

**Unit 214**  
**Information Pack**  
**Briefing Your Work Team**



## INTRODUCTION

Giving a briefing or speech is something that many leaders and managers are required to do. It can, however, strike fear into the heart of even the most confident and seasoned presenter. Whenever you give a briefing, it is important that your message is clear, your ideas are transparent, your delivery is confident, and the overall impression is professional. Preparing a professional presentation will allow for an effective briefing.

Dale Carnegie in his 1945 work 'Public speaking and Influencing [people] in Business' made the now widely accepted assertion that those looking to impress at work and to accelerate their careers should practise public speaking. The simple rationale is that it is an essential skill and that there is no substitute for practice - i.e. just doing it. And through practice it becomes much easier.

The manager's role will invariably involve making presentations. What is for sure is that in organisations, people that speak and present well, do well!

Much of the success of a presentation is about application of tools and techniques. This information pack will examine the tools and techniques required to construct and deliver a professional presentation.

**SAMPLE**

## GUIDANCE

This document is prepared to break the unit material down into bite size chunks. You will see the learning outcomes above treated in their own sections. Therein you will encounter the following structures;

### Purpose

Explains *why* you need to study the current section of material. Quite often learners are put off by material which does not initially seem to be relevant to a topic or profession. Once you understand the importance of new learning or theory you will embrace the concepts more readily.

### Theory

Conveys new material to you in a straightforward fashion. To support the treatments in this section you are strongly advised to follow the given hyperlinks, which may be useful documents or applications on the web.

### Example

The examples/worked examples are presented in a knowledge-building order. Make sure you follow them all through. If you are feeling confident then you might like to treat an example as a question, in which case cover it up and have a go yourself. Many of the examples given resemble assignment questions which will come your way, so follow them through diligently.

### Question

Questions should not be avoided if you are determined to learn. Please do take the time to tackle each of the given questions, in the order in which they are presented. The order is important, as further knowledge and confidence is built upon previous knowledge and confidence. As an Online Learner it is important that the answers to questions are immediately available to you. Contact your Unit Tutor if you need help.

### Challenge

You can really cement your new knowledge by undertaking the challenges. A challenge could be to download software and perform an exercise. An alternative challenge might involve a practical activity or other form of research.

### Video

Videos on the web can be very useful supplements to your distance learning efforts. Wherever an online video(s) will help you then it will be hyperlinked at the appropriate point.

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To get further into their make-up, preferences and their expectations you also might consider:

- What challenges do they face?
- What expectations/goals/wants do they have?
- What should you not talk about?
- What vocabulary might be sensitive - what is appropriate/inappropriate?
- What is the audience's attitude to the subject and to you?
- What sort of technique should you apply? Does the audience want/expect lecture/interaction/activities?
- How well do they know you and/or your organisation?
- How much do you need to prove your knowledge of the subject - are you considered expert or do you have to illustrate your expertise?

## Research, Evaluation and Grouping of Valid and Relevant Information

Simplicity is at the heart of an effective presentation. It is customary to have a 'key message' - the message or, occasionally, messages, that you want the audience to take away from the presentation - and a number of 'key points' - the information (facts or opinion) that will underpin the key message. The key message needs to be clear and unambiguous and pitched so that the audience takes it away with them. For impact, 3 key points is usually sufficient (and often considered ideal) to explain and argue your key message; establishing what those key points should be is a good starting point for construction of your presentation. Naturally, they need to be valid and relevant to the need - both yours and the audiences. From there, you can move to develop the logical flow of your presentation.

### Challenge

Design a diagram, planning how you might approach collection and collation of your presentations content.



The starting point is the key message and supporting key points. One possible approach is to brainstorm the issues relevant to the topic and home in on the key themes to establish the key points. This could be done in a linear fashion or, if you prefer, a mind map, which is geared to flexible thinking and creativity in your idea's generation.

Watch the video below by clicking on the link, referring to an expert presenter Steve Jobs this video gives some key points.

Video

## Structuring Presentations

First decide your title - keep it brief and informative. It should tell the audience what your topic is and be relevant to the audience. If you can incorporate a little intrigue, then that is good for arousing interest. Do not try to cover too much - it will confuse your audience. People are overwhelmed with information, so it is important to avoid trying to tell them everything you know! Instead, focus on telling them only what they need to know. Indeed, there is a lot to be said for applying the technique that Churchill applied to his speeches. He spelled out this simple technique:

'Tell them what you are going to tell them' (Introduction); 'Tell them' (Main Body); and 'Tell them what you have just told them' (Conclusion).

This approach has 3 clear sections and is generally divided: 10% to introduction, 80% to the main body, and 10% to the conclusion.