



# Effective Oral Presentations

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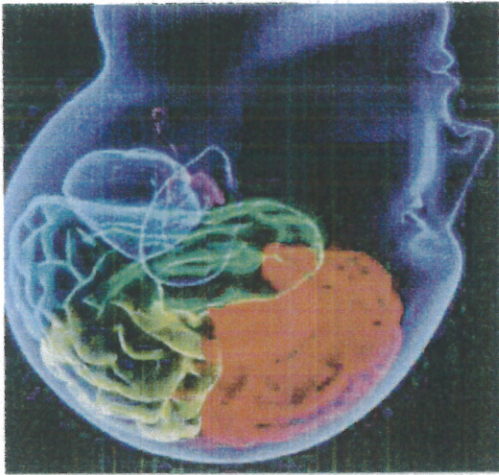


## Effective Oral Presentations

Are you pleased with the presentations you give? Most presenters are passionate about the subject matter they are presenting and can't wait to share every detail of the subject with their audiences. However, sometimes it is just too much information, and your audience is overwhelmed.

<p>What are the elements of a Lousy Presentation? a Great Presentation? (content &amp; delivery)</p>	<p>Get everyone involved. Start with a question everyone can answer. Gather this information so I can assess the audience and know how not to disappoint them.</p>
<p>What is the purpose of your presentation? Is it wetting their whistle? remembering the information? Being able to use the information?</p>	<p>Are you a facilitator of learning? – a lecturer? – a stand-up comedian? How much information does each individual need to remember?</p>
<p>What do we know about how adults learn?</p>	<p>Adults learn carefully. They must be able to apply the information to retain it.</p>
<p><b>How do you hone in on the information needs of each audience?</b></p> <ul style="list-style-type: none"> <li>• forget canned speeches</li> <li>• place the audience's needs above your desires – think from their seat</li> <li>• know your audience – knowledge levels, learning abilities</li> </ul>	<p>Who is my audience? What do THEY want to know? At what level should my information be presented? How easy is it for them to learn this information?</p>
<p><b>How do you capture and hold the attention of the audience?</b></p> <ul style="list-style-type: none"> <li>• present answers instead of facts, problems and questions</li> <li>• be organized and present in a logical format</li> <li>• engage your audience by having them participate in the learning; encourage (limited) participation</li> </ul>	<p>Read the reactions of your audience – eye contact, head nods Converse with them ---How many of you .... Raise your hand if you think ... Let me get two people's opinions on this question ....</p>
<p><b>How do you feel comfortable and confident during your presentations?</b></p> <ul style="list-style-type: none"> <li>• have techniques to control the enthusiasts in the audience</li> <li>• be prepared not to know everything –ask for audience to share their knowledge</li> </ul>	<p>Well, I know that each of you have thoughts on this, but let's consider... This is obviously a topic of high interest, so let me give you some additional information</p>

# Understanding Adult Learners



## Adult Individualities

- Age
- Education
- Intelligence
- Work Experience
- Life Experience

## Adult Learning Characteristics

- The need for:
- Relevance
  - Shared Values
  - Timing
  - Application

## Adult Learning Formats

- Conferences
- Formal classroom training
- Webinars
- E-Learning
- Peer tutoring
- One-on-one Coaching
- Self-observation /
- Self-training

## Hierarchy of Learning

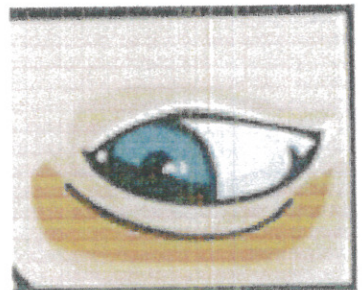
- From
- Reading ... to
  - Watching ... to
  - Doing ... to
  - Analyzing

## Adult Learning Styles

- Visual
- Auditory
- Kinesthetic



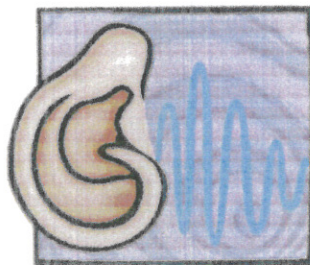
# Primary Learning Styles



## Visual Learners

65%

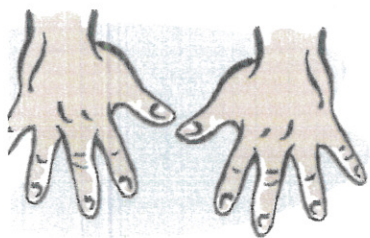
- Want to SEE what they are learning
- Need written handouts, pictures, mental images
- Likes detailed instructions they can read to follow the directions



## Auditory Learners

30%

- Want to HEAR the message
- Wants the instructions to be spoken or read to them
- Likes to discuss



## Kinesthetic Learners

5%

- Want to DO something to learn the skill or task
- Likes to work in groups
- Prefers hands-on practice

# Characteristics of Adult Learners in Professional Development

## CHILDREN

Children depend upon adults for material support, psychological support, and life management. They are other-directed.

