



Interpersonal Communication field

# BSBCMM401A

## Make a presentation

Learner Guide

# learner guide

SAMPLE

## Learner Guide to support *BSBCMM401A Make a presentation*

### Why has this Learner Guide been developed?

Shea Business Consulting has developed a Learner Guide to support *BSBCMM401A Make a presentation*, a unit from the *BSB07 Business Services Training Package*.

Strong aspects of this Learner Guide are as follows:

- It contains all the essential information and is fully comprehensive; it encourages the learner to see working through this Guide as a part of a much broader learning experience including interaction with a trainer, practical application in the preparation, delivery and evaluation of presentations to target audiences, full understanding of the concepts, all the latest references and definitions.
- There are numerous references to further resources that learners can access and add to their resource kit.
- It is fully up-to-date; there are many references to the *AQTF 2010 Essential Conditions and Standards for Registration* and other current references.

### Who is this Learner Guide for?

This Learner Guide has been developed for individuals who are expected to make presentations for a range of purposes, including marketing, training and promotional presentations.



You are invited to use the *Continuous Improvement Form* on page 95 to identify changes that you think would improve this Guide.

## Copyright

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## Disclaimer

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## Acknowledgement

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This resource was developed for Shea Business Consulting by Andrew Jones and Renika Muthaya of **purple infinity**.

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In the National Quality Council (NQC) report titled *VET Products for the 21<sup>ST</sup> Century – Final Report (June 2009)*, a recommendation was made to revise the definition of competency as follows:

*"Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments."*



You can download a copy of the *VET Products for the 21<sup>ST</sup> Century* report from the NQC website at [www.nqc.tvetaustralia.com.au/nqc\\_publications](http://www.nqc.tvetaustralia.com.au/nqc_publications)

In June 2010, the Ministerial Council for Tertiary Education and Employment (MCTEE) agreed to establish a National Standards Council (NSC) which will replace the NQC. At the time printing, this new Council was not operational, so the NQC has been referenced throughout this resource.

## Symbols

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The following symbols are used throughout this Guide:



Important points



Compliance-friendly mapping advice



Useful resources



Useful activities



Assessment points



Case studies



Valuable checklists

## Acronyms

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ANTA	Australian National Training Authority (function now responsibility of DEEWR)
AQF	Australian Qualifications Framework
AQFC	Australian Qualifications Framework Council
AQTF	Australian Quality Training Framework
ASCC	Australian Safety and Compensation Council
CAL	Copyright Agency Limited
CD	Compact Disc
DEEWR	Department of Education, Employment and Workplace Relations (formerly DEST)
DEST	Department of Education, Science and Training (now DEEWR)
DVD	Digital Versatile Disc (formerly Digital Video Disc)
IBSA	Innovation and Business Skills Australia
ISC	Industry Skills Council
IT	Information Technology
LLN	Language, Literacy and Numeracy
MCTEE	Ministerial Council for Tertiary Education and Employment
NCVER	National Centre for Vocational Education Research
NQC	National Quality Council (now NSC)
NRT	Nationally Recognised Training
NSC	National Standards Council (formerly NQC)
NSF	National Skills Framework
NTIS	National Training Information Service
OHS	Occupational Health and Safety
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
STA	State/Territory Training Authority
TAFE	Technical and Further Education
TVET	Technical and Vocational Education and Training
USB	Universal Serial Bus
VET	Vocational Education and Training
WELL	Workplace English Language and Literacy

## Glossary

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The following definitions have been sourced from the *AQTF 2010 Users' Guide to the Essential Conditions and Standards for Initial Registration*.

**Access and equity** – policies and approaches aimed at ensuring that vocational education and training are responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

**Assessment** – the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.

**Australian Quality Training Framework (AQTF)** – a set of nationally agreed quality assurance arrangements for training and assessment services delivered by training organisations.

**Competency** – the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

**Learner** – an individual who is receiving, responding to and processing information in order to acquire and develop competence. This incorporates the processes of preparing and presenting for assessment.

