

Words and ideas from

John Morley

A Work Sample

TITLE: Professional Presentations

FORMAT: eLearning Storyboard for the online, interactive, self-paced component that created the core of the learner experience (first 10 of 65 pages).

CLIENT: ITT Technical Institute

PURPOSE: Six week distance learning class on making professional presentations. Although teacher-facilitated, with graded projects, learners participate over the phone and Internet, and complete this self-paced portion on their own.

Students form into teams to work together over the phone and Internet, simulating a virtual company.

To add realism, I developed a fictitious company, Big Kahuna International yacht leasing, for which the presentations were developed.

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Week 3	3
Course Description	This course emphasizes skills necessary to conduct successful presentations. Focus is on audience analysis, developing effective visual aids, and presentation teams.
Curriculum Manager	Andrea Worrell
Duration of Course (6 Weeks / 12 Weeks)	6 weeks

Mindmap for Week 3 Lesson 1

Topic	Subtopic	Key Instructional Areas
Introduction	The Design Document	What is a design document? What roles does it serve?
Specifications	The Big Three	Who's the audience? What's the problem? What's the solution?
	Focus on Benefits	Focusing on benefits helps to define the presentation.
	Focus on action	Focusing on the desired action helps to define the presentation
	The Big Picture	How does the presentation integrate with other things happening in the company?
	Scope and limits	Identify what you need to talk about, rather than what you want to talk about.
	Constraints	Time limits The environment
Creative Decisions	Central idea and conceptual theme	Identify a metaphor that expresses the central theme.
	Visual Theme	Find ways to express that metaphor visually.
	People stories	Collect stories and anecdotes to be used.
	Quotations	Collect quotations to be used during the presentation.

Mind Map for Week 3 Lesson 2

Topic	Subtopic	Key Instructional Areas
Collateral Material	The Power of paper	Paper is a valuable medium used in presentations.
	Making it visual	Think early about how to make your presentation visual.
	To include PowerPoint slides	PowerPoint slides can provide the framework for collateral material
Presentations to inform	Focus on results	Express what you want your audience to do after the presentation in your CM.
	Manage expectations	Manage expectations by including facts, budgets and stories.
Presentations to persuade	Sales proposals	Sales presentations frequently include a sales proposal.
	No data dumps	Don't bombard the audience with a list of facts.
	Focus on benefits	Identify what the audience needs, and focus the presentation to the audience.

Mindmap for Week 3 Lesson 3

Topic	Subtopic	Instructional Areas
Bookends	Framing the problem	Bookends at the opening and closing of your presentation helps to frame the issue for your audience.
	Bookends for sales	Open with a challenge Open with a story
	Bookends for inform	Open with the challenge Reinforce the central idea.
Body structure	Chronological	Start from the beginning and continue to the end.
	Problem-solution	Focus on separate problems
	Group-driven	Focus on individual groups.
	Topic-driven	Focus on different topics.
	Benefit-Driven	Focus on different benefits.
	N-A-R	Narrative-Argument-Refutation
	P-G-P	Particular-General-Particular
	SWOT	Strengths, Weaknesses, Opportunities and Threats.
Closing	Summary	Summarize what you told your audience.
	Call to Action	End your presentation with a call to action.
	Question	Leave them with a question to think about.

Week Components

Week 3,: Presentation Strategies and Structure

Due Dates:

All Assignments are due as per your learning plan on the course dashboard.

**Introduction:**

This week's lessons cover some of the most fundamental decisions affecting your presentation: how it will be structured, the collateral material that is needed, and the creative strategies you will use to make your message more involving, easier to understand and more persuasive.

**Lesson 1**

Chapter 9, pages 200-222, "*Technical Presentations*" : DiSanza, James R., and Legge, Nancy J, 2005. *Business and Professional Communication: Plans Processes and Performance*. Boston: Pearson

Lesson 2

Chapter 10, pages 224-252, "*Proposal Presentations*" : DiSanza, James R., and Legge, Nancy J, 2005. *Business and Professional Communication: Plans Processes and Performance*. Boston: Pearson

Lesson 3

Chapter 11, pages 253-266, "*Sales Presentations*" : DiSanza, James R., and Legge, Nancy J, 2005. *Business and Professional Communication: Plans Processes and Performance*. Boston: Pearson

Additional readings

For optional information on writing sales proposals see:

- Sant, Tom, 2003. *Persuasive Business Proposals : Writing to Win More Customers, Clients, and Contracts* New York: AMACOM
- For optional information on installing and using power point templates see:
- Koers, Diane. 2003 *Microsoft Word 2003 Fast & Easy*. Boston: Premier Press. pp 225-338
- ITT Tech Virtual Library>Books>eBrary search for "Diane Koers Microsoft Word"



This week you need to do the following for your BKI team project:

- Individually respond to audience analysis questionnaires in the discussion forum.
- Individually create a draft of the design document to share with your team.
- As a team, complete the BKI Team Project Timeline worksheet.

Screen Type

Week 3, Lesson 1: Title Screen

Lesson Title: Design Documents

Lesson Overview Screen

Screen Number: 3.1.1

Screen Text:

Lesson Overview

This lesson covers the following topics:

- Design Documents

 - Introduction

 - The Design Document

 - Specifications

 - The Big Three: Who's the audience, what's the problem and how can the problem be solved

 - Focus on benefits

 - Focus on action

 - The big picture

 - Scope and limits

 - Constraints

 - Creative decisions

 - Central idea and conceptual theme

 - Visual theme

 - People story

 - Quotations

Production Notes:

Graphic description: THIS SCREEN CONTAINS NO GRAPHICS

NO INTERACTIVITY ON THIS SCREEN

Screen Type

Lesson Introduction Screen

Screen Number: 3.1.2

Screen linked to which Topic: Lesson Overview

Screen Subtopic: Lesson Introduction

Screen linked to which course objective: N/A

Screen Text:

This lesson introduces the design document and reviews how it is used to document presentation specifications and also as a sketch pad for working out all of the strategies and creative decisions that are important to developing a presentation.

Production Notes:

Graphic Description/reference: Stylized version of an architect's rendering of a house, named Presentation Manor. This is what an architect draws to depict the look and design before going to blueprints. NOTE: This will be a build. It will appear later with blueprints next to it.

Interactivity (Yes/No): No

Interactivity Description:

Screen Number: 3.1.4

Screen linked to which Topic: Course Objectives

Screen Subtopic: n/a

Screen Text:

The lesson objectives are related to the following course objectives:

1. Evaluate the role of communication in business presentations.
6. Demonstrate professional presentation skills, both individual and in groups.

Production Notes:

Graphic description: THIS SCREEN CONTAINS NO GRAPHICS

NO INTERACTIVITY ON THIS SCREEN

Screen Type**Screen Number:** 3.1.5**Screen linked to which Topic:** Introduction**Screen Subtopic:** The Design Document

Screen Text:

Design Document

Just as specifications must be developed before a product is manufactured, a design document should be completed before you begin developing your presentation.

Your design document is not just a form to be filled in. It's a sketch pad for your ideas. Allow your imagination free reign. Your objective is not to respond to every item, but to draw outside the lines...way outside. Envision the experience you will create for your audience. Imagine where you want to take them.

Production Notes:

Graphic Description/reference: Stylized version of an architect's rendering of a house, named Presentation Manor. This is the type of illustration an architect draws to get approval on the look and design before going to blueprints. NOTE: this will be a build. It will appear later with some blueprints next to it.

Interactivity (Yes/No): No**Interactivity Description:**

Screen Type**Screen Number:** 3.1.6**Screen linked to which Topic:** Specifications**Screen Subtopic:** Specifications**Screen Text:****Specifications**

The design document specifies the criteria that affect your presentation, such as a description of the audience and goals and objectives.

Although your textbooks do not specifically mention a design document step, they do ask you to consider everything in the design document template. Sure, you may say that kinda, sorta thinking about these issues is enough, and it's a waste of time writing them down. Wrong. There is power in writing. When you are forced to specifically state audience goals and objectives you may be surprised how fuzzy your thinking is on those issues.

Once you have the basic decisions driving your presentation written down, you have a permanent reality check to return to at any time to refresh your understanding of your direction and purpose.

Production Notes:**Graphic Description/reference:** Same blueprint as previous.**Interactivity (Yes/No):** No**Interactivity Description:**

Screen Type**Screen Number:** 3.1.7**Screen linked to which Topic:** Specifications**Screen Subtopic:** Answering the “Big Three”**Screen Text:**

Your design document specifications address three basic questions:

- Who's the audience?
- What's the problem?
- How can the problem be solved?

Answering these three questions will help you develop better presentations.

Production Notes:**Graphic Description/reference:** Stylized “Who, what, how.”**Interactivity (Yes/No):** No**Interactivity Description:****Screen Number:** 3.1.8**Screen linked to which Topic:** Specifications**Screen Subtopic:** The big three**Screen Text:**

Who's the audience? You should already know from your research. This knowledge is so important that it has its own section in the design document. Test your knowledge of the audience by writing a short description of their key concerns, why they may resist your message, and the benefits they stand to gain.

