity
 - b) An area in which your team can improve in future activities
 - c) An insight gained from this activity
3. Team homework (due in next class): A 1-page set of quality criteria for the oral presentation your team addressed.

Criteria for Success

- Teams recognize a broad set of goals for oral presentations, including professional development, information exchange, and influencing decisions.
- Teams are able to articulate a thorough set of quality criteria for oral presentations.
- Teams continue to learn and improve through the activity.

Resources

- Personal experience with oral presentations and performance criteria
- Worksheet: Criteria for Oral Presentations
- 15 minutes of team discussion time

Worksheet: Criteria for Oral Presentations

Presentation type: _____

Goals of Presentation

No. **Goal Statement**

Ex. *Establish team credibility in eyes of primary client*

1.

2.

3.

4.

5.

Presentation Attributes for Achieving Goals

No. **Features of Presentation**

Quality Descriptors

Ex. *Content and demeanor*

*Thorough research and explanations; sound data;
articulate, confident statements*

1.

2.

3.

4.

5.

Activity: Planning an Oral Presentation

Oral presentations provide design teams a short window of opportunity to achieve important project goals with clients or other key audiences. This calls for excellent planning to utilize time effectively and to achieve outcomes important to the team. Both content and presentation must be addressed. In this activity, your team will plan a specific oral presentation to achieve your most important goals.

Objective: Develop a plan for a specific oral presentation to achieve the design team's most important goals.

Tasks

1. Assign team members roles to support this activity.
2. As a team, list and prioritize the goals you have for your selected oral presentation. Be sure to consider information exchange, decisions, relationships, and learning desired. Record your thoughts on the Presentation Planning worksheet.
3. Identify the purpose and essential content for the introduction, body, and conclusion sections of your oral presentation. Be strategic in aligning these with your goals. Record information on the worksheet.

Deliverables

1. Team Reporter presents:
 - a) A list of your team's prioritized goals for the oral presentation
 - b) The purposes of your presentation sections
 - c) Examples of content that addresses each goal
2. Team Reflector reports:
 - a) A suggestion for making oral reporting after activities more effective
 - b) An insight gained from this activity
3. Team homework (due at next class): A 1-to-2 page Guideline for (your type) Oral Presentations that states its primary goals and defines a content structure that best achieves these goals.

Criteria for Success

- Teams identify important, specific goals for the selected type of oral presentation.
- Teams create structure and balance for content that align with priority goals for a presentation.
- Teams evidence increased understanding of ways to improve oral presentations.

Resources

- Personal experience making oral presentations
- Worksheet: Presentation Planning
- 15 minutes of team discussion time

Worksheet: Presentation Planning

Presentation type: _____

Goals of Oral Presentation

Priority

Goal Statement

Introduction (*Tell them what you will tell them*)

Time Available: ____

Purpose:

Essential Content:

Body (*Tell them*)

Time Available: ____

Purpose:

Essential Content:

Conclusion (*Tell them what you told them*)

Time Available: ____

Purpose:

Essential Content:

Activity: Planning Aids for Presentations

“A picture is worth a thousand words.” Effective use of visuals and other aids enhances oral presentations by adding interest, providing visual information, and connecting with visual and tactile learners. However, effective use of aids requires significant development time and adherence to guidelines. In this activity, you will examine issues that affect quality and effectiveness of presentation aids and prepare guidelines their use in a specific presentation.

Objective: Develop a plan for using presentation aids to support a given oral presentation.

Tasks

1. Assign team members to roles that support this activity.
2. As a team, compile as many types of presentation aids as you can in one minute. Record these on the Presentation Aid Planning worksheet.
3. Recall experiences of attending presentations that had either very effective or poor use of visual or other presentation aids. List the characteristics or use of these aids that made them effective or ineffective. Record these on the worksheet.
4. List for each of the human senses (i.e., sight, touch) some project-related messages (facts, feelings, etc.) that can be communicated through this sense.
5. Review the Guidelines for Presentation Aids handout. Then identify two important points you want to communicate in your oral presentation—one to be supported by a slide and a second by a different form of aid. Record the points and corresponding aids on your worksheet.

Deliverables

1. The team Reporter presents:
 - a) The number of types of presentation aids identified by the team in one minute
 - b) The team’s two communication points and associated presentation aids identified
2. The team Reflector presents:
 - a) The most novel presentation aid identified by your team
 - b) An insight you gained personally from this activity
3. Individual homework (due next class): One full-page print of a slide (e.g., PowerPoint) of your own design prepared to fit communicate a key point for your project and to meet guidelines for content, attractiveness, etc.

Criteria for Success

- Teams are able to identify many diverse types of presentation aids.
- Teams identify communication points that are supported well by different types of aids.
- Individuals produce attractive, creative slides that fit guidelines for quality.
- The team demonstrates creativity and insight in this activity.