Children, to a large degree, learn what they are told to learn.

Children view the established learning content as important because adults tell them it is important.

Children actually perceive time differently than older people do. Our perception of time changes as we age--time seems to pass more quickly as we get older.

Children have a limited experience base.

Children generally learn quickly.

Children are open to new information and will readily adjust their views.

Children's readiness to learn is linked to both academic development and biological development.

Children learn (at least in part) because learning will be of use in the future.

Children are often externally motivated (by the promise of good grades, praise from teachers and parents, etc.)

Children have less well-formed sets of expectations in terms of formal learning experiences. Their "filter" of past experience is smaller than that of adults.

## ADULTS

Adults depend upon themselves for material support and life management. Although they must still meet many psychological needs through others, they are largely self-directed.

Adults learn best when they perceive the outcomes of the learning process as valuable--contributing to their own development, work success, etc.

Adults often have very different ideas about what is important to learn.

Adults, in addition to perceiving time itself differently than children do, also are more concerned about the effective use of time.

Adults have a broad, rich experience base to which to relate new learning.

Adults, for the most part, learn more slowly than children, but they learn just as well.

Adults are much more likely to reject or explain away new information that contradicts their beliefs.

Adults' readiness to learn is more directly linked to need--needs related to fulfilling their roles as workers, spouses, parents, etc. and coping with life changes (divorce, death of a loved one, retirement, etc.).

Adults are more concerned about the immediate applicability of learning.

Adults are more often internally motivated (by the potential for feelings of worth, self-esteem, achievement, etc.)

Adults have well-formed expectations, which, unfortunately, are sometimes negative because they are based upon unpleasant past formal learning experiences.

## PROFESSIONAL DEVELOPMENT

Adults will pay closer attention to new information if they find it relevant to their work needs.

Instructors must convince the learner of the relevance of the information very early in the presentation.

