



Development Program

Level Four

LEADING TRAINER

Name: _____



Development Program

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Development Program

LEVEL 4 LEADING TRAINER PROJECT CHART

The following projects do not necessarily have to be completed in the order in which they appear below. However, the specific assignments have been planned in an order designed to challenge and develop the skills of the presenter.

Date started: _____

Project	Project Title	Date Completed	Evaluator's Signature
1	Prepare and present an education session at any level 3 occasions Min. 45 minutes each	1. 2. 3.	1. 2. 3.
2	Prepare and present an education session at any level 2 occasions Min. 90 minutes each	1. 2.	1. 2.
3	Present at any level an education session developed by someone else 2 occasions Min. 30 minutes each	1. 2.	1. 2.
4	Interpretive Reading 3 occasions Min. as per Level 4 Appendix	1. 2. 3.	1. 2. 3.
5	Delivering a Presentation with PowerPoint Min. as negotiated/allotted		
6	Speech Using Visual Aids Advanced 8-10 minutes		
7	Technical Presentation 20-30 minutes recommended		
8	Organise a Speech Contest		

continued:-



Development Program

Project Chart continued...

9	Installation of Officers		
10	Training/Workshop Session Evaluator 2 occasions	1. 2.	1. 2.
11	General Evaluator 3 occasions	1. 2. 3.	1. 2. 3.
12	Coordinate a Leadership Conference		
13	POWERtalk Australia Elected Officer		
14	Self-Evaluation Advanced		

Level 4 Leading Trainer Project Chart

Date Level 4 Leading Trainer Completed: _____

Name: _____

Club: _____

Email: _____

Club President's signature: _____

NOTE: A copy of both sides of the Project Chart to be forwarded to the current POWERtalk Australia President-Elect when complete for recognition



Development Program

PROJECT 1: Prepare and present an education session at any level

(Time minimum 45 minutes)

Purpose:

A 45-minute education session allows an in-depth presentation on a topic on which the presenter has greater knowledge, and to extend the skills of the presenter.

Preparation:

- Choose a topic which is interesting enough for members to want to participate and suitable for it to be discussed in detail.
- Research your subject well and confine presentation to a either a central theme or divide it into several aspects which groups can then discuss.
- Plan a short introduction in which to gain the interest of the audience and develop the topic.
- Plan to include member participation early by: asking questions which require a show of hands, writing information on paper or whiteboard, or moving into pairs or groups.
- Prepare a strong conclusion, allowing time for summarising the feedback.
- All handout material must be easy to read, in appropriate language, contain the name of the presenter and the date presented, and acknowledge all sources of material.
- Liaise with the Education Chairman over all equipment and other requirements. Provide a short biography for the member doing the introduction.

Presentation:

1. Dress appropriately and wear soft soled shoes if wooden floor. Remove distracting jewellery / name badges.
2. If possible, arrange for the seating to be set up to allow for ease of presentation. Check room for warmth/cold and distracting noises, etc.
3. Use overheads or visual aids which are uncluttered and clearly read from the back of the room. Test all equipment before the meeting starts. Be prepared for breakdowns - they do happen.
4. Clearly give instructions for any participation activities, including time allowed and method of reporting back. Time the feedback and curtail members speaking overtime.
5. Summarise the feedback, adding positive comments to each speaker.
6. Be aware of the time when you begin. Do not go over time.

Goal:

To leave the audience satisfied that while participating they learnt and shared with other members and they should be left wanting to learn more on the subject. The presenter should gain confidence through speaking to a larger audience in a less controlled situation.

NOTE: Give your evaluator your evaluation sheet prior to the meeting and reclaim it at the conclusion.



Development Program

PROJECT 1: Prepare and present an education session – Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator: The speaker is attempting to present a well-organised education session which is enhanced by the use of visual aids and audience participation. Please concentrate on audience involvement, timing and verbal and non-verbal delivery.