You also want to describe some points about the audience that you can use to your advantage. Are they friendly? Eager to find a solution to a problem?

Production Notes:**Graphic Description/reference:** Stylized audience members with question marks for faces.**Interactivity (Yes/No):** No**Interactivity Description:**

Screen Type

Screen Number: 3.1.9

Screen linked to which Topic: Specifications

Screen Subtopic: The Big Three

Screen Text:

What's the problem? This question drives your message and how it is presented. Your textbook identifies this issue as "the most misunderstood step in the process," and points out a trait in the American character that favors action over analysis. Think about it: if you act to solve the wrong problem, not only does the real problem go unsolved, but as the quote says, "you have also done the most wasteful of things."

Production Notes:

Graphic Description/reference: A jigsaw puzzle.

Interactivity (Yes/No): Ye

Interactivity Description:

Display quote in sidebar: "There is nothing so wasteful as doing with great efficiency that which does not have to be done at all."

--variously attributed

Screen Number: 3.1.10

Screen linked to which Topic: Specifications

Screen Subtopic: The Big Three

Screen Text:

In a sales presentation, the way you state your understanding of the client's problem may be the significant differentiator that gets you the business. Demonstrate that you understand your client's business. Doing it well positions you as a strategic partner who can be trusted. Anything less positions you as an order-taker who will require close and costly supervision.

By thinking through the situation from the perspective of identifying a problem, you are better able to articulate why your audience needs to act. If there isn't a problem, why should anyone do anything different?

Production Notes:

Graphic Description/reference: Same jigsaw puzzle as before.

Interactivity (Yes/No): No

Interactivity Description:

Screen Type

Screen Number: 3.1.11

Screen linked to which Topic: Specifications

Screen Subtopic: The Big Three

Screen Text:

How can the problem be solved? This helps you develop the goal(s) and objectives of your presentation.

For most presentations, the identified problem is one affecting the audience. Although the ultimate objective is to sell the product, project or service, the stated goal for the presentation is driven by the **<unique value proposition>** that can solve the audience's problem.

Goals are achieved by meeting specific objectives and are typically stated as a desired change in knowledge or behavior.

Graphic description: The jigsaw puzzle from the previous frame, completed.

Production Notes:

<unique value proposition> links to Unique Value Proposition below.

Two buttons are available:

See an example for a presentation to inform

See an example for a presentation to persuade

Supporting copy follows

Unique Value Proposition

A unique value proposition (also called *unique selling proposition*) is the reason a customer buys from one company rather than another. This may not be so simple to quantify. It is not always driven by the quality of the company's product, especially in markets where customers can choose from several options that are essentially identical. It is often a combination of elements. It is what distinguishes your company from its competitors.

A unique value proposition is essentially an encapsulation of the quality of value to the customer when doing business with a specific company. The focus is on the overall value of benefits rather than the features or characteristics of the product itself. It's what the customer gains from doing business with the company that is available nowhere else.

Screen Type

PRESENTATION TO INFORM EXAMPLE:

An employee orientation presentation for a health maintenance organization (HMO) may have the goal of:

Make new employees as productive as possible as soon as possible through providing a clear picture of what they should expect and what will be expected of them.

Objectives supporting this example goal could be stated this way:

After experiencing this presentation, new employees will be able to:

Describe how the company was founded and the core values that have driven its growth.

Define the three values on which they are expected to base their decisions and actions.

Identify the company's positioning as a provider of quality healthcare.

Determine that taking initiative is expected and rewarded behavior.

Seek out opportunities for improving their work, their career and their company.

PRESENTATION TO PERSUADE EXAMPLE:

When the Gleemz building maintenance company makes a sales presentation, the problem addressed is generally that the client wants a building maintained for the lowest cost. The goal stated by Gleemz in its design document says:

Demonstrate to the prospect that through savings in operational cost and extra service Gleemz is a better value than services costing less.

Objectives supporting that goal could be stated as:

After experiencing this presentation the prospect will:

Know the dollar value of their work force's increased productivity when maintenance work is shifted to off-peak hours.

Know the approximate number of person-hours that their work force will save by having a single phone number to call for all maintenance work.

Know the energy cost savings derived by keeping HVAC equipment maintained by factory-trained Gleemz technicians.

Be able to calculate the insurance premium reduction made possible by safety programs administered by Gleemz.

Screen Type**Check Your Knowledge Screen****Screen Number:** 3.1.11a**Screen linked to which Topic:** Specifications**Screen Text:**

What are the “Big Three” questions that need to be answered in the specifications section of your design document?

- a) What will be said, where it will be said, and how to say it.
- b) Who is your audience, what is the problem, and how you will solve the problem.
- c) Who requested the presentation, who will pay for the presentation, and who is responsible for giving the presentation.

Production Notes:**Graphic Description/reference:****Interactivity (Yes/No):** yes**Interactivity Description:** Check your knowledge with feedback below.

What are the “Big Three” questions that need to be answered in the specifications section of your design document? You answered:

- a) *What will be said, where it will be said, and how to say it.* Incorrect. These questions will be answered in the design portion of your document.
- b) *Who is your audience, what is the problem, and how you will solve the problem.* Correct. You need to describe your audience, what problems they face, and your solution to the problem.
- c) *Who requested the presentation, who will pay for the presentation, and who is responsible for giving the presentation.* Incorrect. While these are good questions to know, they are not the “Big Three” that will drive your design decisions.

Screen Type**Screen Number:** 3.1.12**Screen linked to which Topic:** Specifications**Screen Subtopic:** Focus on Benefits**Screen Text:****Focus on benefits**

In the presentation to persuade example, the objectives are driven by bottom-line benefits to the prospect. The marketing director at Gleemz is not counting on the prospect to puzzle out that if their work force is not disturbed by maintenance work during business hours, *then* they are more productive, and *that* increases revenue. Instead, the presentation connects all the dots to emphasize the bottom-line benefit, not the feature that makes it possible. The same train of logic is employed, but communicating the dollar benefit is the stated objective, and what most affects the purchase decision, rather than saying that maintenance is done during off-peak hours.

Production Notes:**Graphic Description/reference:** graphical chart showing increases in revenue.**Interactivity (Yes/No):** No**Interactivity Description:**

Screen Type**Screen Number:** 3.1.13**Screen linked to which Topic:** Specifications**Screen Subtopic:** Focus on action**Screen Text:****Focus on action**

In your reading assignments, some example objectives are expressed in terms of *understanding*. The objectives you develop need to go beyond this; to focus on desired action. For example, *understanding* that there is a leak in the roof doesn't solve anything. Consider this objective:

Understand the new federal safety guidelines.

Even if you accomplish that objective, nothing changes. Focus instead on behavior. Add some punch to that objective with:

Wear appropriate safety equipment as mandated by new federal safety guidelines.

Production Notes:**Graphic Description/reference:** A picture of a worker wearing safety goggles and a hard hat.**Interactivity (Yes/No):** No**Interactivity Description:**

Screen Type**Screen Number:** 3.1.14**Screen linked to which Topic:** Specifications**Screen Subtopic:** Focus on action**Screen Text:**

Focusing on action is much more than bearing down on semantics and rules about grammar. It packs your presentation with power and relevancy. Crafting good objectives sets the tone and cranks up the energy. They get you focused.

Focus on action. Give your audience what they need to do what you want them to do. This is true even for a presentation aimed strictly to inform, such as a quarterly sales report. You may craft an objective that reads:

Make more informed decisions when allocating next quarter's marketing budget.

This type of objective gets you focused on what else you can provide to help your audience become smarter about allocating budgets. In business, this is called *thinking strategically*. It gets you promoted.

Production Notes:**Graphic Description/reference:****Interactivity (Yes/No):** No**Interactivity Description:**

Screen Type

Screen Number: 3.1.15

Screen linked to which Topic: Specifications

Screen Subtopic: Scope and limits

Screen Text:

A frequent problem is that presenters have too much to talk about. Ten, 15, or 30 minutes can be a long time, but once you get started into the topic, it is easy to find enough material to go on for hours.

Your design document includes an outline of what you will talk about and what you plan to communicate through a white paper, defer until later, or delegate. Once you know the central idea, describe in the design document what you *need* to talk about, and what you would *like* to talk about.

Production Notes:

Graphic Description/reference: A presenter trying to cram a lot of ideas (words, phrases, sheets of paper) into a small box.

Interactivity (Yes/No): No

Interactivity Description:

Screen Number: 3.1.16

Screen linked to which Topic: Specifications

Screen Subtopic: Constraints and context

Describe any constraints and context issues you identified in your audience analysis. Are you talking to a large audience? Then think about how you project your visual aids, and possibly amplify your voice. Are you talking in a small room? Think about room to move, and what kinds of hand gestures you make. Presenting across a language barrier? Think about having a translator, and choosing your vocabulary.