**Learning** – the process followed by a learner.

- a) Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of a formal qualification or award (for example, a certificate, diploma or university degree)
- b) Non-formal learning refers to learning that takes place through a structured program of instruction but does not lead to the attainment of a formal qualification or award (for example, in-house professional development programs conducted by a business)
- c) Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example, the acquisition of interpersonal skills developed through several years as a sales representative).

**National Skills Framework (NSF)** – the system of VET that sets out the system's requirements for quality and national consistency in terms of qualifications and the delivery of training. The National Skills Framework applies nationally, and has been endorsed by the Ministerial Council for Tertiary Education and Employment (MCTEE).

**National Training Information Service (NTIS)** – the national register for recording information about RTOs, Training Packages and accredited courses.

**Nationally Recognised Training (NRT) logo** – the logo used nationally to signify that training and assessment products and services meet the requirements agreed under the National Skills Framework.

**Qualification** – formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.

## Introduction

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This Learner Guide supports *BSBCMM401A Make a presentation*, a unit from the *BSB07 Business Services Training Package*. This unit of competency describes the skills and knowledge required to prepare, deliver and review a presentation to a target audience.



*BSBCMM401A Make a presentation* does not cover the skills and knowledge required to design and produce electronic presentations. This competency is addressed in the unit *BSBITU302B Create electronic presentations*.

By working through this Guide, you will learn how to prepare, deliver and review presentations to target audiences in the vocational education and training (VET) sector. You will particularly need these skills if you are required to make presentations for a range of purposes, such as marketing, training and promotional presentations.

### What resources do you need?

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Your Registered Training Organisation should help you with access to the following:

- a facilitator (to help you work through the Guide)
- an assessor (to assess you against the units of competency)
- office equipment, documentation and resources to support presentations
- a copy of *BSBCMM401A Make a presentation*, the actual unit of competency you are seeking to demonstrate competence in.



The unit *BSBCMM401A Make a presentation* can be accessed from the National Training Information Service (NTIS) at [www.ntis.gov.au](http://www.ntis.gov.au)

You will need access to a learning environment where you can prepare, deliver and review presentations and apply the skills you are developing.

### What is a resource kit?

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As you work through this Guide, it is a good idea to compile an electronic and/or paper-based resource kit to use for your work and assist with your learning. This kit may include:

- information that you print or bookmark from websites
- resources you download from websites
- newspaper articles about your industry
- specific policies or procedures from your workplace.

What you decide to put in this kit is up to you. Over time it will become a very useful source of information, containing information about current work practice and ideas within your industry.



The resource kit is for your own professional development and is different to the *evidence portfolio* that you will keep for assessment purposes (although some resources may be included in both).

## Where are you heading?

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When you reach the end of this Guide, you will need to have prepared, delivered and evaluated the effectiveness of at least two presentations that are related to your occupation or an area that is of interest to you. Each presentation must be delivered to a relevant target audience.

## Where should you go if you need help?

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The aim of this Guide is to put you in control of the learning process. However, only a qualified assessor can formally recognise your skills, and only a Registered Training Organisation (RTO) can issue you with a *Statement of Attainment* when you successfully complete *BSBMMM401A Make a presentation*. If at any stage you are not sure of something and want to ask a question, it is well worth talking with your RTO. A simple phone call can make all the difference.

If you have not yet enrolled with an RTO, the National Training Information Service (NTIS) is a great resource that you can use. This is an online database that lists all RTOs, qualifications and units of competency. You will need to find an RTO that has the most recent version of the *BSB07 Business Services Training Package* within its scope of registration. It will also help if the RTO is local (or at least based in your own State/Territory).



### Finding an RTO:

1. Go to [www.ntis.gov.au](http://www.ntis.gov.au) and click on *Training Packages*
2. Scroll down and select *BSB07 Business Services Training Package*
3. Click on *RTO with Scope* from the *Tools* menu on the right hand side
4. Select your State/Territory from the top of the *Browse Results* area.

## Introduction

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This section includes 4 Learning Topics that contain background information and activities that relate to the unit of competency *BSBCMM401A Make a presentation*. You will need to speak to your facilitator to determine which topics you need to complete. Some of the activities may be contextualised to suit your needs, and all the activities can be used as evidence for assessment.