Suitability of the topic for the audience: _____

Were the speaker's notes handled discreetly? _____

Size and clarity of visual aids: _____

Vocal delivery, including clarity of instructions to audience: _____

How well was the giving of feedback handled? _____

How well was the timing within the session handled? _____

Did the presenter at all times appear confident and in control of the session? _____

Were handouts: easily read, marked with date and presenter's name and sources of material noted? _____

Suggestions for improvement: _____

Additional comments: _____

Evaluator's signature: _____



Development Program

PROJECT 2: Prepare and present an education session at any level

(Time minimum 90 minutes)

Purpose:

A 90-minute education session allows an in-depth presentation on a topic on which the presenter is very knowledgeable. The delivery should allow for participation by the members and feedback from them which then needs to be skilfully summarised.

Preparation:

- Choose a topic about which you can share your depth of knowledge so that the majority of the attendees leave the workshop with a far greater understanding than they previously had.
- Research your subject well and decide how best to allocate time to share this knowledge. A combination of small groups/pairs, bigger groups and open forum can be used as well as individual involvement.
- Timing is crucial and needs to be planned early in the preparation stages.
- Plan a short introduction in which to gain the interest of the audience and develop the topic. Plan to include member participation early and prepare a strong conclusion, allowing time for summarising the feedback.
- Once finalised the session may be presented at any level and evaluated, especially on time allocation and overall timing, use of visual aids and vocal delivery.
- All handout material must be easy to read, in appropriate language, contain the name of the presenter and the date presented and acknowledge all sources of material.
- Liaise with the Education Chairman over all equipment and other requirements. Provide a short biography for the member doing the introduction.

Presentation:

1. Dress appropriately and remove distracting jewellery / name badges.
2. If possible, arrange for the seating to be set up to allow for ease of presentation.
3. Use overheads or visual aids which are uncluttered and clearly read from the back of the room. Test all equipment before the meeting starts. Be prepared for breakdowns - they do happen.
4. Clearly give instructions for any participation activities, including time allowed and method of reporting back. Time the feedback and curtail members speaking overtime.
5. Briefly summarise the feedback, adding positive comments to each speaker.
6. Do not go over time – ask for a timer if necessary.

Goal:

To leave the audience satisfied with the presentation and wanting to learn more on the subject.

NOTE: Give your evaluator your evaluation sheet prior to the meeting and reclaim it at the conclusion.



Development Program

PROJECT 2: Prepare and present an education session – Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator: The speaker is attempting to present a well organised education session which is enhanced by the use of visual aids and audience participation. Please concentrate on audience involvement, timing, verbal and non-verbal delivery and the special skills of the presenter.

Suitability of the topic and how it was presented for the audience: _____

Were the speaker's notes handled discreetly? _____

Size and clarity of visual aids: _____

Vocal delivery, including clarity of instructions to audience: _____

How well was the giving of feedback handled? _____

How well was the timing within the session handled? _____

Did the presenter at all times appear confident and in control of the workshop? _____

Were the handouts: easily read, marked with date and presenter's name and sources of material noted? _____

Suggestions for improvement: _____

Additional comments: _____

Evaluator's signature: _____



Development Program

PROJECT 3: Present at any level an education session developed by someone else

(Time Min 30 minutes)

Purpose:

- To develop skill in interpreting education written or presented by someone else.
- To edit and customise material so it can be presented in your own voice.
- To make use of existing material to be used in specific circumstances.

Circumstances:

- Using education and workshop material in Education Features.
- Presenting education prepared by one person for different members to present on different occasions, for example, the same training material for different clubs or meetings.
- Re-presenting a session to a different audience, for example, a workshop attended at conference re-presented to club.
- Presenting a session on behalf of another member.

Preparation:

- Be familiar with the material and the aim of the session.
- Edit, adapt and customise the material, whilst retaining the original purpose.
- Prepare any visual aids.
- Prepare the outline of the session, including timing.
- Handout material should not only contain the name of the presenter and the date presented, but an acknowledgement of the source of the material, for example, "Adapted from".
- Remember that at all times, YOU are the presenter – this is now YOUR education session, regardless of the source of the material.

Presentation:

- Your short introduction should gain the interest of the audience and develop the topic.
- During the presentation, do not mention the source of the material or refer to the name of the developer and do not read from the original material. This is now YOUR presentation and must appear to be so.
- Be enthusiastic, be poised, be in control of yourself at all times, be yourself.
- At the end of the session is the time to acknowledge the source of the material and the name of the developer, where appropriate.