Production Notes:

Graphic Description/reference: a presenter gesturing to a screen inside a small box.

Interactivity (Yes/No): No

Interactivity Description:

Screen Type**Screen Number:** 3.1.17**Screen linked to which Topic:** Specifications**Screen Subtopic:** The Big Picture**Screen Text:*****Working within the “big picture”***

“*There is no finish line,*” says a series of Nike shoe commercials. And so it is in business. No presentation exists in a vacuum. It is needed to support some larger program, initiative or corporate objective, and it generally sets the stage for something else. The design document template includes an entry for:

This presentation supports (program, corporate objective, initiative, etc.):

Make this entry thoughtfully:

What are you building on?

How can you coordinate with other efforts?

What already established language or positioning statements can be used to strengthen your presentation?

Are there existing graphics, white papers, marketing communications or other resources that can be incorporated into your visual support or collateral?

Production Notes:**Graphic Description/reference:****Interactivity (Yes/No):** No**Interactivity Description:**

Screen Type**Screen Number:** 3.1.18**Screen linked to which Topic:** Specifications**Screen Subtopic:** The big picture**Screen Text:**

Another design document entry is needed for:

This presentation should be coordinated with:

In addition to logos, graphic standards and positioning statements that should be consistent among an organization's communications, what else can you build toward? What else is going on within your organization? How can this presentation be used as an opportunity to strengthen working relationships and build your career?

Production Notes:**Graphic Description/reference:****Interactivity (Yes/No):** No**Interactivity Description:**

Screen Type

Check your knowledge screen

Screen Number: 3.1.18a

Screen linked to which Topic:

Screen Subtopic:

Screen Text:

Which of the following should be included in the specifications section of your design document?

- a) A description of your audience.
- b) The text of your talk.
- c) A description of your audience's problem.
- d) A description of your solution.
- e) Quotes and anecdotes.
- f) The time limits of your presentation.

Production Notes:

Graphic Description/reference:

Interactivity (Yes/No): Yes

Interactivity Description: multiple-multiple choice with answers a, c, d and f. feedback below

Feedback for correct answer a, c, d, and f:

Correct, your specifications should include:

- A description of your audience.
- A description of the problem faced by your audience.
- A description of your solution.
- The time limits for presenting your solution.

Feedback for any other answer:

Incorrect, your specifications should include:

- A description of your audience.
- A description of the problem faced by your audience.
- A description of your solution.
- The time limits for presenting your solution.

The text of your talk, and quotes and anecdotes can be described later.

Screen Type**Screen Number:** 3.1.19**Screen linked to which Topic:** Creative Decisions**Screen Subtopic:** n/a**Screen Text:*****Creative Decisions***

Creativity is messy. Good ideas don't always come when summoned. Although your design document is the step most associated with creative ideas about your presentation, those ideas may come at any time. Or more to the point, they may not come right now. Don't worry. Just write down something. Don't get it right; get it written. You may have better ideas later, and there's still plenty of time to edit and improve.

The important point is to understand the process. When you have the vocabulary to discuss the process and identify the elements that go into a good presentation, you stand a better chance of getting those elements right. Use your design document as a reminder of all the creative ideas that you need to develop.

Production Notes:**Graphic Description/reference:** A movie director, and a camera.**Interactivity (Yes/No):** No**Interactivity Description:**

Screen Type**Screen Number:** 3.1.20**Screen linked to which Topic:** Creative Decisions**Screen Subtopic:** Central idea and theme**Screen Text:****Central idea and conceptual theme**

In the lessons in Week 2 you were asked to consider a central idea, or conceptual theme. This is what your presentation is about. Think of it as the tree trunk that supports your entire presentation. The central idea might also make a good title for your presentation. Now is the time to make a decision on a central idea. In addition to writing it into your design document, write it on a piece of paper and tape it to your computer monitor.

Use it as a filter. Anything that does not support your central idea should not make it into your presentation. If something you really need doesn't make it past this filter, try another central idea.

Production Notes:**Graphic Description/reference:** a tree trunk labeled "central idea."**Interactivity (Yes/No):** No**Interactivity Description:**

Screen Type**Screen Number:** 3.1.21**Screen linked to which Topic:** Creative Decisions**Screen Subtopic:** Central idea and theme**Screen Text:**

Your central idea doesn't need to be fancy, for example:

Improving customer service

Working safer

Building market share

Or you could be more imaginative in your language and develop a central idea that would also be a good title for your presentation, similar to the examples given in an earlier lesson:

- [Building A Winner](#)
- [Extending the Lead](#)
- [Road-Wise and Ready](#)

And as stated earlier, these types of central ideas can set up a metaphor for you, respectively: coaching an athlete or team, racing or a road trip.

Production Notes:**Graphic Description/reference:** light bulb over a person's head**Interactivity (Yes/No):** No**Interactivity Description:**

Screen Type

Screen Number: 3.1.22

Screen linked to which Topic: Creative Decisions

Screen Subtopic: Visual theme

Screen Text:

Visual Theme

Although not always needed, a visual theme can add interest and aid understanding. The example metaphors provide obvious visual themes of sports, racing or the open road. Visual themes can also be abstract, such as triangles or star bursts containing blocks of text.

Your visual theme provides unity and consistency. Find a way to keep the central idea in the mind of the audience throughout your presentation.

Production Notes:

Graphic Description/reference: Artists palette

Interactivity (Yes/No): No

Interactivity Description:

Screen Number: 3.1.23

Screen linked to which Topic: Creative Decisions

Screen Subtopic: Tell people a story

Screen Text:

Tell a People Story

Audiences like a story, and a story is about a person. Even the most epic tales revolve around a protagonist and how he or she faces life's challenges. You will be more persuasive in a sales presentation if you talk about another customer benefiting from your product.

In a presentation to discuss a management technique, customer service or a new procedure, if you explain how someone benefited directly from using the information you are providing, you have a stronger call to action. The design document offers a way to begin finding and developing those ideas.

Production Notes:

Graphic Description/reference: a picture of a storyteller around the campfire.

Interactivity (Yes/No): No

Interactivity Description:

Screen Type**Screen Number:** 3.1.24**Screen linked to which Topic:** Creative Decisions**Screen Subtopic:** Quotations**Screen Text:****Quotations**

A quick and easy strategy for adding richness to your presentation is to use quotes. They add credibility, can often be humorous, and are good transition devices to introduce new topics. Quotes often pack a lot of wisdom and insight into few words. They also make a good visual element to add depth to the design of your visual support.

The design document template provides an area for you to begin collecting quotes for your presentation.

Production Notes:**Graphic Description/reference:** Stylized large quote marks.**Interactivity (Yes/No):** Yes**Interactivity Description:**

Place quote in bottom box: "There's an old proverb that says just about whatever you want it to."

—variously attributed

Screen Type**Check your knowledge screen****Screen Number:** 3.1.24a**Screen Text:**

In writing your design document, which of the following do you need to have mostly completed:

- a) Audience analysis.
- b) Handouts.
- c) An outline of your presentation.

Production Notes:**Graphic Description/reference:****Interactivity (Yes/No):**

Interactivity Description: multiple choice with correct answer a), feedback below.

In writing your design document, which of the following do you need to have mostly completed: You answered:

- a) *Audience analysis.* Correct.
- b) *Handouts.* Incorrect, this comes later.
- c) *An outline of your presentation.* Incorrect, this comes later.

Screen Type**Screen Number:** 3.1.25**Screen linked to which Topic:** Lesson summary**Screen Subtopic:** n/a**Screen Text:**

Lesson Summary

Your design document serves as a blueprint for developing your presentation, and as a sketchpad for filling out ideas. In the first part of your design document, you want to answer the big three questions:

- Who is your audience?
- What is the problem?
- What solution do you offer for their problem?

Once you answer the big three, you can start describing the central ideas, and themes of your presentation. In your design document, you also want to describe any key limitations you might face in giving your presentation.

Production Notes:**Graphic Description/reference:****Interactivity (Yes/No):** No

Screen Type**Week 3, Lesson 2: Title Screen****Lesson Title: Collateral material****Lesson Overview****Screen Number:** 3.2.1**Screen linked to which Topic:** N/A**Screen Subtopic:** N/A**Screen linked to which course objective:** N/A**Screen Text:****Lesson Overview**

Topics covered in this lesson include:

- Collateral material
 - The power of paper
 - Making it visual
 - To include PowerPoint slides
- Presentations primarily to inform
 - Focus on results
 - Manage expectations
- Presentations primarily to persuade
 - Sales proposals
 - No data dumps
 - Focus on benefits

Production Notes:**Graphic description:** THIS SCREEN CONTAINS NO GRAPHICS**NO INTERACTIVITY ON THIS SCREEN****Lesson Introduction Screen****Screen Number:** 3.2.2**Screen linked to which Topic:** Lesson Overview**Screen Subtopic:** Lesson Introduction**Screen linked to which course objective:** N/A**Screen Text:**

Screen Type

Collateral material includes all of the material that you will give to your audience. Frequently, you have only 10-15 minutes with your audience to give them the big-picture view. Collateral material can provide your audience with additional detail, reminders of what you said, and a summary of your presentation.