The following Learning Topics are covered in this section:

1. What you need to know about VET sector presentations
2. Preparing presentations
3. Delivering presentations
4. Reviewing presentations.

### Learning Topic 1: What you need to know about VET sector presentations

---

Before you start, there are a few things that you must understand about making presentations in the vocational education and training (VET) sector, and these include:

1. Critical definitions
2. The presentation environment
3. The principles of effective communication
4. The legislative requirements of VET sector presentations.

#### 1. Critical definitions

*Training*...“the process used by an RTO to facilitate learning.”

*Learning*...“the process followed by a learner.”

*Learner*...“an individual who is receiving, responding to and processing information in order to acquire and develop competence.”

*Competency*...“the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.”

*Training Package*...“a nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.”

*Unit of competency*...“the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.”

*Learning program*...“developed by an RTO to meet the training and assessment requirements of a qualification from a Training Package, one or more designated units of competency, or an accredited course. It may specify such matters as essential and elective units, the sequence and timing of training and assessments, and the resources required. It may form part of a training and assessment strategy.”

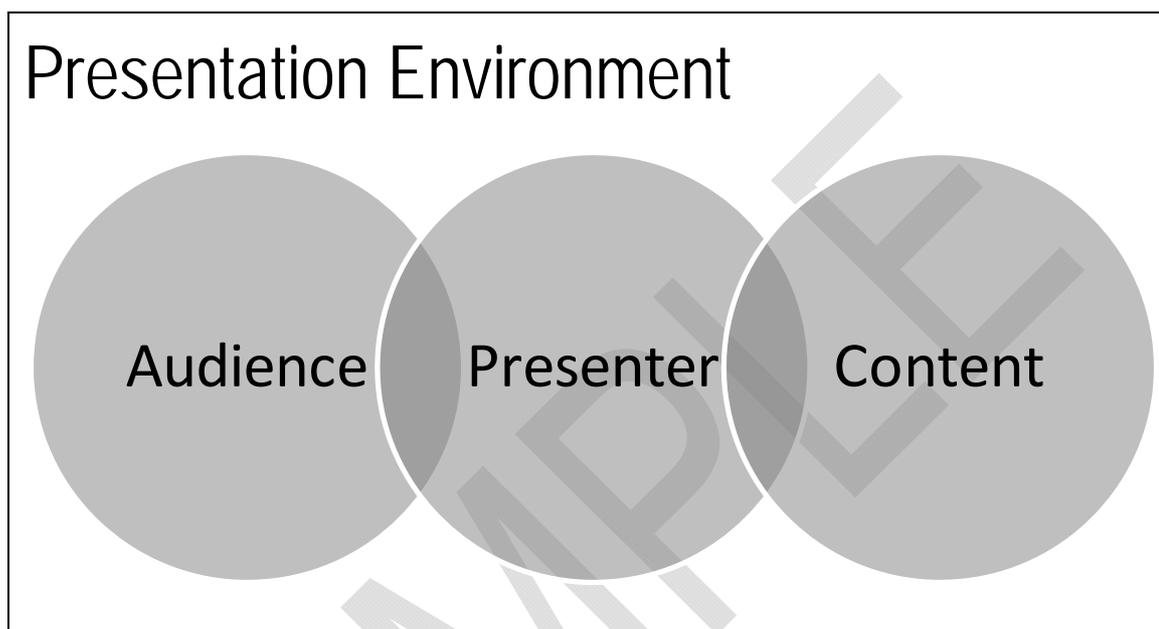
Source: *AQTF 2010 Users' Guide to the Essential Conditions and Standards for Initial Registration*

## 2. The presentation environment

When you make presentations in the VET sector, you will be operating in an environment that contains three main components:

- the target *audience*
- the *content* of the presentation
- the *presenter* (i.e. you).

There is a very clear relationship between these three components, and this Guide will show you how to bring them together to create an effective presentation environment.



## 2. The principles of effective communication

There is not a definitive set of principles that applies to communicating effectively with others, but there are three critical principles that you will need to follow in order to communicate effectively in a presentation environment. These principles are summarised in the following table.