Resources

- Experiences with oral presentations and aids
- Worksheet: Presentation Aid Planning
- 15 minutes of team discussion time

Worksheet: Presentation Aid Planning

Brainstorming: Types of Presentation Aids

Attributes of Effective and Ineffective Presentation Aids

Type of Aid

Attributes Making it Effective or Ineffective

Connecting with Human Senses

Human Sense

Relevant Messages Communicated by this Sense

Touch

Sight

Hearing

Smell

Taste

Matching Presentation Aid to Communication

Type of Aid

Point to be Communicated

- Slide

-

Handout: Guidelines for Presentation Aids

General Tips

Effective use of presentation aids adds value to your presentation in the following ways:

- Enhances audience understanding
- Adds credibility and interest
- Increases long-term impact and learning
- Assists presenter in explanation and/or organization

Examples of presentation aids include:

- Dramatizations or human expression
- Photos, pictures, sketches, graphs, flow charts, organization charts
- Word lists or narratives (chalk, whiteboards, flip charts, slides, overheads)
- Video presentations
- Audio presentations
- Physical models, prototypes
- Your appearance: good grooming, appropriate dress, life in the eyes, a smile

Tips for effective use of presentation aids:

- Use aids to enhance presentations, not become the presentation
- Emphasis of the aid should fit the emphasis of the presentation
- Select details to enhance communication and appeal (volume, size, colors, balance, brightness, etc.)
- Avoid enhancements that distract from the message (too much distracts)
- Plan placement (timing, location) of aid for effectiveness
- Practice use of aids along with presentation; consider your position relative to aid
- Check all equipment beforehand, and plan for emergencies
- Display the aid only when it is called for; make clear references to salient elements
- Distribute materials to audience before or after presentation to avoid disruption

Guidelines for Textual Material

Minimum Font Sizes

	Flip Chart	Transparency	Slide	Handout
Title	3" high	36 point	24 point	18 point
Subtitle	2" high	24 point	18 point	14 point
Other Text	1.5" high	18 point	14 point	12 point

Other Tips on Word Visuals:

- Each visual makes only one point: clear, simple, easy to grasp
- Few words, bullet points, graphs, charts, or pictures/slide (bullets: max 6 lines, 6 words/line)
- Bulleted lists items of common form, not sentences
- Color used to attract, highlight, contrast, or create a feeling or mood
- Neatness counts. No blurs, misspellings, or crude content.

[IR]: Providing Feedback on Oral Presentations

Presenters benefit from timely, focused feedback on their oral presentations. Because design teams make oral presentations before diverse audiences (classmates, faculty, and/or clients), they can benefit from a rich set of perceptions and perspectives. This set of materials provides you tools that can be used to facilitate the collection of audience perspectives as feedback for your students' improvement.

Objective: Explore and refine a tool for obtaining audience feedback on design team oral presentations.

Tasks

1. Identify your goals for design team oral presentations:
 - Develop student skills for making professional quality oral presentations
 - Document students' achievement of program educational outcomes (oral communication)
 - Communicate to external audiences the engineering capabilities of students
 - Obtain sponsor/client approval of design project continuation and support
2. Define your intent with regard to providing students feedback:
 - Individual or team or class feedback
 - Overall performance or feedback on detailed factors of performance
 - Performance ratings or suggestions for improvement
3. Adopt a standard format that makes your feedback effort efficient and provides students valuable information. Begin by reviewing the Example Oral Presentation Feedback handout (attached) and determining its strengths and areas needing refinement to meet your needs. A blank form is attached as well for your revision.

Deliverables

1. Create an Oral Presentation Feedback Form to fit your needs.
2. Begin using your feedback form to give students valuable feedback on their presentations.
3. Identify an insight you gained from this process of preparing to give feedback on presentations.

Criteria for Success

- You identify what is most important as feedback to students regarding their presentations.
- You establish an efficient but effective tool for providing feedback on oral presentations.
- You learn from your preparation efforts.

Resources

- Your experience with oral presentations and providing feedback
- Handout: Example Oral Presentation Feedback and blank form

Handout: Oral Presentation Feedback

The following is feedback provided to a team following their oral presentation to diverse audience.