NOTE: Give your evaluator your evaluation sheet prior to the meeting and reclaim it at the conclusion.



Development Program

PROJECT 3: Present at any level an education session developed by someone else - Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator: The speaker is attempting to present a well-organised education session which has been developed by someone else. Familiarise yourself with the guidelines for this assignment. Please concentrate less on the material and more on the effectiveness of the session.

Did the presenter at all times appear confident and in control of the session? _____

Was it obvious that the material was not the presenter's own material? _____

Did the presenter keep referring to the original developer of the session? _____

Comment on delivery skills: _____

At what point was the original develop of the material acknowledged? _____

Suggestions for improvement and additional comments: _____

Evaluator's signature: _____



Development Program

PROJECT 4: Interpretive Reading General Guidelines

Three different specific Interpretive Reading Projects are required for this project. The **Level 4 Appendix** includes five different types of Interpretive Reading, each with specific guidelines for preparation, presentation and evaluation.

Present a Monologue	(Time 5-7 minutes)
Interpret Poetry	(Time 6-8 minutes)
Read a Story	(Time 8-10 minutes)
Oratorical Speech	(Time 8-10 minutes)
Present a Play	(Time 12-15 minutes)

Purpose:

- To develop skill in conveying to the listener the meaning, thoughts, feelings and emotions of the author of a dramatic selection.
- To draw meaning from the selection to share with the audience.
- To use all the skills of reading aloud to engage all the senses and emotions without the use props, costumes, lighting or sound effects.

Preparation:

- 1. Select a piece from any published source, including a story, poetry, a monologue, a play, a scene from a play, an essay, letters, journals, an oratorical speech. Always make sure you choose literature that you like and that will be appreciated by your audience.**
- 2. Analyse your material.**
Understand what the author was intending for you to know or feel. Understand the characters and decide what you will or will not include in your reading.
- 3. Edit your selection.**
Identify the parts that are most important for the listeners in order for them to understand the author's intent and keep them. Edit out the rest. The piece must stand on its own and must fit into the time allotted.
- 4. Type your manuscript.**
Type out the manuscript. Use a large enough font for easy reading. It could be in double spacing and only filling the top half an A4 page.
- 5. Mark your manuscript.**
Use markings on your manuscript as a reminder of pauses, inflections and emphasis.
Some suggestions for marking your manuscript:
 - To remind you about pausing and speaking at an appropriate rate, use a single slash (/) for a short pause (equates to one count, like a comma); a double slash (//) for a medium pause (equates to two counts, like the end of a sentence); a triple slash (///) for a long pause. Use a bracket (|) for a completely new paragraph or thought.

continued:-



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Interpretive Reading – Preparation – 5. Mark your manuscript continued...

- To run a phrase together, mark with a curved line under the text.
- For emphasis, use the single underline or double underline to remind you about words that are important.
- For an upward inflection, use an upward mark (‘) above the word/s; for a downward inflection, use a downward mark.
- Use highlighters to colour certain passages.
- To remind you about what attitude you want to convey, write a word or phrase in the margin.
- Draw faces (emojis) to remind you about how you want to use facial expressions.

6. Practise your presentation.

To develop confidence, you must practise using your voice and body to convey the author’s message to your listeners.

- Speak at an appropriate rate.
- Speak at the volume that will be suitable for the room in which you will be reading.
- Use your script markings as delivery guidelines.
- Make your voice believable when trying to convey different characters. Crisp articulation and correct pronunciation are key ingredients to being understood.
- Exaggerate the drama – have fun – you can rein it in later.

7. Prepare an introduction.

Make your introduction brief (about 45 seconds), giving the general subject area of your selection, where the work was taken from and the title and author. Include the reason for the selection of this piece and any additional comments needed by the listeners to make sense of your piece. Set the scene so the audience knows the context and the role of the character.