Principle	Description
<p><b>Clarity</b>  <i>Know your topic</i></p> <p><i>What is your message?</i></p>	<p>To communicate effectively in a presentation environment, you must:</p> <ul style="list-style-type: none"> <li>• clarify exactly why you are making the presentation</li> <li>• clarify exactly what you want the audience to achieve</li> <li>• organise your presentation into clear and logical segments</li> <li>• speak clearly, concisely and logically</li> <li>• use appropriate language, terminology and concepts</li> <li>• stay on the topic.</li> </ul> <p>To meet the principle of clarity, ask yourself the following questions:</p> <ul style="list-style-type: none"> <li>• <i>What are the key points I am trying to make?</i></li> <li>• <i>Am I making sense to the audience?</i></li> <li>• <i>Am I straying from the topic?</i></li> </ul> <p>If you don't know what you're trying to convey, no-one else will.</p>

*What are the intended outcomes?*

Once you have confirmed what the presentation is about and why it is needed, you will have a reasonably good idea what the target audience will need to achieve from the presentation.



Use the following question table to list the intended outcomes of the following presentations. A sample suggestion has been provided to get you started. A list of possible answers has been provided at Appendix C (see page 85).

<b>Quiz Table 2 – Intended Outcomes of VET Sector Presentations</b>	
<i>Presentation</i>	<i>What are the intended outcomes?</i>
Promotional workshop for a new set of Learner Guides that have been developed for occupational divers You are... a member of the team that developed the Guides Your audience is... people from the local seafood industry	<i>Make sure the audience understands why the seafood industry needs a new set of Learner Guides</i> <i>Generate interest amongst the audience for the new Learner Guides</i> <i>Make sure the audience is aware of the high quality and competitive pricing of the Learner Guides</i> <i>Make sure the audience knows where to purchase the Learner Guides</i>
Industry consultation workshop to gather feedback on the viability of a proposed online training course for forklift truck drivers You are... considering a move to online courses at your RTO Your audience is... a group of workplace safety representatives	
Information session on the safe operation of a new photocopier You are... the OHS supervisor at a major distributing company Your audience is... all of the company's administration staff	
Annual presentation to the Board on the performance of all training and assessment staff You are... a training supervisor at a large RTO Your audience is... the RTO's executive management team	

### Organising your presentation into clear and logical segments

Once you have confirmed what the presentation is about, why it is needed and what the intended outcomes are, it is time to start documenting your approach. Every presentation will be different to some degree, but the way in which you plan a presentation should remain the same. There are a few simple steps that always help when you are planning a presentation approach, and these are summarised in the following flowchart (and explained further in the table below).

