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Effective Presentations and Training



Overall Aim – To be an accomplished presenter and effective trainer

- Objectives - Presentations
 - Every Presentation is a learning experience for the participants
 - Design presentation material that conveys meaning and information without detracting from the ‘message’.
 - Avoiding common mistakes
- Objectives - Training
 - Planning and developing in-house training
 - How to engage participants in the training experience
 - How to evaluate learning during training presentations
 - How to measure learning outcomes

Avoiding Death by PowerPoint

- The 4 C's. – Clear, Concise, Complete and Correct
- They have come to **listen to you** not see your power point presentation
- Don't read out the text from the slides – every member of the audience can read, provided the text is big enough.
- PowerPoint is an “*aide memoire*”.
- No more than 5 ~ 6 points per slide. Ensure **ALL** text is readable from a distance

Effective Presentations - Slide Design

- Keep it simple
- Avoid the use of flashy transitions such as text fly-ins.
- Use good quality images that reinforce and complement your message.
- Ensure that your image maintains its impact and resolution when projected on a larger screen.
- Limit the number of slides. Presenters who constantly “flip” to the next slide are likely to lose their audience.
- A good rule of thumb is one slide per 90 seconds.

The Professional Presenter

- Subject knowledge – make sure you know more than you are going to share
 - Project confidence
 - Clarity – don't mumble, use simple but striking images
 - Eye contact – The sea of faces – Speak to just one, the rest are all 'eavesdropping'
 - Mannerisms
 - Control and engagement
 - Pose, Pause....., Pounce
- You can't "stretch time" or "compress information" You can only convey so much information in a given amount of time!
- They can only listen for as long as their backside lets them!

Rehearsal

- Practice makes perfect
- Rehearsal brings confidence and ease of delivery
- It develops your timing
- It improves pitch, delivery and emphasis



Evaluation – Presentation Outcomes

- Have members of the audience repeat some of the important points you have made.
- Allow time for participation and controlled discussion both during and at the end of a presentation.
- Provide evaluation forms that are both ‘quantitative’ and ‘qualitative’ reviews of the presentation

The Professional Presenter

- Good Presenters have PASSION!!!



- Presenting should be an enjoyable and rewarding experience for the presenter
- You are not a text book, so don't sound like one
- The use of humour 😊 - Be careful! Used well it can be a game changer.
- “What do you call a snake that's 3.142m long?”



Time is everything

- Preconceptions and previous experience
- Point of View – 25,000 people go to a football match and each one stands at a different point in the ground.....
- “You don’t learn when you listen! You learn when you take what you have heard and test it against what you already know to be true”.
- “Does this add up?”



