Carnegie Mellon
HeinzCollege

STRATEGIC
PRESENTATION
SKILLS

Class Syllabus

Carnegie Mellon University

H. John Heinz III School of Public Policy and Management, Australia

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(Note: Syllabus may be modified slightly if required.)

Class Time: **See Critical Dates and Teaching Dates (published separately)**

Class Location: Until further notice, classes will be online only.

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Office hours: By appointment

Introduction

As professionals, we present ourselves in a variety of ways, including the manner in which we collaborate, write, design visuals, and speak. Each of these influences how we are viewed, how others position us in an organisation and, in some cases, the pace at which we accelerate towards our career goals. The purpose of *Strategic Presentation Skills* is to use and further develop these skills to be able to produce and deliver focused, creative, evidence-driven approaches to the way we present ourselves verbally.

Course Objectives

The course is designed to enable you to:

- Speak with confidence and authority
- Develop a clear outline that organises and structures information for a presentation
- Apply good practice principles to presentations
- Appropriately target and engage an audience
- Apply principles of ethos, pathos, and logos
- Use visual aids appropriately
- Anticipate audience questions and respond confidently to them

Texts

You may wish to purchase the following texts by the second week of classes:

1. Eunson, Baden, 'Communicating in the 21st Century', 4th edition, 2015, John Wiley & Sons Australia Ltd.
2. Souter, N, 'Persuasive Presentations', 2007, Sterling, UK.

You may also find the following references useful:

- Berry, C, 'Your Voice and How to Use it Successfully', Harrap Limited, London UK
- Clark, C, 'How to give effective business briefings', 1999, Kogan Page/Astam Books, London, UK
- Eyre, M, 'Speak Easy', 3rd edition 2015, Exisle Publishing, NSW, Australia
- McClain, G, 'Presentations: Proven Techniques for Creating Presentations That Get Results', 2nd edition 2007, Adams Media, USA
- Pike, B and Arch, D, 'Dealing with Difficult Participants', 1997, Jossey-Bass, CA, USA
- Pincus, Marilyn, 'Boost Your Presentation IQ: Proven Techniques for Winning Presentations and Speeches', 2005, McGraw Hill, USA
- Shea, G. F, 'Managing a Difficult or Hostile Audience', 1984, Prentice Hall, NJ, USA
- Smith, T, 'Making Successful Presentations', 1991, John Wiley and Sons Ltd, New York.
- www.toastmasters.org www.presentations.com

Course Information and Updates

This course will use the Canvas system. Information about the course will be published using Canvas. You should make sure that you check regularly and often for updates. Some materials may be uploaded to Canvas during the course, to assist you in preparing the assessments and assignments.

It would also be helpful to refer to the textbooks and other resources, reading the sections most relevant to your required knowledge and development needs.

Class Participation and Etiquette

Class participation will be noted and applied to grading as class time is viewed as a productive time for sharing knowledge and undertaking collaborative learning (see *Assessment and Grading* on next page).

All absences from class - except for family emergencies, unanticipated valid professional reasons or medical reasons - must be approved in advance by the instructor. Otherwise, student grades may be lowered.

You will probably join each class using your own personal computer or laptop. In any event, laptop computers are encouraged for notetaking in class. However, please do not use class time for checking email, playing video games or undertaking other activities that are not class related. Please do not use your mobile phone during class.

Students are expected to show one another courtesy and respect in class room discussions. You are encouraged to 'challenge' ideas, make comments and provide feedback in class but are expected to do so in a courteous and professional manner that maintains mutual respect and encourages learning. Because this course will be taught online, you will need to pay particular attention to making sure that you participate actively.

Assessment and Grading

Assessed tasks and grading for the course are as follows:

Graded Assignment 1:	Audience Analysis	15
Graded Assignment 2:	Briefing presentation (Notes or outline to be delivered to instructor beforehand in hard copy. Assessed on outline, quality of preparation, visuals and structure, delivery and professionalism.)	50
Graded Assignment 3:	Formal speech (Manuscript to be submitted.)	15
Graded Assignment 4:	Revisions to briefing	10
Class Participation	(Attendance, participation and engagement in discussions, feedback, general engagement in course.)	10
	Total	**100**

Plagiarism/Cheating

Plagiarism, as defined by the University, will not be tolerated. In particular, it is vital you do not represent someone else's work as your own and it is important that you indicate the source of work. Ensure you are familiar with the University's policy on Academic Integrity.