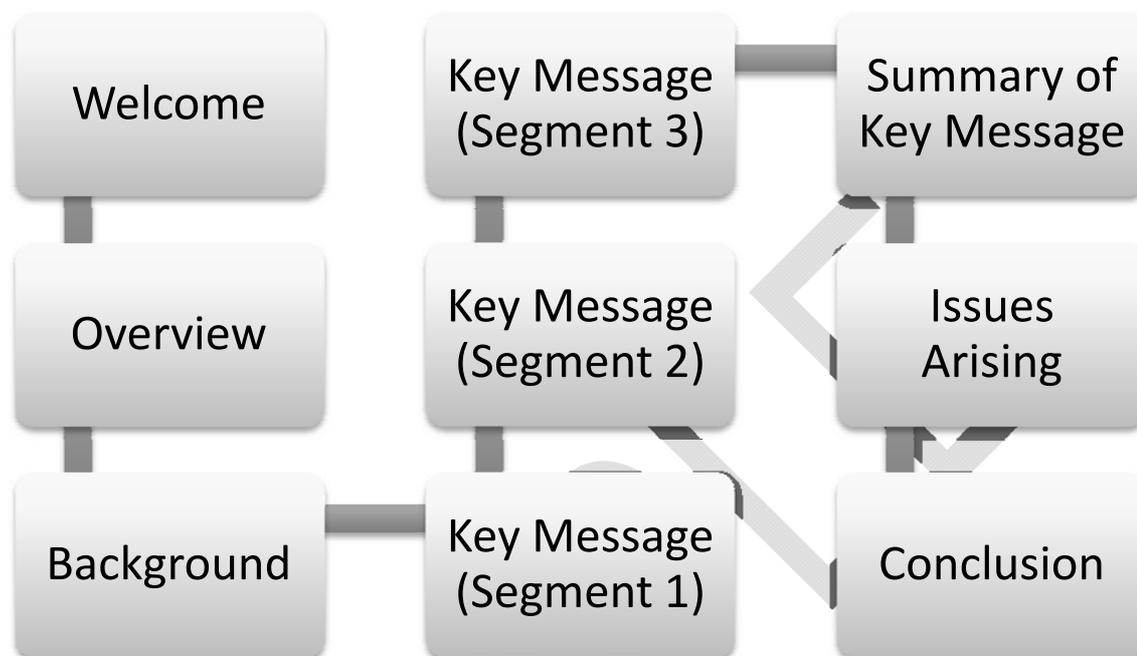


Figure 2: Documenting a presentation approach

Step	Description
Welcome	<p>People have a good recollection of what occurs at the beginning and end of a presentation, so this makes your welcome and conclusion particularly important. A positive impression at the start will generate interest amongst your participants and focus their attention. Plan your welcome carefully.</p> <p>Jot down a few ideas on how to introduce the presentation. For example, if the audience is small and participants do not know each other, you may ask them to introduce themselves. We are instinctively curious beings, so people often like to know why everyone else is there.</p>
Overview	<p>Jot down what the presentation is about and what you want the audience to achieve. An overview must be concise and crystal clear. You will need to return to your overview to make sure it aligns with your conclusion.</p>
Background	<p>Jot down a basic history leading up to the presentation. For example:</p> <ul style="list-style-type: none"> <li>▪ if you are preparing a promotional workshop for a new set of Learner Guides, jot down the reasons why the products have been developed</li> <li>▪ if you are preparing a consultation workshop on the viability of online training courses, jot down the reasons why the courses may be needed</li> <li>▪ if you are preparing a session on the operation of a new photocopier, jot down why the previous photocopier was replaced</li> <li>▪ if you are preparing a presentation to management on the performance of staff, jot down staff performance results from the following year/s</li> </ul>

## Learning Topic 3: Delivering presentations

Having prepared your presentation, you now need to deliver it, and this will involve:

1. Discussing the intended outcomes with your audience
2. Using presentation aids and materials
3. Monitoring the communication cues of your participants
4. Using persuasive communication techniques
5. Adjusting the presentation to meet the needs and preferences of your participants
6. Summarising your key concepts and ideas at strategic points.



This Learning Topic covers Element 2 of *BSBCMM401A Make a presentation* (Deliver a presentation).

### 1. Discussing the intended outcomes with your audience

In the previous Learning Topic you discovered how to organise and structure a presentation into the following clear and logical segments (see page 33).