Effective In House Training in Biomedical Engineering Departments



Effective In House Training in the Biomedical Engineering Departments

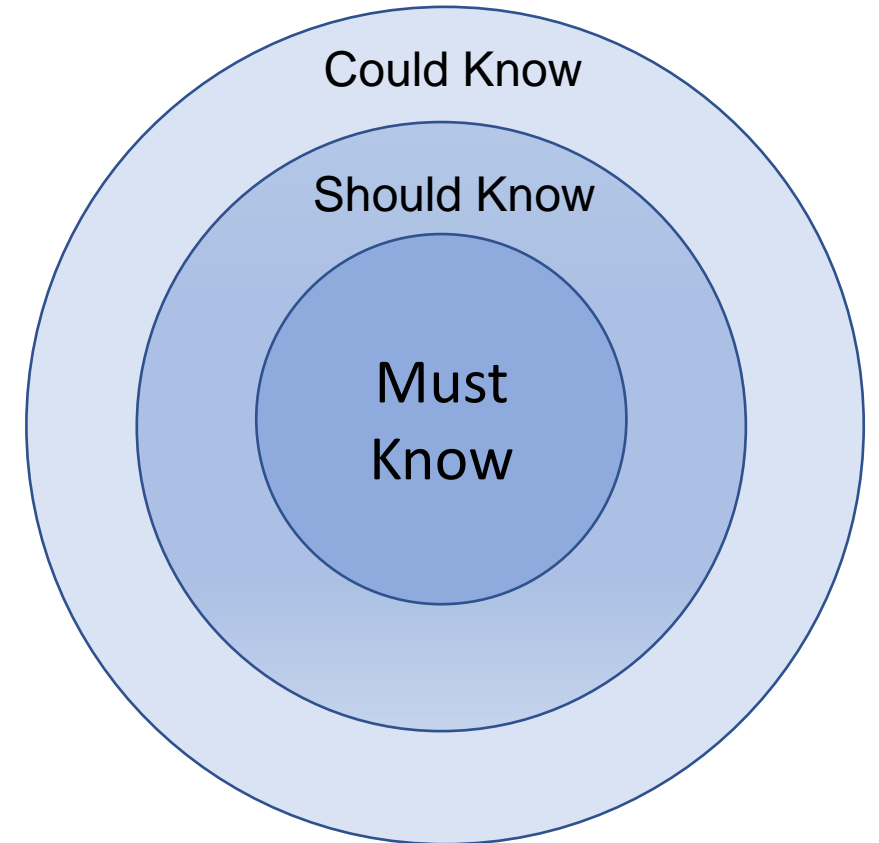
- Look for individuals capable of delivering training to others
- Evaluate hospital equipment support needs, quantity, complexity and vulnerability. Targeted approach
- Evaluate engineering staff's current abilities and development needs
- Cascade training - develop training templates and short courses that contain lesson plans, lecture materials such as PowerPoint, practical workshops, exams and evaluations
- Don't expect to deliver the same standard of training as that given by a manufacturer

Effective In House Training

- Pre-training evaluation of the learners
- Preparation of the material and your knowledge of the subject
- Set aims and objectives
- Delivery – Time, Place and Environment (no external distractions)
- Measure outcomes – theory tests and practical demonstration
- Always include clinical principals and operation of medical devices –
DON'T ASSUME

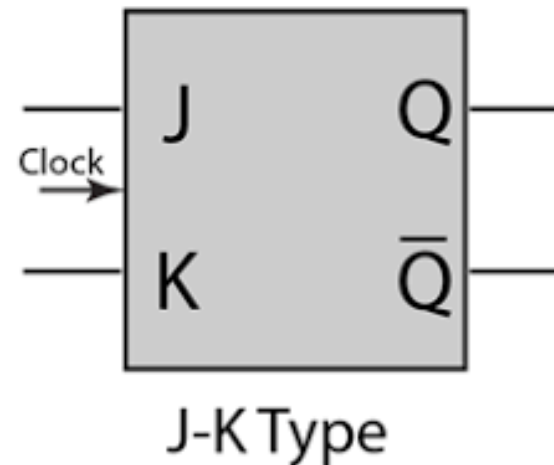
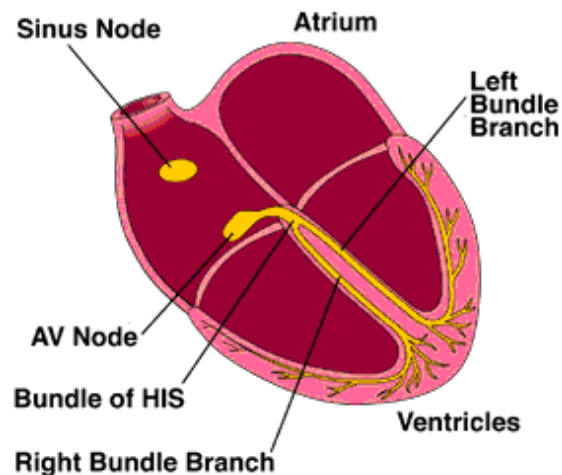
Planning

- Fail to Plan, Plan to Fail
- Information and Time
- The 7 course meal? Time to absorb and reflect
- The lesson plan
- **Principle** before “Detail”



Participants and Learning

- Learning Styles - visual, auditory, reading/writing, and kinaesthetic
- What is “said” is not necessarily what is “heard!” – Understanding Difference
- Analogies and Anecdotes – use ideas, concepts and principals that the audience will already know or should be able to relate to.



Thank you for listening!

Are there any questions?

