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

August - October 2017
Carnegie Mellon University
H. John Heinz III School of Public Policy and Management Australia

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

Class Time: 3.00 pm – 5.50 pm on each of the following days:

29 August 2017
5 September 2017
12 September 2017
19 September 2017
26 September 2017
3 October 2017

Class Location: Class Room 5, Carnegie Mellon University, 220 Victoria Square, Adelaide

Instructor: Marilyn Bodycoat
M: 0412 691 874
E: mbodycoat@australia.cmu.edu

Office hours: By appointment

Introduction

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

Course Objectives

The course is designed to enable you to:

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

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


You may also find the following references useful:

- Berry, C, 'Your Voice and How to Use it Successfully', Harrap Limited, London UK
- Eyre, M, 'Speak Easy', 2003, Exisle Publishing, NSW, Australia
- McClain, G, 'Presentation-proven Techniques for Creating Presentations that get Results', 2007, Adams Media, USA
- Pike, B and Arch, D, 'Dealing with Difficult Participants', 1997, Jossey-Bass, CA, USA
- Pincus, Marilyn, 'Boost Your Presentation IQ', 2006, McGraw Hill, USA
- Shea, G. F, 'Managing a Difficult or Hostile Audience', 1984, Prentice Hall, NJ, USA
- www.toastmasters.org www.presentations.com

Course Webpage

This course will not use the Blackboard system, and there will be no webpage. Some handouts will be distributed during the course to assist you in preparing the assessments and assignments. Readings have not been prescribed, but if they are relevant to discussion and student progress, some specific readings may be recommended during the course. Otherwise, you should familiarise yourself with the textbooks and other resources, reading the sections most relevant to your required knowledge and development needs.

Class Participation and Etiquette

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

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

Laptop computers are encouraged for notetaking in class. However, please do not use class time for checking email, playing video games or undertaking other activities that are not class related. Use of mobile phones during class should be limited to emergencies.
Students are expected to show one another courtesy and respect in classroom discussions. You are encouraged to 'challenge' ideas, make comments and provide feedback in class but are expected to do so in a courteous and professional manner that maintains mutual respect and encourages learning.

**Assessment and Grading**

Assessed tasks and grading for the course are as follows:

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

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

Where you are required to hand work in, it is due at the beginning of class on the due date in hard copy. All written work must be professionally presented to the same standard that you would submit a document in your workplace.

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

Descriptions of the written work and assessed tasks

General

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

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

Audience analysis

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

Briefing

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

Other class members will role-play the intended audience. To prepare for Q & A, look up the mission of the organisation you are addressing and the background of a key decision maker within that organisation. Prepare answers for 10 questions these stakeholders might ask. Submit those with your presentation notes and visuals. Prepare visuals to support your explanations and arguments. You will speak extemporaneously: well-prepared, and **without** a written script or notes.

The purpose of briefings is to provide decision-makers with focused analyses and recommendations that facilitate decision-making. According to the RAND Corporation, a briefing is a "canny blend of visuals and narrative". Well-designed visuals play a key role in successful briefings.
You should be careful with your use of visuals and available technology. Aids like slides and video clips can:

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

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

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

**Formal speech**

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

**Revisions to briefing**

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

**Grading scale**

- 97%-100%  A+
- 93%-96.99%  A
- 90%-92.99%  A-
- 87%-89.99%  B+
- 84%-86.99%  B
- 81%-83.99%  B-
- 78%-80.99%  C+
- 74%-77.99%  C
- 70%-73.99%  C-
- Below 70%  R
<table>
<thead>
<tr>
<th>Date</th>
<th>Key Topics</th>
</tr>
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<tbody>
<tr>
<td>29 August 2017</td>
<td><strong>The Basics; Voice Training and Care.</strong></td>
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<tr>
<td></td>
<td>Introductions, review of syllabus.</td>
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<td>Initial voice training and voice care.</td>
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<td>5 September 2017</td>
<td><strong>The Who, the What and the How Introduced</strong></td>
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<td>Examining “good presentations” and important principles – pathos, logos,</td>
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<td></td>
<td>ethos, understanding your audience, presentation purpose (using it to</td>
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<td>persuade, advocate, position yourself and influence outcomes), planning</td>
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<td>model, select briefing topic.</td>
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<td>Audience analysis, managing audience questions. Practice answering</td>
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<td>questions (what about the ones I can't answer?). Writing an outline.</td>
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<td>Preparing a check list for what makes good presentations</td>
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<td>12 September 2017</td>
<td><strong>The How Continued</strong></td>
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<td>Delivering a presentation – preparation, appropriate use of visuals, non</td>
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<td>verbals, language, body language, managing stress, preparing for</td>
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<td>presentations, impromptu speaking, preparing an impact speech that</td>
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<td>emotionally connects the audience.</td>
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<td><strong>Practice Presentation (recorded but not graded)</strong></td>
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<td>Practice delivery of major presentation. Includes scenarios to practice</td>
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<td>key elements for presentations.</td>
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<td></td>
<td>Review of key principles.</td>
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<td>19 September 2017</td>
<td><strong>Presentation Workshop</strong></td>
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<td></td>
<td>Continue developing your major presentation, particularly to incorporate</td>
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<td>any changes required as the result of feedback from the practice</td>
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<td>presentation session.</td>
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<td></td>
<td>In this session you should also design and develop:</td>
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<td></td>
<td>● a detailed outline that maps out the logical relationships of your</td>
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<td></td>
<td>argument; and</td>
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<td></td>
<td>● focussed, varied visuals that support your argument.</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>26 September 2017</td>
<td><strong>Major Presentations (recorded)</strong></td>
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<td></td>
<td>You will deliver the presentation you have prepared. Students not presenting will evaluate speakers and role play key decision makers during Q &amp; A. All students will be required to give feedback to the presenters on their presentations.</td>
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<tr>
<td>3 October 2017</td>
<td><strong>Formal Speech &amp; Revised Presentations</strong></td>
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<td></td>
<td>You will deliver your formal speech to the class. This session also provides an opportunity to review your presentation, and to review and reflect on any feedback you have received.</td>
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Critical dates

Date                      Due
5 September 2017          Decide on the topics for presentations (submit)
                          Start to draft outline for major presentation.

12 September 2017         Written work due
                          Hand in your audience analysis.

Practice presentation
                          Deliver your practice presentation.

Using information you have gathered from class, your readings and other sources (e.g. YouTube videos, other recorded presentations):

- Prepare a checklist for visual presentations
- Prepare a checklist for engaging an audience

19 September 2017         Presentation Workshop

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

In this session you will also design and develop:

- a detailed outline that maps out the logical relationships of your argument; and
- focussed, varied visuals that support your argument.

26 September 2017         Assessed task - Presentations (recorded)

At the beginning of this session, you will hand in the notes and visuals for your presentation. During the session you will deliver your presentation. Students not presenting will evaluate speakers and role play key decision makers during Q & A. All students will be required to give feedback to the presenters on their presentations.
3 October 2017

**Written work due**

You will hand in the manuscript of your formal speech at the beginning of this session.

**Assessed task – Formal Speech**

You will deliver your formal speech to the class.

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