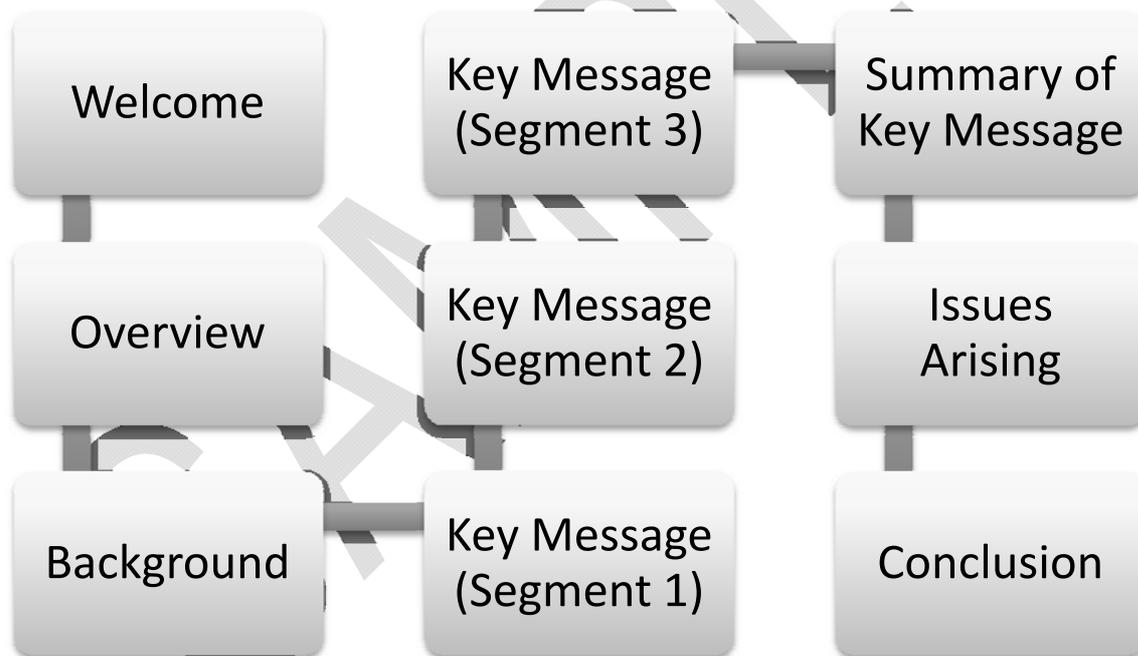


Figure 3: Following a presentation approach

#### *Welcome*

It is now time to guide your audience through the first three segments of your presentation. If you are using a software package such as PowerPoint or Impress, these segments (or slides) should be projected on a screen in clear view of the audience, and you should position yourself between the screen and the audience. In the *Welcome*, introduce yourself and anyone else involved in the presentation. If an audience is small, allow participants to introduce themselves. Remember that a positive impression here will generate interest amongst the audience and focus their attention.

### Overview

In the *Overview*, explain the outcomes that you intend to achieve by the end of the presentation. An *Overview* must be concise and crystal clear, and you should always allow participants to ask questions and discuss the outcomes. While an *Overview* should be short, sharp and to the point, you must be confident that an audience understands the purpose of your presentation before you continue any further.

### Background

Having confirmed that everyone in your audience understands the purpose for your presentation, provide a basic chronological history that explains the events that have led up to your decision to make the presentation. This clarifies and reinforces the question: *Why are we here?*

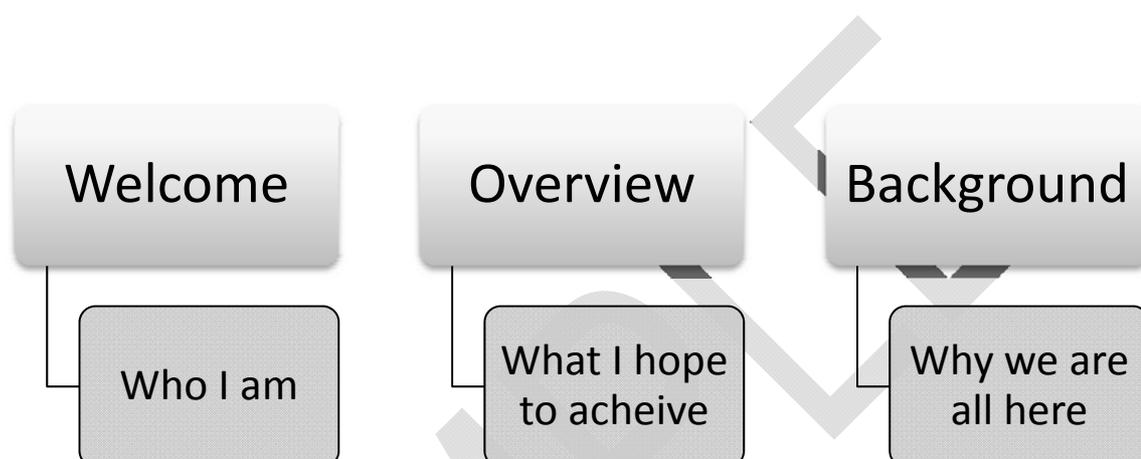


Figure 4: First three segments of a presentation

## 2. Using presentation aids and materials

When you were planning and documenting your presentation approach, you spent time selecting appropriate aids and materials to suit the format and purpose of your presentation (see page 50). Now that you are actually delivering your presentation, you need to use these aids and materials to support each participant's understanding of your key concepts and central ideas.



When used effectively, presentation aids and materials significantly optimise the key message of a presentation. When used ineffectively, the experience can be frustrating for participants and embarrassing for you. Make sure you practise using your aids and materials before the presentation commences.

### Key message segments

It is during the key message segments of a presentation where you should concentrate your use of presentation aids and materials. It is in these segments where you introduce the key concepts and central ideas of your presentation, and you will need to reinforce these verbally, textually and graphically. However, you also need to continually ask yourself the question: *Does this enhance or detract from my key message?*



Use the following question table to reflect on your own experiences as a participant in a presentation.

### Reflection Activity – Presentation Experiences

What presenters stand out in your mind?

What was significant about them?

What presentation methods and strategies did they use?

You may be interested in the following websites that offer useful advice and information on how to prepare and deliver effective presentations:

Effective Presentations (University of California)

[www.research.ucla.edu/era/present](http://www.research.ucla.edu/era/present)

Giving an Oral Presentation (University of Canberra)

[www.canberra.edu.au/studyskills/learning/oral](http://www.canberra.edu.au/studyskills/learning/oral)

How to Deliver Effective Presentations (wikiHow)

<http://www.wikihow.com/Deliver-Effective-Presentations>

Keys to an Effective Presentation (The Eggleston Group)

[www.theegglestongroup.com/writing/keystep1.php](http://www.theegglestongroup.com/writing/keystep1.php)



You should now contact your facilitator to discuss how you can be observed delivering at least two presentations that are related to your occupation or to an area that is of interest to you.

## Learning Topic 4: Reviewing presentations

Having delivered your presentation, you now need to evaluate it, and this will involve:

1. Reviewing the effectiveness of the presentation
2. Discussing reactions to the presentation
3. Utilising feedback to make changes to the presentation.



This Learning Topic covers Element 3 of *BSBCMM401A Make a presentation* (Review the presentation).

### 1. Reviewing the effectiveness of the presentation

When you are preparing a presentation, you need to decide on the way you intend to evaluate it (see page 54). If you select *critical friends* or *focus group interviews* as your evaluation methods, you actually review your presentation before you come to deliver it. If you select *action research* as your evaluation method, you collaboratively review the presentation on an ongoing basis with everyone involved (often termed your *community of practice*).



The most common evaluation methods involve *one-on-one interviews* and *written feedback* from participants after a presentation has been delivered.

#### *Written feedback*

Gathering written feedback requires careful planning, and you need to consider gathering both *qualitative* and *quantitative* data from your participants. Qualitative data is described in terms of *quality* and therefore relates to the quality of each participant's experience. It is a rich source of information, but it can be difficult to collate and manage. Quantitative data is described in terms of *quantity* and relates to formal numeric measures of each participant's experience. To explain the difference, consider the following two questions from typical presentation evaluation forms:

#### 1. *Qualitative-based question:*

Was the room temperature of the venue comfortable? If *No*, please give your reasons.

.....

.....

.....

#### 2. *Quantitative-based question:*

Circle the response below that best describes the room temperature of the venue:

Uncomfortably cold

Comfortable

Uncomfortably hot

*Self-evaluation and reflection*

A good way to improve your presentations is to develop what is called *reflective practice*, which involves taking time out on a regular basis to reflect on your performance and identify areas for improvement.



Feel free to use the following *Self Evaluation and Reflection Form* to identify areas for improvement and strategies to address these areas so that you can enhance the effectiveness of your future presentations.

Self-Evaluation and Reflection Form		Version 1.0 (December 2010)
<i>Areas for improvement</i>	<i>Strategies to improve performance</i>	
<i>Presentations running over time and audience discussions difficult to control</i>	<i>Better up-front planning and better management of audience participation</i>	



You should now contact your facilitator to discuss the techniques you have used to evaluate the effectiveness of at least two of your presentations.