This lesson will discuss the importance of collateral material as part of the presentation. It will discuss the relationship between collateral material and other parts of the presentation, and strategies for developing collateral material.

Production Notes:

NO INTERACTIVITY ON THIS SCREEN

Lesson Objectives Screen

Screen Number: 3.2.3

Screen linked to which Topic: Lesson Overview

Screen Subtopic: Lesson Objectives

Screen linked to which course objective: N/A

Screen Text:

Lesson Objectives

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

- Describe the relationship between collateral material and other aspects of the presentation.
- Develop collateral material tailored to inform an audience.
- Develop collateral material tailored to persuade an audience.

Production Notes:

Graphic description: THIS SCREEN CONTAINS NO GRAPHICS

NO INTERACTIVITY ON THIS SCREEN

Relevant Course Objectives Screen

Screen Number: 3.2.4

Screen linked to which Topic: Lesson Overview

Screen Subtopic: Relevant Course Objectives

Screen linked to which course objective: N/A

Screen Text:

The lesson objectives are related to the following course objectives:

Screen Type

1. Evaluate the role of communication in business presentations.
6. Demonstrate professional presentation skills, both individual and in groups

Production Notes:

Graphic description: THIS SCREEN CONTAINS NO GRAPHICS

NO INTERACTIVITY ON THIS SCREEN

Screen Number: 3.2.5

Screen linked to which Topic: Collateral Material

Screen Subtopic: The Power of Paper

Screen Text:

Collateral Material

As established in an earlier lesson, a presentation consists of a verbal presentation, visual support and collateral material. Too often in the business world, the collateral material is merely a printout of the PowerPoint slides. This is backwards.

Production Notes:

Graphic Description/reference: stack of handouts and papers

Interactivity (Yes/No): No

Interactivity Description:

Screen Number: 3.2.6

Screen linked to which Topic: Collateral Material

Screen Subtopic: The power of paper

Screen Text:

The power of paper

Collateral material is what your audience takes away with them. It will be their reference in the days ahead. It stands on its own, without you to provide the several paragraphs of detail needed to support every six-word bullet point. Collateral material deserves your primary effort, with your visual support growing out of it as a high-level introduction and overview.

Production Notes:

Graphic Description/reference: cartoon image of a bound book standing triumphant over a computer projector.

Interactivity (Yes/No): No

Interactivity Description:

Screen Type

Screen Number: 3.2.7

Screen linked to which Topic: Collateral Material

Screen Subtopic: The power of paper

Screen Text:

<Edward Tufte> is a Professor Emeritus at Yale University and author of a series of books on visual communications. A book from this series titled *Visual Explanations* is on your recommended reading list and one of his articles is part of a later research assignment. One of his hot-button issues is the misuse of PowerPoint. He goes so far as to demonstrate that PowerPoint may have been a significant factor in the explosion of the Space Shuttle *Challenger*, contending that the bullet-point style inherent to PowerPoint was used to distort data on the O-ring that was a contributing cause of that disaster.

Production Notes:

Graphic Description/reference: cartoon image of a bound book standing triumphantly over a computer projector.

Interactivity (Yes/No): yes

Interactivity Description: For more information on Edward Tufte, see the link in the ITT Tech Virtual Library at ITT Tech ITT Tech Virtual Library>Program Links>Business Administration>BU272 Professional Presentation>Week 3

Screen Number: 3.2.8

Screen linked to which Topic: Collateral Material

Screen Subtopic: The Power of Paper

Screen Text:

Tufte's criticism of PowerPoint centers on it being designed primarily for sales pitches, making it inadequate for presenting technical or complex information. It is a *low-resolution* medium he points out, inadequate for presenting a high-level view of complex information, complex charts and graphs, diagrams, or tables of information comparing more than a few items.

Indeed, your textbook *Effective Business Presentations*, suggests a "6 X 6" rule for PowerPoint slides, which means a total of 36 words per slide; less than ten percent of what can be legibly arranged on a sheet of paper.

Production Notes:

Graphic Description/reference: cartoon image of a bound book standing triumphantly over a computer projector.

Interactivity (Yes/No): No

Interactivity Description:

Screen Type

Screen Number: 3.2.9

Screen linked to which Topic: Collateral Material

Screen Subtopic: The Power of Paper

Screen Text:

This means that rather than trying to cram complex tables and visuals onto a slide, it is better to provide them on paper. During your presentation, simply call everyone's attention to the correct page. They can then follow along as you describe what to look for, and they will also gain the advantage of writing directly on the visual support as you talk.

Production Notes:

Graphic Description/reference: An anthropomorphized chart or graphic with plenty of elbow room on a sheet of paper.

Interactivity (Yes/No): No

Interactivity Description:

Screen Number: 3.2.10

Screen linked to which Topic: Collateral Material

Screen Subtopic: The Power of Paper

Screen Text:

Tufte goes on to advise, "No matter what, give everybody in the audience one or more pieces of paper, packed with material related to your presentation. Handouts can show pictures, diagrams, data tables, research methods, references, names of people at the meeting, or the complete text of the paper outlined in your talk. Unlike evanescent projected images, permanent and portable paper has credibility. Paper serves as a testimonial record documenting your talk, letting your audience know that you take responsibility for what you say."*

*Tufte, Edward R., *Visual Explanations*, 1997, Graphics Press: Cheshire CT, p 69.

Production Notes:

Graphic Description/reference: cartoon image of a bound book standing triumphantly over a computer projector.

Interactivity (Yes/No): No

Interactivity Description:

Screen Number: 3.2.11

Screen linked to which Topic: Collateral Material

Screen Subtopic: Making it visual

Screen Type

Screen Text:

Making it visual

Start thinking about making your presentation visual. Rather than limiting yourself to bullet points on slides, consider everything you can bring into the room for your audience to see. Think first about what they can take with them on paper, not how to fill up your PowerPoint slides.

You are working with three components: speech, collateral, and visual support. Think about the most effective use and coordination of all three. None of them should be an afterthought. Your design document provides a list of items you may want to include in your collateral. Sketch out how best to structure all three of your presentation components.

Production Notes:

Graphic Description/reference: a collection of graphs, sketches and diagrams.

Interactivity (Yes/No): No

Interactivity Description:

Screen Number: 3.2.12

Screen linked to which Topic: Collateral material

Screen Subtopic: Transforming PowerPoint slides

Screen Text:

To include PowerPoint slides

There are several ways to include your visual support slides in your collateral if you are using PowerPoint. The least desirable way is to print them out from PowerPoint. That gives you limited formatting capabilities and restricts content to support a slide to what can fit on a single page.

Better options are to send your slides to MS Word (from the PowerPoint File menu) or save the slides, each as a separate graphics file, and then import them into your collateral material. These techniques are described in your *Style and Procedures Guide* from week 2 in the section titled <Creating Collateral Material.>

Production Notes:

Graphic Description/reference:

Interactivity (Yes/No): Yes

Interactivity Description:

Interactivity: <Creating Collateral Material.> BU272_OL_w2I3_style_procedures_guide.doc to the section titled "Creating Collateral Material"

Check your knowledge screen

Screen Type

Screen Number: 3.2.13

Screen linked to which Topic:

Screen Subtopic:

Screen Text:

Which of the following are true about collateral material:

- a) It makes your presentation unnecessary.
- b) Paper can provide more detail than PowerPoint.
- c) It is one of the three media you use in giving a presentation.
- d) It provides your audience with a reference for later.
- e) Printed PowerPoint slides are the best practice.

Production Notes:

Graphic Description/reference:

Interactivity (Yes/No): Yes

Interactivity Description: Check your knowledge multiple-multiple choice with correct answers b, c, d and feedback below:

Feedback for correct answers b, c and d.

Correct, paper handouts can provide more detail that PowerPoint, is one of the three media you use in giving a presentation, and provide your audience with a reference for later.

Feedback for incorrect answer combinations:

Incorrect. paper handouts can provide more detail that PowerPoint, is one of the three media you use in giving a presentation, and provide your audience with a reference for later. They do not make your presentation unnecessary, and just printing out PowerPoint slides is not the best practice.

Screen Number: 3.2.14

Screen linked to which Topic: Presentations to inform

Screen Subtopic: Collateral Material to Inform

Screen Text:

Presentations primarily to inform

Collateral for presentations primarily to inform cover a wide spectrum. This can include training material, white papers, three-dimensional models, diagrams, reports and timelines. The operative concepts are to focus on results and manage expectations.

Production Notes:

Screen Type

Graphic Description/reference: presenter standing in front of a projected screen.