Presentation:

- Walk to the centre of the speaking area. Smile, make contact with the audience and make your introduction.
- Take one step forward, then begin reading from your typed manuscript, which could be a hard copy or on an electronic device.
- This is not to be presented as a memorized piece, but being familiar with the words will enable more frequent eye contact with the listeners.
- Read your selection, assuming the identity of the character/s and portraying the dramatic, physical and emotional aspects of the character/s or of the situation.
- During the reading, you should not walk around, but taking one step for emphasis is acceptable.
- When finished the reading, pause, nod your head and take a step back. That signals that you have completed your presentation.



Development Program

PROJECT 5: Delivering a Presentation with PowerPoint

(Time variable – as negotiated/allotted)

Purpose:

To deliver an entertaining and informative presentation using the techniques that PowerPoint provides to enhance the delivery. For example, if the presentation is in colour, the show is automatically 'active' because you are able to build on screens as the speech progresses and if you have a list of items, they can appear on the screen one at a time as if you were layering your overheads.

Preparation:

Colour:

- Dark backgrounds are best, use the cool colours, blue or green, for background as they recede and warm colours, yellow/orange/red, for objects, such as text, in the foreground. A common use of colour is a dark blue background with yellow text.
- For large event halls, the dark background with white text works best.
- If the presentation is known to be in a light-filled room, dark background and light text slides tend to washout, so use dark text on a light background to maintain visual intensity.
- Dark backgrounds will not be suitable if your slides have to be printed or photocopied, but audiences are better served receiving a detailed, written handout from the presentation, rather than a mere copy of the PowerPoint slides.
- Be realistic with colours and use colours to set the mood.
- Use the same background on each slide.

Clip Art and Other Graphics:

- Don't use a picture on every slide but avoid more than three plain slides in a row.
- Generic (rather than specific) pictures draw attention away. Pictures should enhance text, not detract from it.
- Other graphics include charts, drawn objects, sound and photographs. Make sure the audience can see/read them and that they are not distracting.
- Use animation effects to build items on the slide as you talk.

Layout:

- Concentrate the message - use few words with lots of open space. Bullet points are suitable for this. The slides are there to highlight what the presenter is saying.
- Keep it simple - don't have a slide that is so busy that the audience is distracted from the presenter.
- Use titles and subtitles. Limit text to six lines, six words per line.
- Text in bullet points should be limited to 1 line or 2 at the most.

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Development Program

Delivering a Presentation with PowerPoint continued...

Layout (continued):

- Use consistent alignment. Avoid full justification.
- Don't use punctuation and always spell-check!
- Borders separate more than emphasise. Use boxes rather than borders.
- References to data authorities (source) should appear at bottom.
- Text and images should be placed within 95% of the PowerPoint slide and titles within 90% of the slide.
- Use consistent alignment. Avoid full justification.
- Use continuity from slide to slide, with Headings, Subheadings, logos showing up in the same spot on each slide.
- Margins, fonts, font size and colours should be consistent and locate graphics in the same general position on each slide.
- Don't use punctuation and always spell-check!

Type Style/Fonts:

- Use the same font throughout your entire presentation, and use no more than two complementary fonts (e.g. Arial, with Arial variations). You want the audience to concentrate on what you present, not the way you present it.
- Serif fonts, such as Times New Roman, tend to get lost due to the relatively low resolution of projectors.
- Sans-serif fonts are generally best for PowerPoint presentations. Examples are Arial and Tahoma. Gill Sans is somewhere in between a serif and a sans-serif font.
- Avoid script font – too ornamental.
- Avoid using all upper case. THIS IS CALLED SHOUTING!! and also makes text hard to read.
- *Use italics for "quotes", to highlight thoughts or ideas, for book or magazine titles.*
- Font size guides: For titles use 36-44 point; for subtitles or bullet point use 32 point; content text should be no smaller than 24-28 point; smaller fonts are used for footers. Different fonts are different sizes, so experiment.
- Regardless of the font used, make sure the text can be read from the back of the room.

PowerPoint Presentation "Rules of Thumb":

- **The 10-20-30 Rule:**
Have **ten** slides, last no more than **twenty minutes**, and contain no font smaller than **thirty** points.
- **The 5-5-5 Rule for text-heavy slides:**
Each slide should have no more than **five** lines of text, no more than **five** words per line of text and no more than **five** text-heavy slides in a row.

continued:-



Development Program

Delivering a Presentation with PowerPoint continued...