## Learning Topics Checklist

Having reached the end of this Learner Guide, you should be able to tick all of the following:

- Can you describe the following aspects of VET sector presentations?
  - The principles of effective communication
  - The regulatory environment of VET sector presentations
- Can you prepare presentations?
- Can you deliver presentations?
- Can you review presentations?
- Have you prepared, delivered and evaluated the effectiveness of at least two presentations that are related to your occupation (or to an area that is of interest to you)?

### Where to from here?

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Having assembled an evidence portfolio by working through this Guide and applying your skills, you will now need to arrange for a qualified assessor from your RTO to evaluate your competence in *BSBCMM401A Make a presentation*. If you are deemed competent, you will be issued with a Statement of Attainment that formally recognises your ability to prepare, deliver and review a presentation to a target audience.

## Appendix B: Demonstration Plan Template

The following *Demonstration Plan Template* could be used to support the demonstration of skills or tasks to a target audience.

Demonstration Plan		Version 1.0 (December 2010)
Presentation Title		
Target Audience		
Key Message: <i>(why the presentation is being held)</i>		
Intended Outcomes: <i>(skills or tasks to be attained by target audience)</i>		
Relevant OHS Issues: <i>(housekeeping; emergency procedures; safe working practices; safety briefing; site-specific safety rules)</i>		
Preparation: <i>(presentation aids/materials suited to target audience; equipment/resources required for presentation)</i>		
Introduction: <i>(welcome; overview; background)</i>		

<b>Demonstration Plan</b>		Version 1.0 (December 2010)
<i>Planning Steps</i>	<i>Presentation Strategies</i>	<i>Duration</i>
Key Message (Segment 1)		
Key Message (Segment 2)		
Key Message (Segment 3)		
Summary of Key Message		

Learning Topic Matrix BSBCMM401A Make a presentation	Learning Topics (see Learning Topic Guide for description)								Comments
	1	2	3	4					
<b>Required Skills</b>									
Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities		✓	✓	✓					
Facilitation and presentation skills to communicate central ideas of a message in an informative and engaging manner, and to utilise verbal and non-verbal techniques to sustain participant engagement			✓	✓					
Literacy skills to prepare presentation information and to write in a range of styles for different target audiences		✓							
<b>Required Knowledge</b>									
Data collection methods that will support review of presentations				✓					
Industry, product/service	✓								
Key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>• anti-discrimination legislation</li> <li>• ethical principles</li> <li>• codes of practice</li> <li>• privacy laws</li> <li>• environmental issues</li> <li>• occupational health and safety</li> </ul>	✓								
Principles of effective communication	✓	✓	✓	✓					
Range of presentation aids and materials available to support presentations		✓							
<b>Critical Aspects for Assessment</b>									
Preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest		✓	✓	✓					
Knowledge of the principles of effective communication	✓	✓	✓	✓					

Learning Topic Matrix BSBCMM401A Make a presentation	Learning Topics (see Learning Topic Guide for description)								Comments
	1	2	3	4					
Employability Skills									
Communication									
Relate to people from diverse backgrounds and people with diverse abilities		✓	✓	✓					
Enhance audience understanding of key concepts and central ideas			✓						
Explain and discuss the desired outcomes of a presentation			✓						
Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes			✓						
Use persuasive communication techniques to secure audience interest			✓						
Summarise key concepts and central ideas at strategic points to facilitate participant understanding			✓						
Communicate the central ideas of a message in an informative and engaging manner			✓						
Utilise verbal and non-verbal techniques to sustain participant engagement			✓						
Prepare presentation information		✓							
Write in a range of styles for different target audiences		✓							
Teamwork									
Brief others involved in a presentation on their roles and responsibilities	✓								
Seek and discuss reactions to a presentation from participants or key personnel			✓						
Problem Solving									
Utilise feedback to make changes to the central ideas of a presentation				✓					
Initiative and Enterprise									
Select techniques to evaluate the effectiveness of a presentation		✓							
Implement techniques to review the effectiveness of the presentation				✓					