Interactivity (Yes/No): No

Interactivity Description:

Screen Number: 3.2.15

Screen linked to which Topic: Presentations to inform

Screen Subtopic: Focus on results

Screen Text:

Focus on results

Your design document should contain objectives that you have considered well. They should be written in terms of what you want your audience to do, or do differently. Think carefully about the information they will need to achieve those objectives and be sure it is included in their collateral.

Procedures and guidelines must be documented and all specifications made clear. Include reference material itself or directions on how to find it. Contact information is critical for your audience to have access to the resources they need and connect with others on their work team.

Production Notes:

Graphic Description/reference: presenter handing out printed material

Interactivity (Yes/No): No

Interactivity Description:

Screen Number: 3.2.16

Screen linked to which Topic: Presentations to inform

Screen Subtopic: Manage expectations

Screen Text:

Manage expectations

The key to a good presentation is managing expectations. This means collateral that includes appropriate budgets, timelines, roles and responsibilities. Remember your people stories. Include case studies of the success enjoyed by others who have embraced the message in your presentation.

When opening your presentation you should be able to honestly say, "We've taken all of your notes for you, so you don't have to take any yourself and you can pay full attention to what's on the screen and what is being said." The on-screen slides will make an impression, but

Screen Type

don't expect for your audience to remember the details. Your collateral material should provide the details for later.

Production Notes:

Graphic Description/reference: presenter handing out printed material

Interactivity (Yes/No): No

Interactivity Description:

Check your knowledge screen

Screen Number: 3.2.18

Screen Text:

Which of the following is a role that can be served by collateral material for an inform presentation?

- a) Providing a transcript of the spoken portion of the presentation.
- b) Simply providing the text of the slides.
- c) Expanding and elaborating on information described in the presentation.

Production Notes:

Graphic Description/reference:

Interactivity (Yes/No): Yes

Interactivity Description: multiple choice with correct answer c, feedback below..

Which of the following is a role that can be served by collateral material for an inform presentation? You answered:

- a) Providing a transcript of the spoken portion of the presentation. Incorrect. The Collateral material should expand and elaborate on the other parts of the presentation.*
- b) Simply providing the text of the slides. Incorrect. The Collateral material should expand and elaborate on the other parts of the presentation.*
- c) Expanding and elaborating on information described in the presentation. Correct. The collateral material should expand on what was provided in the other parts of the presentation.*

Screen Number: 3.2.19

Screen linked to which Topic: Presentations to persuade

Screen Subtopic: n/a

Screen Text:

Presentations primarily to persuade

Screen Type

Although practically every presentation must persuade on some level, some presentations are made only to explicitly persuade. These are sales presentations. They could be selling a product to an outside customer, a project to upper management, or convincing others within your organization of the importance of embracing a new procedure or initiative.

Place quote in sidebar: “Everyone lives by selling something.”

—Robert Louis Stevenson, Scottish author, poet, essayist, 1850-1894

Production Notes:

Graphic Description/reference: A presenter selling some tangible object.

Interactivity (Yes/No): No

Interactivity Description:

Screen Number: 3.2.20

Screen linked to which Topic: Presentations to persuade

Screen Subtopic: The sales proposal

Screen Text:

A written sales proposal is the collateral for a formal sales presentation. It should provide all detail needed by the prospect to make their purchase decision, typically organized into the following sections: background, goals and objectives, strategies, implementation, timeline and investment.

The MS Word template file, <Sales_Proposal_Template.dot,>, is provided to help you write sales proposals. Instructions for developing a sales proposal are included in your <Style and Procedures Guide> introduced in week 2.

Production Notes:

Graphic Description/reference: A presenter selling some tangible object.

Interactivity (Yes/No):

Interactivity Description:

Interactivity: <bu272_ol_w3l2_Sales_Proposal_Template.dot> links to bu272_ol_w3l2_Sales_Proposal_Template.dot

<Style and Procedures Guide> opens BU272_OL_w2l3_style_procedures_guide.doc to the section titled Sales Proposals.

Screen Number: 3.2.21

Screen linked to which Topic: Presentations to Persuade

Screen Subtopic: No Data Dumps

Screen Type

Screen Text:

No data dumps

The best advice on sales proposals and presentations is to avoid data dumps. A data dump is also called "spray and pray." It means reciting product features, hoping that the prospect will eventually hear one they like, stop you, and then write a check. It doesn't work that way.

What sells is focusing on WIIFM: "What's in it for me?" That's all that a prospect really wants to know. In a word, that means benefits. This is easy to say but a challenge to determine, because only your prospect knows for sure what the benefits are.

Production Notes:

Graphic Description/reference: A presenter talking to an audience member with a lot of random word flying between them. Use buzzwords like usability, ROI, profit, productivity, advantage, value-added.

Interactivity (Yes/No): No

Interactivity Description:

Screen Number: 3.2.22

Screen linked to which Topic: Presentations to persuade

Screen Subtopic: Focus on benefits

Screen Text:

Focus on benefits

Consider a coffee cup. The handle is a feature. Two benefits of that feature are that it lets you hang the cup from a hook and avoid burning your fingers when enjoying a hot beverage. Now suppose that you think yourself smart enough to focus on benefits, so you begin rhapsodizing to a prospect about the wonderful benefit of hanging your cup on a hook.

Production Notes:

Graphic Description/reference: cup hanging on a cup hook.

Interactivity (Yes/No): No

Interactivity Description:

Screen Number: 3.2.23

Screen linked to which Topic: Presentations to persuade

Screen Subtopic: Focus on benefits

Screen Text:

Screen Type

What you don't know is that your prospect never uses a cup hook. So not only have you focused your sales proposal—and opened your presentation—on something of no interest to your prospect, the prospect may now be thinking, "does this mean that I am paying extra for cup hook attachment functionality?"

While one audience really likes cup hooks, another audience may be more impressed with the graphics printed on the cup, and still another may be impressed by how easy they are to wash.

Production Notes:

Graphic Description/reference: Similar image as previous, cup hook vanishes, leaving the cup to fall down.

Interactivity (Yes/No): No

Interactivity Description:

Screen Number: 3.2.24

Screen linked to which Topic: Presentations to persuade

Screen Subtopic: Focus on benefits

Screen Text:

This brings us back to audience research. You need to know your audience well enough to understand their pain. Where does it hurt? Any aspect of your proposal or presentation that is not focused on benefits that solve the problem causing the pain are at best noise and at worst bring up objections you could never imagine.

If the pain is lack of access to data gathered in field offices, your proposal should demonstrate how your solution provides access to that data. Your presentation then becomes a dialog that builds the value of that solution.

Production Notes:

Graphic Description/reference:

Interactivity (Yes/No): No

Interactivity Description:

Check your knowledge screen

Screen Number: 3.2.25

Screen Text:

Your company is making a bid to provide peanut butter to a bagel maker. What type of collateral material is most important?

Screen Type

- a) Recipes.
- b) A customized sales proposal.
- c) Engineering specifications on the spreadability of your products.

Production Notes:

Graphic Description/reference:

Interactivity (Yes/No):

Interactivity Description: multiple choice with correct answer b. Feedback below.

Your company is making a bid to provide peanut butter to a bagel maker. What type of collateral material is most important?

- a) *Recipes. Optional. Not that important.*
- b) *A customized sales proposal. Correct. Very important because you want to convince your audience that you know THEIR needs.*
- c) *Engineering specifications on the spreadability of your products. Optional. Not that important, but you might want to have it available.*

Screen Number: 3.2.26

Screen Text:

Collateral material consists of handouts or other documents given to the audience as part of a presentation. Printed materials offer a number of advantages over PowerPoint slides including the capacity for richer detail, and the ability to include more complex tables and figures. This lesson discussed some strategies for creating collateral material for presentations to inform and presentations to persuade.

Production Notes:

Graphic Description/reference:

Interactivity (Yes/No): No

Interactivity Description:

Screen Type**Week 3, Lesson 3: Title Screen****Lesson Title:** Presentation Structure**Lesson Overview****Screen Number:** 3.3.1**Screen linked to which Topic:** N/A**Screen Subtopic:** N/A**Screen linked to which course objective:** N/A**Screen Text:****Lesson Overview**

This lesson covers the following topics:

Bookends

- Framing the problem.
- Bookends for sales.
- Bookends for Inform.

Body structure

- Chronological
- Problem-solution.
- Group-driven.
- Topic-driven.
- Benefit-Driven.
- N-A-R.
- P-G-P.
- SWOT.

Closing

- Summary.
- Call to action.
- Question.