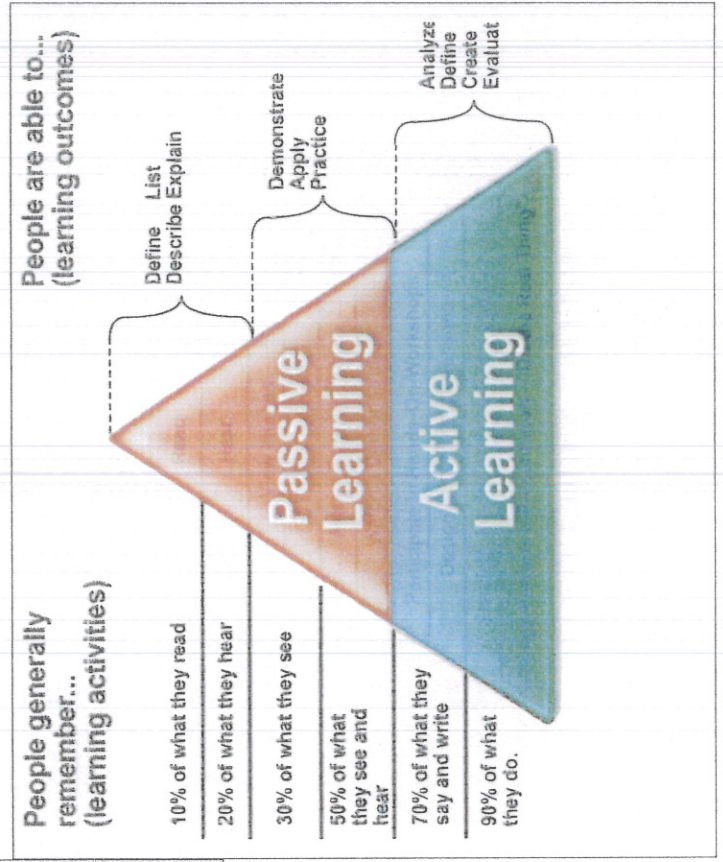
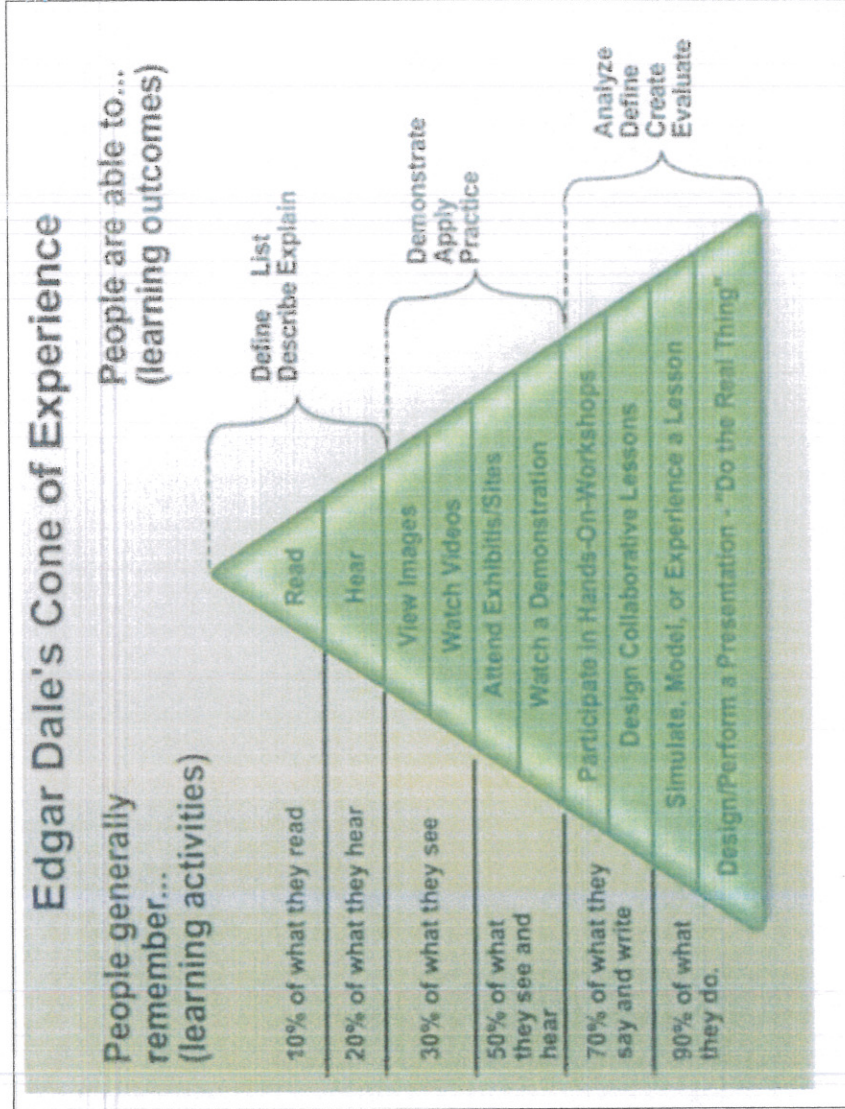
The learner will always be thinking "what's in this for me"; what would I do with this information if I remembered it?

Adults can understand more complex information than children. However, when presenting new ideas, the instructor must allow the learner time to process the information. If too many new concepts are delivered at once, all ideas will not be processed by the learner.

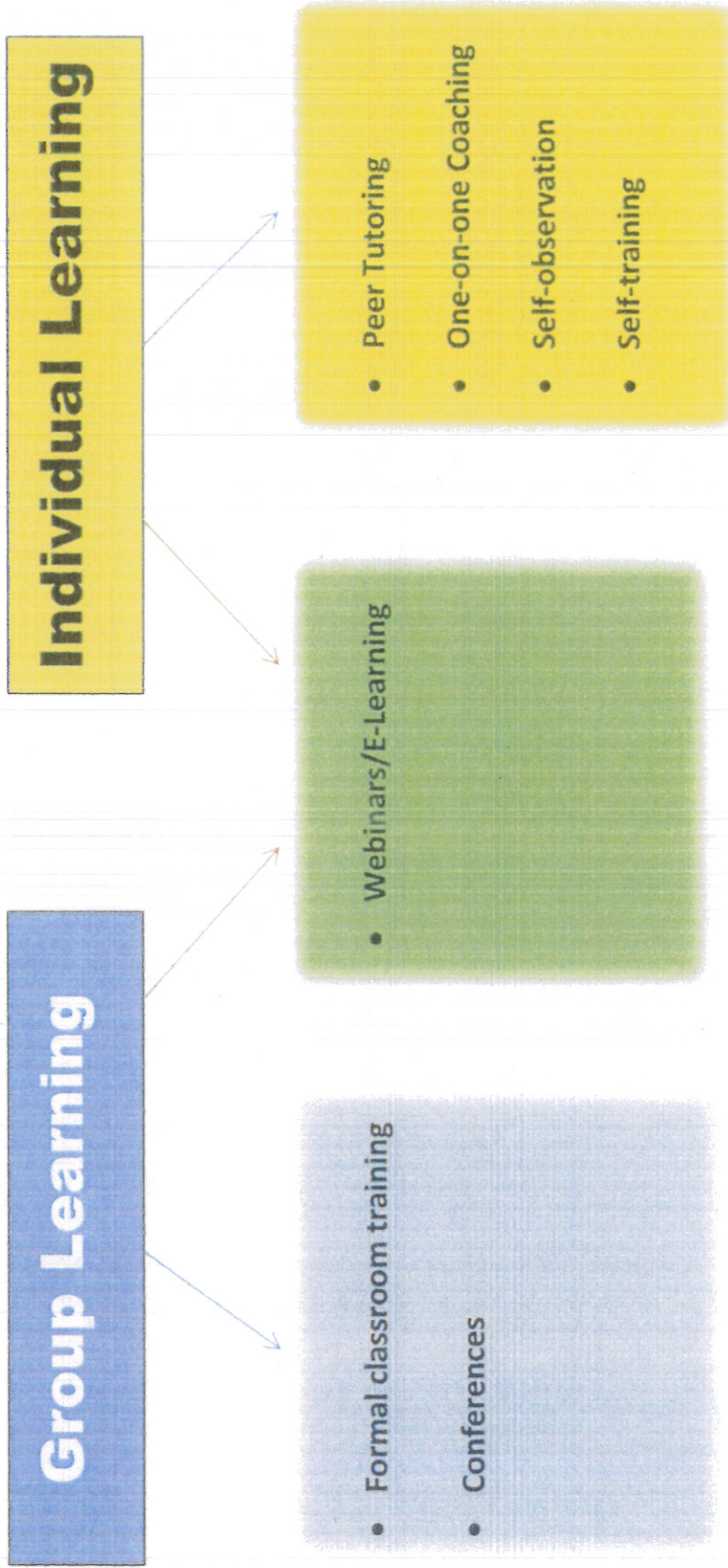
If learning is to "stick", the learner must be able to apply the new information very soon after it is learned.



# Hierarchy of Learning: Learning Retention



# Adult Learning Formats





# Comparing Learning Formats to Learning Success

Successfully Remember	When You	Formal Classroom Training / Conferences	E-Learning	Peer Tutoring	One-on-One Coaching	Self-Observation / Self-Training
<b>90%</b>	<b>Show what I have learned</b>	If learner is asked to demonstrate	-----	If learner is asked to show what was learned	If learner is asked to show what was learned	-----
<b>70%</b>	<b>Discuss with a Group</b>	If learner works with a group to discuss	Not usually possible	-----	-----	-----
<b>50%</b>	<b>See + Hear a Demonstration</b>	If presentation includes role playing for example	If webinar includes a demonstration	If peers work together on a demonstration	If coach models skill or task	If learner observes someone demonstrating the skill
<b>30%</b>	<b>See + Hear</b>	If lecture adds slides or handouts	If a video is included	If discussion and reading materials	If coach lectures with slides	
<b>20%</b>	<b>Hear</b>	If there is lecture only	If webinars include voice	If there is just discussion	If coach just lectures	If learner listens to the information
<b>10%</b>	<b>Read</b>		If webinar is text only	-----	-----	If learner reads the information

This chart is meant to help you to think about the level of success you want for your learners. Consider the learning format and determine how it can lend itself to maximum learning retention.

For example, conference presenters

- may just lecture, so could expect 20% retention.
- could add PowerPoint, so retention could go to 30%
- could include audience participation, so retention could go to 50%
- could share information with the audience and then ask them to process the information and respond, so retention could go to 70%