PowerPoint Presentation “Rules of Thumb” (continued):

- **The 1-6-6-6 Rule:**
Each slide should have **one** main idea, a maximum of **six** bullet points, a maximum of **six** words per bullet point and a maximum of **six** word slides in a row.
- **The 7x7 Rule:**
PowerPoint slides (or any other electronic slide) should have no more than **seven** lines of text and no more than **seven** words in each of those lines.

Practicalities:

- Confirm with the event organiser the size of the presentation room, the likely audience number and seating arrangement, lighting, equipment for PowerPoint (computer with PowerPoint installed; USB port on the computer; video projector), type of lectern and microphone and any other queries to ensure your presentation goes smoothly.

Presentation:

- Ensure the computer is set up to the side of the screen so you can stand to one side of the screen during delivery.
- Use the pointer on the slide changer if you need to highlight a particular point on the screen. **DO NOT** “talk” to the screen – talk to the audience.
- Use clear, simple slide transitions, timings and animations to control the pacing of each slide to match your spoken presentation.
- If you are not able to work to pre-set timings for the slides, use the remote control to bring on each new animation and slide during your presentation.
- Be careful not to move the slides on too quickly. Allow time for the audience to read the slide before starting your narration. The slides should enhance and clarify the points in the speech you are delivering.
- The presentation must have the essence of a good speech with attention-getting opening, informative body and stimulating conclusion.

NOTE: Give your evaluator your evaluation sheet and the **Guidelines for Delivering a Presentation with PowerPoint** prior to the meeting and reclaim them at the conclusion.



Development Program

PROJECT 5: Delivering a Presentation with PowerPoint - Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator:

This is an advanced visual aids assignment. All the criteria are the same as for any visual aids assignment, paying particular attention to the Guidelines for this assignment. It is important that the presenter appears confident and at ease using the medium.

Comment on:

Preparation of equipment by presenter prior to speaking: _____

Visual appeal of presentation: _____

Stance and Delivery: _____

Clarity of slides: _____

Relevance of slides to speech: _____

General comments: _____

Suggestions for improvement: _____

Evaluator's signature: _____



Development Program

PROJECT 6: Speech Using Visual Aids Advanced

(8-10 minutes)

Purpose:

- To present a speech simply, clearly and most importantly, visually;
- To aid, supplement and support the presentation, reinforce key points and hold the audience's attention without losing eye contact with the audience; and
- To connect, link ideas and reveal material point by point.

Preparation:

- Choose a subject that can best be presented through use of technology.
- Choose and prepare the type of technology that your speech requires.
- Make sure the material used is large enough to be clearly seen by entire audience.
- Apply PowerPoint ideas to any technology slides.
- Practise using the technology so that you will handle them with confidence.
- Arrive well ahead of time to ensure your technology is prepared ready to go when it is your time to present.
- Prepare an alternative, if possible, in case of technology failure.

Presentation:

Refer to **Level 2 – PROJECT 8: Speech Using Visual Aids** and **Level 4 – PROJECT 5: Delivering a Presentation with PowerPoint** for presentation ideas.

Suggestions:

Choose the technology carefully. Below is a list of some of the most common technological aids used by speakers. You may find them ready made or may make or draw them yourself.

- **PowerPoint or Keynote** - Highly effective, commonly used presentation format.
- **Emaze** - Cloud based presentation software that can create 3-D presentations.
- **Google Presentation** - Wider range of options to include information than traditional PowerPoint.
- **Prezi** - Free, web-based tool that allows you to manipulate content.
- **Nearpod** - A great presentation tool for teachers.
- **Powtoon** - Allows you to create animated videos.

NOTE: Give your evaluator your evaluation sheet prior to the meeting and reclaim it at the conclusion.



Development Program

PROJECT 6: Speech Using Visual Aids Advanced – Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator: The speaker is attempting to present a well-organized speech which is enhanced by the use of visual aids. Your attention should be directed mainly to the skill displayed in using these aids.

Comment on the following:

Suitability of the aids for the speech: _____

Size and clarity of aids for entire audience: _____

Appropriate placement of aids in room: _____

How well were the aids handled? _____

How did the aids contribute to the effectiveness of the speech? _____

Suggestions for improvement: _____

Additional comments: _____

Evaluator's signature: _____



Development Program

PROJECT 7: Technical Presentation

(Time recommended 20-30 minutes)

Purpose:

To be able to: organize and present technical facts, ideas and recommendations to other technical professionals or a non-technical audience in a clear, convincing, and understandable way; to translate technical jargon into non-technical language and to use anecdotes and analogies to make technical information familiar and relevant; and to personalize the presentation and connect with your audience without losing grasp of the facts.

Preparation:

- Choose a subject that has plenty of technical facts and also try to present some new information or a new theory on the subject.
- Analyse the audience. How much knowledge do they have of the subject? This will dictate the level of information that you present.
- How will you present statistics and facts – overheads or PowerPoint?
- Make sure that the material will not exceed the time limit or will not be too short. Allow time for questions at the end - about 5 minutes of a 30-minute presentation is a good guideline.
- Do not have a word-for-word manuscript. If you are using overheads or PowerPoint use the slides as a jumping off point for your words – expand on the slide, don't just read it.
- If you can't read the content of a slide in 20 seconds then redo it.
- Watch for errors in grammar, for repetitious words and for awkward construction. Look out for jargon. If the audience is very familiar with the subject then a modicum of jargon is fine, if not translate it. Test out your translation on someone who does not know anything about the subject.
- Practise and practise and practise the presentation ALOUD.
- You must be so familiar with the material that you can move from point to point with ease.

The Manuscript:

- Always have a paper copy of the slides with extra notes for yourself, as you may not be in a position to see either the screen or the laptop. You must face your audience, not the screen.
- If you do not have visual aids make sure the manuscript is easy to handle.
- Prepare your own script, typing it out on to conveniently sized stiff paper - A4 for example. Double space the typing and use one side of the paper only. Mark the phrasing with coloured pencil/highlighter pen. **USE CAPITAL OR BOLD LETTERS** for emphasis. Make it easy to see and hard to lose the place.

continued:-



Development Program

Technical Presentation continued...

Presentation:

- If you are speaking in front of a group, they are there to listen to you because of your expertise on a subject. Don't make them read the slides on your visuals or worse yet, read them word for word yourself.
- Show a picture that illustrates a concept rather than writing the concept in a sentence. You should be prepared enough to talk about a presentation slide without reading from it.
- You are going to be MUCH more effective quoting statistics from memory rather than relying on a slide to do it for you. Personalise the statistics not 2, 563,987 people but "enough people to form a line from here to (a local monument) – over 2 and a half million people".
- Learn how to present a positive, yet assertive image.
- Practise body language and voice techniques to help you convey your message.

NOTE: Give your evaluator your evaluation sheet and the **Guidelines for a Technical Presentation** prior to the meeting and reclaim them at the conclusion.



Development Program

PROJECT 7: Technical Presentation - Evaluation

DATE: _____ TITLE: _____

TIME STATED: _____ TIME TAKEN: _____

To the evaluator:

This project should be well prepared and read competently from a written script. The speaker should maintain excellent eye contact with the audience. Note how technical facts are presented and explained, how visuals are used and for the ease of manner and apparent freedom from the appearance of reading. Ask yourself what you learned from the presentation.

Subject chosen and its development: _____

Handling of any visual aids (including eye contact with the audience) and suitability of visual aids, their size and clarity: _____

Use of technical jargon and statistics: _____

Construction and development of the speech. Were the transitions from one point to the next easy and logical? Was the use of transitional words like "so" too repetitious? _____

Comment on:

Audibility and voice variation: _____

Pronunciation and enunciation: _____

Suggestions for improvement: _____

Additional comment: _____

Evaluator's signature: _____



Development Program

PROJECT 8: Organise a Speech Contest

Purpose:

Be responsible for arranging and supervising a speech contest at any level in accordance with the current rules.

Preparation:

- Study and be familiar with the current rules and procedures.
- Select a committee to assist with the arranging and conduct of the contest.
- Confirm place, date and time of contest and any other arrangements that may impact on the contest.
- Select suitable judges and provide them with the necessary information regarding the contest, e.g. Judges' Information Sheet, Speech Contest Rules and sample Judges' Worksheet.
- Confirm contestants and their eligibility and ensure they are familiar with the rules.
- For club level contests only, gather subjects for the contestants (usually two words and a phrase) and arrange for the distribution of words four weeks prior to the club contest.
- Appoint the program leader, evaluators (optional at club level), timers, tellers and pages and outline their responsibilities.
- For the program, gather word/phrase chosen, speech category and speech title from all contestants.
- Arrange for the printing of the programs and all requirements for the contest.
- Observe deadlines for forms to next level contest, where applicable.

Presentation:

1. Arrange the room for the contest and ensure all paperwork and other requirements are in place well before the contest begins.
2. Oversee the running of the contest, the selection of speaking order, the judging, scoring, announcement of winners and presentations, as per the current rules.

Goals:

To organise a speech contest which is well prepared and well run and at which there is no cause for complaints.



Development Program

PROJECT 9: Installation of Officers

Purpose:

When you are entrusted with the honour of installing new officers at any level of POWERtalk Australia, your words should inspire officers and members with a vision of the possibilities their joint endeavours can realise. It is a significant occasion to be treated with due respect.

Preparation:

- Check if the incoming president has any particular expectations of the Installation, so you can work this into the presentation.
- Keep the installation simple. If a “theme” is used, it is to enable the Installing Officer to present a coordinated picture. Themes are used to enhance, not clutter. They are not compulsory. If used, ensure they are meaningful and brief.
- An installation theme would be different from the incoming President’s theme, because that is usually announced during the acceptance speech.
- Prepare an introduction and the words for installing each officer.
- Visualise the presentation area and work out the logistics (who does what and when and where and can the audience see and hear), so all flows smoothly. Discuss this with the organisers so everything is set up as you want it. Once finalised, give the incoming board an overview of their role during the Installation.
- Set up for Installation as soon as possible, so everything is in place.

Presentation Example:

1. Brief general remarks on the philosophy and objectives of the organisation.
2. Show appreciation for the services of the retiring officers.
3. Retiring president may wish to give a short speech.
4. Officers are installed in order of rank, ending with the president.
5. Brief general outline of individual duties for each officer as installed. This is not a screed of every duty to be performed. A sentence or two is sufficient.
6. Each officer may be presented with a small token symbolic of the office or the theme of the evening. These need not be expensive items, but must be appropriate.
7. It is customary for officers to answer the question “do you agree to fulfil your role?” or similar, either as being individually installed or the entire board together.
8. Presentation of any pins or badges – but don’t try and pin them on.
9. Pledge of support from the membership to the new leadership.
10. Declaration that officers are installed.
11. Presentation of symbol of authority (gavel) to incoming President. This is ideally presented by the retiring president.
12. Incoming president presents a short speech.



Development Program

PROJECT 10: Training/Workshop Session Evaluator

Purpose:

To give the presenter of a training/workshop/education session a comprehensive evaluation of the session, how it is presented and to give suggestions for improvement, keeping in mind the individual's level of experience and development.

Preparation:

- **Know your assignment:** Study the appropriate Project Guidelines and suggested evaluation.
- **Discuss with presenter:** By discussion with the presenter and reading the appropriate project guidelines, you will be able to select specific points on which to comment.
- **Make an outline:** Be prepared with points to be evaluated. This preparation will be helpful in making notes for your oral presentation.
- **Evaluation:** Ask the presenter for that evaluation sheet from their manual.
- **Take notes:** During the presentation, take notes to be ready to complete the evaluation.

Presentation:

1. Be practical and constructive. Evaluate in terms of the individual's level of experience and development.
2. If the evaluation is written only, give your written evaluation to the presenter.
3. If the evaluation is written and oral, use the evaluation notes to present the evaluation.
4. Do not present the evaluation as a checklist. This is presented using normal speech patterns – Opening, Body and Conclusion.
5. Use vocal variety, eye contact, descriptive phrasing and present in an enthusiastic manner.
6. Observe time limits.