Production Notes:**Graphic description:** THIS SCREEN CONTAINS NO GRAPHICS
NO INTERACTIVITY ON THIS SCREEN**Lesson Introduction Screen****Screen Number:** 3.3.2**Screen linked to which Topic:** Lesson Overview**Screen Subtopic:** Lesson Introduction

| Screen Type |
|---|
| <p>Screen linked to which course objective: N/A</p> <p>Screen Text:
Lesson Introduction</p> <p>This lesson presents a number of suggestions for structuring content within a presentation, and enumerates a number of items that you should always at least consider for inclusion in any presentation you are developing.</p> <p>Production Notes:</p> <p>Graphic description: A graphic of a blueprint.</p> <p>NO INTERACTIVITY ON THIS SCREEN</p> |
| <p>Lesson Objectives Screen</p> <p>Screen Number: 3.3.3</p> <p>Screen linked to which Topic: Lesson Overview</p> <p>Screen Subtopic: Lesson Objectives</p> <p>Screen linked to which course objective: N/A</p> <p>Screen Text:
Lesson Objectives</p> <p>After this lesson, you will be able to:</p> <p>Describe the advantages of bookending your presentation.</p> <p>Describe a variety of typical ways to structure a presentation.</p> <ul style="list-style-type: none"> • Develop one of the presentation structures for your BKI Team Project. • Develop a call to action for concluding your presentation. <p>.</p> <p>Production Notes:</p> <p>Graphic description: THIS SCREEN CONTAINS NO GRAPHICS</p> <p>NO INTERACTIVITY ON THIS SCREEN</p> |
| <p>Relevant Course Objectives Screen</p> <p>Screen Number: 3.3.4</p> <p>Screen linked to which Topic: Lesson Overview</p> |

| Screen Type |
|--|
| <p>Screen Subtopic: Relevant Course Objectives</p> <p>Screen linked to which course objective: N/A</p> <p>Screen Text:</p> <p>The lesson objectives are related to the following course objectives:</p> <p style="padding-left: 40px;">6. Demonstrate professional presentation skills, both individual and in groups</p> <p>Production Notes:</p> <p>Graphic description: THIS SCREEN CONTAINS NO GRAPHICS
NO INTERACTIVITY ON THIS SCREEN</p> |
| <p>Content Screen</p> <p>Screen Number: 3.3.5</p> <p>Screen linked to which Topic: Structure</p> <p>Screen Subtopic: n/a</p> <p>Screen Text:</p> <p><i>Structure</i></p> <p>One of the most critical decisions you will make about a presentation is structure: The order in which you present your content, and the logical segmentation of that information, is key to enhancing both clarity and persuasion.</p> <p>Quote in sidebar--"But most important of all is the structure of the incidents.", Aristotle, 384-322 B.C., Greek Philosopher, writing on drama</p> <p>Production Notes:</p> <p>Graphic Description/reference: picture of a blueprint.</p> <p>Interactivity (Yes/No): No</p> <p>Interactivity Description:</p> |
| <p>Content Screen</p> <p>Screen Number: 3.3.6</p> <p>Screen linked to which Topic: Bookends</p> <p>Screen Subtopic: Framing your presentation</p> <p>Screen Text:</p> |

Screen Type

Bookends

Your reading assignment in *Effective Business Presentations*, states: “Whatever type of presentation you might make, the beginning and the ending are crucial.” It’s best to think of these two sections as bookends: they need to match.

In the field of instructional design, there is a concept called the Three Ts:

Tell ‘em what you’re going to tell ‘em.

Tell ‘em.

Tell ‘em what you just told ‘em.

Production Notes:

Graphic Description/reference: a pair of bookends flanking a series of books.

Interactivity (Yes/No): No

Interactivity Description:

Content Screen

Screen Number: 3.3.7

Screen linked to which Topic: Bookends

Screen Subtopic: Framing the presentation

Screen Text:

This is not to be mistaken as an argument for redundancy; That would be Tell 'em; Tell 'em; Tell 'em—and boring. Instead, the Three T's present the same information from different perspectives:

Introduce the information.

Demonstrate or apply the information.

Reinforce the information.

This is more effective than mere repetition, because it gives your audience the chance to consider information from several different perspectives: In the abstract, how it's applied, and how it fits into the big picture. Learning is kept interesting.

<More information...>

Production Notes:

Graphic Description/reference: pair of bookends flanking a book.

| Screen Type |
|---|
| <p>Interactivity (Yes/No): Yes</p> <p>Interactivity Description: <More information...> pop up below.</p> <p>Cognitive psychology suggests that what you are thinking affects the way you interpret what you experience. A person writing a murder mystery sees different details in a photo of a house than a person writing a sales description. Your introduction helps to get the audience thinking about your message, while the closing bookend helps to keep it in mind.</p> |
| <p>Content Screen</p> <p>Screen Number: 3.3.8</p> <p>Screen linked to which Topic: Bookends</p> <p>Screen Subtopic: Framing the presentation</p> <p>Screen Text:</p> <p>The first and third Ts are your bookends. They need to match. If you open by asking your audience to imagine they are leaving on a cruise, end by bringing them back into port, along with a summary of cruise highlights.</p> <p>If you open with the benefits of your planned move into new office space, close with the benefits of moving into that space, along with a summary of what everyone can expect in the process.</p> <p>On the other hand, if you open with all the <i>problems</i> that will be left behind by moving into new office space, close with a quick review of all the problems that are being left behind.</p> <p>Production Notes:</p> <p>Graphic Description/reference: stack of bookends flanking a book.</p> <p>Interactivity (Yes/No): No</p> <p>Interactivity Description:</p> |
| <p>Content Screen</p> <p>Screen Number: 3.3.9</p> <p>Screen linked to which Topic: Bookends</p> <p>Screen Subtopic: Framing the presentation</p> <p>Screen Text:</p> <p>The <design document template> has an area for sketching out your bookends. The <<i>Style and Procedures Guide</i>> has a list of generic</p> |

| Screen Type |
|---|
| <p>elements that go into most presentations, including the rapport question and trust statement introduced in an earlier lesson. Consider them all when crafting your bookends.</p> <p>Production Notes:</p> <p>Graphic Description/reference:</p> <p>Interactivity (Yes/No): Yes</p> <p>Interactivity Description:</p> <p>Interactivity Description: <design document template> links to the page in Design Document Template.dot on which the entry for <i>bookends</i> is found.</p> <p><Style and Procedures Guide> links to the section in BU272_OL_w213_standards_guide.doc titled <i>Presentation Structure</i></p> |
| <p>Content Screen</p> <p>Screen Number: 3.3.10</p> <p>Screen linked to which Topic: Bookends</p> <p>Screen Subtopic: framing the presentation</p> <p>Screen Text:</p> <p>The content of your opening bookend and how it is positioned can vary greatly, depending on type of presentation and topic. One option is a simple statement of goals and objectives, such as this opening for an audience of technical support technicians:</p> <p style="padding-left: 40px;">“We’re here today to talk about some new bugs in our product that have been documented. By the time you leave you should be able to ask customers the probe questions that determine if the challenge they are calling about is caused by one of these new bugs, be able to step your customer through the appropriate support script, and know when it is appropriate to escalate their call.”</p> <p>Production Notes:</p> <p>Graphic Description/reference: set of bookends flanking a book</p> <p>Interactivity (Yes/No): Yes</p> <p>Interactivity Description:</p> |
| <p>Check Your Knowledge Screen</p> <p>Screen Number: 3.3.10a</p> <p>Screen linked to which Topic: Bookends</p> |

Screen Type

Screen Subtopic: Framing the presentation

Screen Text:

What roles do bookends serve in the presentation?

- a) They introduce the topic and provide specific examples.
- b) They introduce the topic and summarize it at the end.
- c) They elaborate on minute details.

Production Notes:

Graphic Description/reference: Quiz icon

Interactivity (Yes/No): Yes

Interactivity Description: Check your knowledge with feedback below and correct answer b.

What roles do bookends serve in the presentation? You answered:

- a) *They introduce the topic and provide specific examples.* Incorrect. While bookends do introduce the topic, specific details should be saved for the body of your presentation.
- b) *They introduce the topic and summarize it at the end.* Correct. Bookends introduce and summarize.
- c) *They elaborate on minute details.* Incorrect. Details will be discussed in the body of the presentation.

Content Screen

Screen Number: 3.3.11

Screen linked to which Topic: Bookends

Screen Subtopic: Bookends for sales

Screen Text:

For a sales presentation, you would typically open with the challenge that the prospect is facing, and that your product is designed to solve. For example:

“Have you ever been frustrated having multiple people work on the same document, and not knowing who is currently working on that document? Our software can help you to manage how documents are written and shared within teams.”

| Screen Type |
|---|
| <p>Another option would be to first tell a success story about another client, then compare and contrast their story with the situation faced by your prospect.</p> <p>Production Notes:</p> <p>Graphic Description/reference: A “for sale” sign</p> <p>Interactivity (Yes/No):</p> <p>Interactivity Description:</p> |
| <p>Content Screen</p> <p>Screen Number: 3.3.12</p> <p>Screen linked to which Topic: Bookends</p> <p>Screen Subtopic: Bookends for inform presentations</p> <p>Screen Text:</p> <p>A variation on a presentation designed primarily to inform an internal audience would be to first establish the challenge, then pay it off with how that challenge is being met at different levels.</p> <p>For example, if presenting a marketing communications plan to the people who would be implementing it, you might start by saying,</p> <p style="padding-left: 40px;">“Too many of our customers don’t know about and don’t use some key product features. This is hurting us.</p> <p style="padding-left: 40px;">The more customers know about and use features, the better our customer satisfaction ratings.</p> <p style="padding-left: 40px;">So here is how we’re going to get customers happier by getting them to use more features.”</p> <p>Production Notes:</p> <p>Graphic Description/reference: An image of a happy customer.</p> <p>Interactivity (Yes/No):</p> <p>Interactivity Description:</p> |
| <p>Content Screen</p> <p>Screen Number: 3.3.13</p> <p>Screen linked to which Topic: Bookends</p> <p>Screen Subtopic: Bookends to inform</p> |

Screen Type

Screen Text:

The presentation now has a central idea: Get customers to use more product features. That can be achieved with every type of marketing communication that is covered by the presentation. This type of opening could be strengthened with a people story. It would start with a tale about a dissatisfied customer who was amazed to learn, “It can do that?”, and then became very satisfied. You would then make the statement about the challenge in general, which would lead to how it is being solved in different ways by the marketing communications in the presentation.

Production Notes:

Graphic Description/reference: An image of a happy customer.

Interactivity (Yes/No):

Interactivity Description:

Check your knowledge

Screen Number: 3.3.14

Screen Text:

Which parts of your presentation are the “bookends”?

- a) Introduction and body.
- b) Introduction and conclusion.
- c) Body and conclusion.

Production Notes:

Graphic Description/reference:

Interactivity (Yes/No):

Interactivity Description: Check your knowledge with correct answer b)

Which parts of your presentation are the “bookends”?

- a) *Introduction and body* . Incorrect, the introduction and conclusion are your bookends.
- b) *Introduction and conclusion* . Correct.
- c) *Body and conclusion* . Incorrect, the introduction and conclusion are your bookends.

| Screen Type |
|--|
| <p>Content Screen</p> <p>Screen Number: 3.3.15
 Screen linked to which Topic: Body structure
 Screen Subtopic: n/a
 Screen Text:
 Body Structure
 Structures for a presentation's body vary widely, largely driven by the nature of the topic, audience, and purpose of the presentation. There is no single <i>best</i> structure and elements of them all can be mixed and matched. Proven options include:
 Chronological.
 Problem solution.
 Group-driven.
 Topic-driven.
 Benefit-driven.
 Narrative—Argument—Refutation (N-A-R).
 Particular—General—Particular (P-G-P).
 Strengths, Weaknesses, Opportunities and Threats (SWOT).</p> <p>Production Notes:
 Graphic Description/reference: blueprint, or outline
 Interactivity (Yes/No):
 Interactivity Description:</p> |
| <p>Content Screen</p> <p>Screen Number: 3.3.16
 Screen linked to which Topic: Body structure
 Screen Subtopic: Chronological
 Screen Text:
 Chronological
 Perhaps the most straight forward structure is to start at the beginning and proceed to the end. This is especially appropriate for roll-out preparation or event planning where there is a chain of elements that occur in sequence. Variations include stopping at each point in time to</p> |

| Screen Type |
|---|
| <p>explain what participants or groups should be doing, or going through the entire chronology for each participant or group separately.</p> <p>Production Notes:</p> <p>Graphic Description/reference: The face of a clock.</p> <p>Interactivity (Yes/No):</p> <p>Interactivity Description:</p> |
| <p>Content Screen</p> <p>Screen Number: 3.3.17</p> <p>Screen linked to which Topic: Body structure</p> <p>Screen Subtopic: Problem-solution</p> <p>Screen Text:</p> <p style="padding-left: 40px;">Problem Solution</p> <p>A problem-solution structure is particularly appropriate for a sales presentation and also very useful for informing. One of the examples given for a bookend opening uses this. There is something naturally satisfying about solving a problem, especially when that problem is one that affects you. So it is good for involving the audience. Two main variations are a single problem that is addressed in a number of different sections, each presenting one aspect of an over-all solution, or a series of problems each with its own associated solution.</p> <p>Production Notes:</p> <p>Graphic Description/reference: a hammer and a nail.</p> <p>Interactivity (Yes/No):</p> <p>Interactivity Description:</p> |
| <p>Content Screen</p> <p>Screen Number: 3.3.18</p> <p>Screen linked to which Topic: Body Structure</p> <p>Screen Subtopic: Group-Driven</p> <p>Screen Text:</p> <p style="padding-left: 40px;">Group-driven</p> <p>A group-driven structure addresses each person or group in turn. It is particularly appropriate for a project plan or a status report. For</p> |

Screen Type

example, in presenting a training plan to support the reorganization of your company, you may talk first about training the managers, then review training intended for back-office operations, then training for the sales force, field offices, and so on.

For a status report it means giving a report on one person or group and then moving to the next. The bookends for this type of structure alert the audience to critical issues. Each segment demonstrates the relevancy of the trends or issues to the individual or group being addressed in that segment.

Production Notes:

Graphic Description/reference: An audience sorted into groups, perhaps signaled by different colors.

Interactivity (Yes/No):

Interactivity Description:

Content Screen

Screen Number: 3.3.19

Screen linked to which Topic: Body structure

Screen Subtopic: Topic-Driven

Screen Text:

Topic-driven

Similar to the group-driven structure, the topic-driven structure addresses a number of different topics in turn. For example, a presentation on marketing for a home improvement center could be broken out by the type of marketing communication: In-store displays, print ads, direct mail, Web site, radio, TV, and event sponsorship.

The topic-driven structure lends itself to addressing steps within a process, areas within a building or organization, different geographical locations, or different products within a product line.

Production Notes:

Graphic Description/reference: a graphic of a print ad.

Interactivity (Yes/No):

Interactivity Description:

Screen Type

Content Screen

Screen Number: 3.3.20

Screen linked to which Topic: Body Structure

Screen Subtopic: benefit-driven

Screen Text:

Benefit-driven

Especially appropriate for presentations given primarily to persuade, a benefit-driven structure is a topic-driven structure with each topic being a benefit or group of benefits. For example, if selling a new document processing device, you could talk first about the additional space the audience will have when they get rid of the equipment that this new device replaces. Then talk about the time and frustration saved by the simple and intuitive operation. Progressing through the rest of the benefits keeps your presentation focused on why your audience should buy, and provides an easily understandable structure.

Production Notes:

Graphic Description/reference: A graphic of an “all in one” printer/scanner.

Interactivity (Yes/No):

Interactivity Description:

Content Screen

Screen Number: 3.3.21

Screen linked to which Topic: Body Structure

Screen Subtopic: N-A-R

Screen Text:

Narrative—Argument—Refutation (N-A-R)

The N-A-R structure explained in your textbook uses a people story to kick off the presentation. That story is then paid off with an *argument* explaining how the key points in the story relate to the situation faced by the audience. The refutation then anticipates any objections the audience may have and addresses each one in turn.

In addition to being a possible structure for an entire presentation, this could also be used for individual segments of other structures. In the benefits-driven structure, introduce each benefit with a quick story about

| Screen Type |
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| <p>the product being introduced. Then review the features delivering that benefit and respond to any objections.</p> <p>Production Notes:</p> <p>Graphic Description/reference: Stylized “N-A-R” rendered as a logo.</p> <p>Interactivity (Yes/No):</p> <p>Interactivity Description:</p> |
| <p>Content Screen</p> <p>Screen Number: 3.3.22</p> <p>Screen linked to which Topic: Body Structure</p> <p>Screen Subtopic: P-G-P</p> <p>Screen Text:</p> <p style="padding-left: 40px;">Particular—General—Particular (P-G-P)</p> <p>P-G-P is a structure suggested by Edward Tufte. This is another endorsement of telling people stories, in that it suggests opening with a story about how a <i>particular</i> person found happiness by embracing the message of your presentation. The <i>general</i> segment then pays off that story by explaining what it means in terms of the concepts, features, benefits, strategies, techniques or whatever else your presentation is about. This is similar to the <i>argument</i> in the N-A-R structure.</p> <p>The concluding <i>particular</i> segment demonstrates how the message of the presentation can be applied to the particular situation currently faced by the audience.</p> <p>Production Notes:</p> <p>Graphic Description/reference: Stylized “P-G-P”</p> <p>Interactivity (Yes/No):</p> <p>Interactivity Description:</p> |
| <p>Content Screen</p> <p>Screen Number: 3.3.23</p> <p>Screen linked to which Topic: Presentation Structure</p> <p>Screen Subtopic: <Specify the Subtopic name that will appear as heading for the lesson presentation screen. ></p> |

Screen Type

Screen Text:

Strengths, Weaknesses, Opportunities and Threats (SWOT)

Although not covered by your textbook, a SWOT analysis is a widely used technique for thinking through major decisions as well as for structuring presentations. Ostensibly a technique for objective analysis, it is a natural structure for a presentation primarily to inform an audience about all factors affecting a decision being faced, such as whether to enter a new market or to upgrade a computer network.