Example Oral Presentation Feedback

Team/Project: XYZ Widget Project

Date: 3/10/2003

Name of Rater: Jones

A. For each factor, mark (X) the cell fitting team performance displayed in their presentation.

Factor	Low Level (1)	Intermediate Level (3)	High Level (5)
Organization and Flow	Order & flow unclear, may be confusing; poor time use	Order & flow clear, parts fit whole; time used ok	Order & flow clear, smooth; time used very well to achieve goals
Language and Voice	Language coarse; terms misused; voice weak	Proper language & terms; voice clear, audible, steady	Excellent language, wording, terms; strong, persuasive voice
Supporting Materials	Visuals crude, some errors, fairly readable; used poorly	Visuals attractive, very minor errors; used generally well	Visuals excellent, very attractive; no errors; used very effectively
Completeness and Credibility	Information sketchy; doubtful completeness or reliability	Information seems complete & reliable; evidence weak	Information reliable; key data, references, derivations given
Technical Content	Technical errors; incorrect understanding or application	Generally correct; uncertain technical understanding	Competent; full understanding; correct application of methods
Rapport with Audience	Audience interaction limited; not effective in Q/A	Some rapport with audience; generally effective in Q/A	Excellent rapport with audience; very effective in Q/A
Access to Information	No awareness or regard for client confidentiality	Aware of confidentiality; only casual observance	Clearly knows and ensures appropriate client confidentiality
Impact on Audience	Negative, mixed, or uncertain audience impact	Generally positive impact on audience; possible buy-in	Strong positive impact on audience; gains strong buy-in
Design to Meet Client Needs	Design meets some needs of client but likely will not be useful to client	Design meets most client needs and has potential to be useful to client	Design fully meets all stated client needs and offers client a valuable product/resource
Addressing Relevant Issues	Partially addresses technical and/or nontechnical* issues; ignores regulations or design standards	Adequately addresses key technical & nontechnical* issues, possibly regulations, codes, standards	Skillfully addresses key technical & nontechnical* issues: relevant business issues, regulations, codes, standards

*Include most of these: Economic, environmental, sustainability, manufacturability, ethical, health and safety, social, and political.

B. Provide specific comments to explain ratings above:

The presentation was effective in communicating what was done to-date and details of your proposed solution. You established credibility and maintained audience attention well. You clearly communicated your team's ability to complete the design project on schedule.

C. Identify team strengths in the presentation and impacts of these strengths:

You established excellent rapport with the audience from your opening statement about the critical need for a solution. Your effective eye contact, voice projection, listening and relevant answers to questions maintained audience buy-in to the end. This positioned you well for gaining client support for continued involvement with your project.

D. Identify areas for improving the presentation and ways to achieve them:

Your presentation did not address manufacturing and maintenance issues for your proposed solution. The client needs to understand the practicality of your solution before investing further. I suggest that you follow-up your oral presentation with a short thank you letter to the client. In this letter, explain your plans for producing the product and maintaining it during its use. You may wish to consult with our shop personnel in preparing your response.

Feedback on Oral Presentation

Team/Project: _____

Date: _____

Name of Rater: _____

A. For each factor, mark (X) in the cell fitting team performance displayed in their presentation.

Factor	Low Level (1)	Intermediate Level (3)	High Level (5)
Organization and Flow	Order & flow unclear, may be confusing; poor time use	Order & flow clear, parts fit whole; time used ok	Order & flow clear, smooth; time used very well to achieve goals
Language and Voice	Language coarse; terms misused; voice weak	Proper language & terms; voice clear, audible, steady	Excellent language, wording, terms; strong, persuasive voice
Supporting Materials	Visuals crude, some errors, fairly readable; used poorly	Visuals attractive, very minor errors; used generally well	Visuals excellent, very attractive; no errors; used very effectively
Completeness and Credibility	Information sketchy; doubtful completeness or reliability	Information seems complete & reliable; evidence weak	Information reliable; key data, references, derivations given
Technical Content	Technical errors; incorrect understanding or application	Generally correct; uncertain technical understanding	Competent; full understanding; correct application of methods
Rapport with Audience	Audience interaction limited; not effective in Q/A	Some rapport with audience; generally effective in Q/A	Excellent rapport with audience; very effective in Q/A
Access to Information	No awareness or regard for client confidentiality	Aware of confidentiality; only casual observance	Clearly knows and ensures appropriate client confidentiality
Impact on Audience	Negative, mixed, or uncertain audience impact	Generally positive impact on audience; possible buy-in	Strong positive impact on audience; gains strong buy-in
Design to Meet Client Needs	Design meets some needs of client but likely will not be useful to client	Design meets most client needs and has potential to be useful to client	Design fully meets all stated client needs and offers client a valuable product/resource
Addressing Relevant Issues	Partially addresses technical and/or nontechnical* issues; ignores regulations or design standards	Adequately addresses key technical & nontechnical* issues, possibly regulations, codes, standards	Skillfully addresses key technical & nontechnical* issues: relevant business issues, regulations, codes, standards

*Include most of these: Economic, environmental, sustainability, manufacturability, ethical, health and safety, social, and political.

B. Provide specific comments to explain ratings above:

C. Identify team strengths in the presentation and impacts of these strengths:

D. Identify areas for improving the presentation and ways to achieve them: