

## Tips for Effective Presentations and Trainings



Girl Scouts®

Where Girls Grow Strong™

In Girl Scouts as in life, we have many opportunities to teach, train, facilitate and present whether it is in a formal classroom setting, outdoors by a campfire, at a conference or over coffee as you help a leader with a year plan. We have an opportunity to teach by example, inspire with our positive attitude and energy and motivate others. If you are effective, the result will be that the learner will key into the benefit and replicate what they learned from you.

Many of us love to train, others not as much. Some people have an innate talent to be engaging and have that magnetism that draws people in. Others are excited but perhaps a bit nervous (maybe even terrified) about sharing their knowledge. Whatever group you fall in, you should be aware of the basics of presenting/training to prevent appearing disorganized or lacking confidence. Some presenters are so intent on what they have to say, that it becomes a didactic session reminiscent of a college lecture and the learner becomes lost, bored, and impatient for the session to end.

## HOW ADULTS LEARN

Adult learning theories are like opinions: there are many and every researcher has one. Going in to the theory is not relevant for this tip sheet. Let's just remember the following:

1. Adults remember
  - 10% of what they **read**
  - 20% of what they **hear**
  - 30% of what they **see**
  - 50% of what they **hear and see**
  - 70% of what they **say and discuss**
  - 80% of what is **practiced**
  - 90% of what they **teach**



***Based on the above, those you are teaching will learn better if your presentation allows for interactive discussion and hands on practice.***

2. Know about your audience: training and presenting is not a one size fits all.
  - Find a common level between what you want to present/train and the needs of your audience.
  - Base your structure, timing and hands on exercises on the knowledge base of your audience if possible.

- Consider sending out a questionnaire or survey ahead of time to your attendees to get an idea of who they are and their interests or level.

## WHY DO ADULTS LEARN?

1. Adults learn when they think it will benefit them – period
2. Adults are pressed for time
3. Adults bring previous knowledge and experience and have different motivation levels
4. Adults do not like to have their time wasted and have different learning styles (learning by doing (kinesthetic), hearing, seeing)
5. You need to understand the **W I F M**  
(What's in it for me?)
  - a. How does what you are planning to present/train help the attendee
  - b. Is it a time saver and will it make their Girl Scout role easier maybe?
  - c. Is it interesting, and helpful?
  - d. Do they feel able to ask questions and contribute?
  - e. Will the session result in a certificate they need to have or learning they can apply to a role they want to undertake?

## GOALS AND OBJECTIVES

When you are planning your presentation always start with a goal and objectives and plan to get feedback from attendees (even if it is informal) Think of it like this:

1. **What** am I trying to accomplish? (goal)
2. **How** will I get there (objectives)
3. **When** will I know I accomplished what I set out to do (survey, behavior change)

## Goals, Objectives and Surveys

1. The Goal is the **what**
  - a. A goal could be: By the end of the session the attendee will be exposed to key aspects of Troop Money Management through the Volunteer Tool Kit.
2. The Objectives are the **how** and should include how you know you reached your goal
  - a. Attendees will review the steps a troop leader should take to open a troop bank account.
  - b. Attendees will be exposed to the types of expenses and income a Troop has during the year and how to keep those records
  - c. Attendees will practice submitting a finance report via the Volunteer Tool Kit

3. After the presentation a survey or questionnaire (anonymous) should be distributed to assess the value of what you presented – this is important
4. For lengthier trainings, we look for a behavior change in the attendee.
  - a. Behavior changes, such as pre and post financial report submissions may be useful to review.
  - b. Follow up, reminders and interactions may be helpful such as a tip of the month to the attendees.



#### SOME FINAL TIPS:

1. Be prepared; whether you are presenting for an hour or a day remember the attendee took time out to listen to you
2. Your content should be clean, crisp and to the point
3. Leave time for questions and commentary
4. Make sure your handouts are professional looking and easy to read
  - a. Handouts should be given out at the end for a short presentation otherwise the attendee will flip to the end to see how long you will talk or what is coming up
5. If you are using a presentation program like power point – your slides should be very brief.
  - a. If your slides are busy, the attendee takes the time to read the slide not listen to you
  - b. Charts, graphs should be easy to read and understand
  - c. One key thought per slide is good – with you filling in the commentary.
  - d. Consider cartoons, and appropriately humorous pictures to make a point.
6. Be enthusiastic and honest, your passion will be engaging
7. Focus on audience needs and keep your presentation simple
8. Smile and make eye contact with your audience (in order to do this effectively, you need to really know what you are presenting).
9. Start strongly perhaps with a personal story – or something humorous – this will grab the audience
10. Relax, breathe and enjoy yourself – your audience will too!

A quote to make you smile: Blaise Pascal, a 17<sup>th</sup> century philosopher and mathematician after writing a very lengthy and boring letter admitted he did not take the time to fully prepare: **Learn from it!**

***“ I apologize for the length of this letter but I didn’t have the time to make it shorter”***