Written work and assessed tasks

Where you are required to submit written work, it is due **before the beginning of class on the due date** and must be submitted by email to <mbodycoat@andrew.cmu.au>. All written work must be professionally presented to the same standard that you would submit a document in your workplace.

Analysis, integration of principles and frameworks in the structure of a presentation, visuals and body language will be important elements to consider in the preparation of assignments and the performance of assessed tasks.

Descriptions of the written work and assessed tasks

General

You will be required to select a business objective or request, which will be the subject of your briefing and your formal speech. To accomplish your objective you will:

- analyse your potential audience and key decision maker/s;
- anticipate questions this audience might ask;
- write a detailed outline that maps out the logical relationships of your argument;
- design focused, varied visuals that support your argument; and
- practise verbal delivery of your briefing.

Audience analysis

Using the criteria discussed in class and on any handout, you are to prepare a written analysis of the anticipated audience of your briefing. This is to help you target the 'pitch' level of your speech and what introduction, data and visuals you will need.

Briefing

Your briefing requests support for a specific plan of action related to your level of experience and professional interests. The briefing includes a 7-8 minute presentation, one question from the audience and a 1-minute final statement (if desired) for a total of 12 minutes. **You will be marked on how well you kept to the time limit**.

Other class members will role-play the intended audience. Prepare visuals to support your explanations and arguments. You will speak *without* a written script. You may refer to the notes you have submitted.

The purpose of briefings is to provide decision-makers with focused analyses and recommendations that facilitate decision-making. According to the RAND Corporation, a briefing is a "canny blend of visuals and narrative". Well-designed visuals play a key role in successful briefings.

You should be careful with your use of visuals and available technology. Aids like slides and video clips can:

- provide visual links with your ideas (a "story line");
- synthesise and summarise the verbal evidence presented; and
- document sources.

In a well-prepared briefing, the speaker can use visuals to prompt recall of major points. However, computer and visual aids are not the whole presentation.

You will be required to submit your notes or the outline of your briefing before the beginning of the class in the week in which briefings are to be delivered. You will not be able to change the outline or notes once you have handed them in.

Formal speech

The second presentation is a 5 minute formal speech (sometimes called an "impact" speech or a "ceremonial" speech). Decide whether your request has been granted or denied. Then envisage the consequences of this decision for you and the community you represent. Write a speech in which you thank your supporters and lay out the next steps they may need to take. For this speech, you will use a manuscript, but no visuals.

Revisions to briefing

After your presentation you will get feedback from every class member. Based on that feedback, your own observations and reflection on your presentation, write a critical review and describe what alterations you would make to it if you were to 'give it again' and why. Be prepared to share this with the class.

Grading scale

- 97%-100%   A+
- 93%-96.99% A
- 90%-92.99% A-
- 87%-89.99% B+
- 84%-86.99% B
- 81%-83.99% B-
- 78%-80.99% C+
- 74%-77.99% C
- 70%-73.99% C-
- Below 70% R

Course Outline

Week	Key Topics
1	**The Basics; Voice Training and Care.** Introductions, review of syllabus. Initial voice training and voice care.

2   **The Who, the What and the How Introduced**

Examining "good presentations" and important principles – pathos, logos, ethos, understanding your audience, presentation purpose (using it to persuade, advocate, position yourself and influence outcomes), planning model, select briefing topic.

Audience analysis, managing audience questions. Practice answering questions (what about the ones I can"t answer?). Writing an outline.

Preparing a check list for what makes good presentations

3   **The How Continued**

Delivering a presentation – preparation, appropriate use of visuals, non verbals, language, body language, managing stress, preparing for presentations, impromptu speaking, preparing an impact speech that emotionally connects the audience.

Practice Presentation (recorded but not graded)

Practice delivery of presentation. Includes scenarios to practice key elements for presentations.

Review of key principles.

4   **Presentation Workshop**

Continue developing your major presentation, particularly to incorporate any changes required as the result of feedback from the practice presentation session.

In this session you should also design and develop:
- a detailed outline that maps out the logical relationships of your argument; and
- Visuals that you could use to support your argument.

5   **Major Presentation (Recorded)**

You will deliver the presentation you have prepared. Students not presenting will evaluate speakers and role plat key decision makers during the Q & A. All students will be required to give feedback to the presenters on their presentations.

6   **Formal Speech and Revised Presentations**

You will deliver your formal speech to the class.

This session also provides an opportunity to review your presentation, and to review and reflect on any feedback you have received.