If the SWOT analysis strongly supports the message of your presentation, it could also be a good structure for a presentation given primarily to persuade.

Production Notes:

Graphic Description/reference: Stylized SWOT

Interactivity (Yes/No):

Interactivity Description:

Check your Knowledge Screen

Screen Number: 3.3.24

Screen Text:

What do the Narrative-Argument-Refutation and the Particular-General-Particular structures have in common?

- a) They say the same thing.
- b) They start with a story or anecdote.
- c) They conclude with an application specific to the audience.

Production Notes:

Graphic Description/reference:

Interactivity (Yes/No): Yes

Interactivity Description: multiple choice with correct answer b)

What do the Narrative-Argument-Refutation and the Particular-General-Particular structures have in common?

- a) *They say the same thing.* Incorrect. The N-A-R structure focuses on argument, while the P-G-P focuses on customization.
- b) *They start with a story or anecdote.* Correct. Both introduce the topic with a story and anecdote.

Screen Type

- c) *They conclude with an application specific to the audience.*
 Incorrect. The N-A-R concludes with a refutation of objections.

Content Screen

Screen Number: 3.3.25

Screen linked to which Topic: Closing

Screen Subtopic: Summarize

Screen Text:

Your closing is perhaps even more important than the introduction and the body. The last thing you say is frequently the first thing they remember.

Your closing summary should be focused on the “takeaways.” What do you want for them to take away from your presentation? Your summary is a handful of statements that are clear and concise. You have already given them the details, so now show the big picture. For example:

“Office space in our current facility is cramped and the phone and Internet services inadequate. Moving to the new facility will offer more space for expansion, and gives us better connections with communication services.”

Production Notes:

Graphic Description/reference: a list of items

Interactivity (Yes/No): No

Interactivity Description:

Content Screen

Screen Number: 3.3.26

Screen linked to which Topic: Conclusion

Screen Subtopic: Give them a call to action

Screen Text:

Call to action

Include in your closing exactly what you want the audience to do. For a sales presentation, this means asking for the sale, or at least asking the audience to take the next step toward making the purchase decision.

| Screen Type |
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| <p>Even for a presentation given primarily to inform, you want the audience to do something with that information. If there is no need for action, there was probably no need to give the presentation in the first place.</p> <p>As the roles and responsibilities segment detailed individual obligations, the call to action is the battle cry that unites the team and inspires it to go forth and take action.</p> <p>Production Notes:</p> <p>Graphic Description/reference: A speaker talking through a megaphone.</p> <p>Interactivity (Yes/No): No</p> <p>Interactivity Description:</p> |
| <p>Content Screen</p> <p>Screen Number: 3.3.27</p> <p>Screen linked to which Topic: Conclusion</p> <p>Screen Subtopic: Leave them with a question</p> <p>Screen Text:</p> <p>Another strategy for closing a presentation is to leave them with a question to ponder. By ending with a question, you give your audience ownership of the next step. This works especially well if the advocated action is unclear. For example:</p> <ul style="list-style-type: none"> • How can we improve quality of service for each of our clients? • How can our company help you? • Can you think of other ways we can tap into this new market? <p>Avoid using a question that sounds like an accusation. "How much longer will you let this problem go unaddressed?" may be too challenging.</p> <p>Production Notes:</p> <p>Graphic Description/reference: large stylized question mark</p> <p>Interactivity (Yes/No): No</p> <p>Interactivity Description:</p> |
| <p>Content Screen</p> |

| Screen Type |
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| <p>Screen Number: 3.3.28</p> <p>Screen linked to which Topic: Closing</p> <p>Screen Subtopic: Other closing items</p> <p>Screen Text:</p> <p>Here are three points that should be included at the end of your presentation.</p> <ul style="list-style-type: none"> • Leave time for questions and ideas. • Provide contact information so that your audience can ask questions later. • Thank the audience for their time and attention. |
| <p>Lesson Conclusion Screen</p> <p>Screen Number: 3.3.29</p> <p>Screen linked to which Topic: Lesson Conclusion</p> <p>Screen Subtopic: n/a</p> <p>Screen Text:</p> <p>This lesson discussed a variety of ways you can structure your presentation. Most presentation structures include “bookends.” Bookends introduce your topic at the start of your presentation, and summarize it at the end. You have several options for structuring the body of your presentation including:</p> <ul style="list-style-type: none"> • List items in chronological order. • Work through a list of benefits, people affected or features. • Tell a story using the N-A-R or P-G-P structures. • Describe the Strengths, Weaknesses, Opportunities and Threats involved. <p>When you close your presentation, you should summarize what you have told your audience, and leave your audience with either a call to action or a question to ponder.</p> <p>Production Notes:</p> <p>Graphic Description/reference: No graphics on this screen</p> <p>Interactivity (Yes/No): No interactivity on this screen.</p> <p>Interactivity Description:</p> |

| Screen Type |
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Summary

| S. No. | Summary | Instructions to Author |
|--------|--|--|
| 1. | <p>This week's lessons covered some of the most fundamental decisions affecting your presentation: How it will be structured, the collateral material needed and the creative strategies you will use to make your message more involving, easier to understand and more persuasive.</p> | <p>This is a weekly summary to students. It should include:</p> <p>Key concepts that students have learned in a week.</p> <p>Introduction to the next week's activities.</p> |

Learning Components for a Week

| S. No. | Assignments | Instructions to Author |
|--------|--|------------------------|
| | <p>Project: Part 3 – Design Document, First Draft
Due Week 3.
See attachment for complete project.
Click here to view the Project Description (Word document).</p> <p>Project Assignment Name/Title: Design Document, Individual Draft</p> <p>Assignment Text:
The design document is frequently an important part of any design project. Before you start writing descriptive your presentation, your collateral material, and your visual aids, the design document serves as a way to make certain that all members of your team, and your client are on the same page as to what is going to be produced. Individually, you will create an initial draft of the design document to turn in at the end of week three. In week four, all of you as a team will compile the individual drafts into a single design document. Use this template <bu272_ol_w3l1_Design_Document_Template.dot> to structure</p> | |

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| | <p>your design document, and send the resulting file to your instructor as an MS Word document.</p> <p>Some basic information to get you started:</p> <ul style="list-style-type: none"> • Your presentation will be limited to ten minutes. You should try to include some time at the end of this for questions and answers. • You do not have a budget for this presentation, and the deadline for delivery is at the end of week 6. • Your format for visual support is limited to PowerPoint slides. • This presentation will be given to a client over the phone, so you should describe ways to work with this. <p>You want to aim for about 1,000-1,500 words total. Describe the results of your audience analysis and topic analysis in detail, describe the problem, and then describe the solution to the problem.</p> <p>Marks</p> <p>Reference file:
bu272_ol_w311_Design_Document_Template.dot</p> | |
| | <p>Project Assignment Name/Title: Project Part 4: BKI Team Timeline</p> <p>Project: Part 4 – Team Roles Worksheet</p> <p>As a team, complete the roles worksheet.</p> <p>Due Week 3.</p> <p>See attachment for complete project.</p> <p>Click here to view the Project Description (Word document).</p> <p>Assignment Text:</p> <p>In order to successfully work as a team, you need to make it clear who is going to be playing what roles in the development of your BKI Team Presentation. Working as a group, fill out the attached team roles worksheet <BU272_OL_FDOC_Team_Roles.doc>. As part of filling this out, you will need to decide who will be responsible for turning in the final team deliverables for the design document, collateral material and visual aids. You should start working on this as soon as you find out your project topic and teammates. Delegate one person to forward this to your instructor as a MS Word document.</p> <p>Marks</p> | |

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| Reference file: BU272_OL_FDOC_Team_Roles.doc | |
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No. | Online Discussions | Instructions to
Author |
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| | <p>Discussion name: Audience Analysis</p> <p>Discussion thread: Audience Analysis</p> <p>Discussion text: Reply to two of the audience analysis questionnaires posted in the previous week's discussion forum as if you were a member of that audience. Try to provide information that will be helpful to that team in creating their BKI Team Presentations.</p> <p>This will be graded as part of the Project Part 2: Audience Analysis Assignment.</p> <p>Marks:</p> <p>Reference file:</p> | |
| | <p>Lesson 3.2</p> <p>Discussion name: Collateral Material of the Future</p> <p>Discussion thread: Collateral Material of the Future</p> <p>Discussion text: Futurists are fond of predicting the impending demise of paper. What media do you think will be most useful for supporting presentations 10 years from now? Or do you think that printed materials will still be in common use?</p> <p>Marks:</p> <p>Reference file:</p> | |