Goal:

To assist the presenter with future presentations.



Development Program

PROJECT 11: General Evaluator

When given the assignment of general evaluator, review this section thoroughly. Without effective evaluation, the POWERtalk program falls short of its goal.

The benefits of this assignment are three-fold.

To the participant:

- An analysis of the strengths and weaknesses of any performance;
- Encouragement;
- Suggestions for improvement;
- Appraisal of growth in comparison to past performances; and
- An opportunity to set new goals.

To the evaluator:

- An opportunity to apply knowledge while analysing the work of others;
- Practice in analytical listening; and
- Practice in good inter-personal relations.

To the audience:

- Valuable lessons for future participation;
- Opportunity to compare personal evaluation with that of another; and
- Illustration of overall benefits of evaluation.

As a General Evaluator you are evaluating the whole meeting. However, whilst using the hints below, be careful that you do not turn the entire evaluation into a “Checklist”. Take into account the overall performance of an officer or participant.

As General Evaluator do not spend a lot of time evaluating an assignment that has already been evaluated (unless you violently disagree with the evaluation presented or feel that the evaluation was too vague and not of use to the assignment-giver.) In that case you will need to be discreet in order not to upset two people. You are there to evaluate the Evaluator and help her/him improve the evaluation skills. You are also there to evaluate anyone on the program who has not otherwise received an evaluation.

As an evaluator should find out what type of assignment is being given, so should you as the General Evaluator. Look in the Development Program Projects to see if the Guidelines for Evaluation of that assignment were followed. It doesn't matter if they weren't - provided a helpful, constructive evaluation has been given, however, they are a starting point for evaluation.

continued:-



Development Program

General Evaluator continued

Areas for Comment:

1. Opening and Welcome

- Meeting called to order on time and opened correctly?
- All members on time and seated when the meeting was called to order?
- Guests welcomed and introduced and seated next to members?

2. Business Meeting

The evaluator should cover the general conduct of the officers during the meeting. This includes deportment at the head table, attentiveness, and cooperation in making members feel part of a successful meeting.

Among the elements of performance that may be evaluated are:

President

- Evidence of planning and preparation? Was a prepared agenda followed?
- Confidence in presiding and how was this shown?
- Knowledge and skill in parliamentary procedure?
- Did the President establish a quorum?
- Was the President an unbiased leader - too formal, too informal or too firm?

Secretary

- Did the minutes demonstrate a concise and complete record of the meeting?
- Were the minutes and communications handled efficiently and effectively?

Treasurer

- Preparation and accurate presentation of the financial report and accounts?
- Did the report contain the previous balance, total receipts, total payments, balance on hand?
- Accounts read and passed for payment by motion?

Reports

- Were reports concise and explanatory?

Business adjourned from prior meetings or Motions on Notice

- Was the President aware of unfinished business and was it handled correctly?

General Business

- Was business presented by motions?
- Was discussion requested and all discussion directed to the Chair?

continued:-



Development Program

General Evaluator continued

3. Presentation of Program

Did the President introduce the Compère/Program Leader and remain at the lectern until she/he arrived?

Compère / Program Leader

Did she/he:

- Define the purpose of the program?
- Use the meeting theme to create interest?
- Prepare background for introducing speakers?
- Lead applause as the speaker rose and at the conclusion of each program item?
- Bridge between items without saying too much?
- Thank all the participants and bring the program to a smooth conclusion?

Opening / Closing Thought

- Was it appropriate, easy to hear and related to the theme?

Speech Evaluations

- As General Evaluator you do not have to evaluate the speeches as that task is assigned to one of the members on the program.
- The General Evaluator gives an evaluation of the evaluators and may add to that evaluation briefly if an important aspect may have been overlooked.
- Have the evaluators followed the guidelines for evaluation of the particular speech?

4. Overall Program

- Was there a balance of serious and light, prepared and impromptu assignments?
- Was it a variation on other meetings?
- Were all members involved and were tasks evenly shared?
- Generally speaking, leave out any areas already evaluated and include any areas that have not received an evaluation.
- Assess the meeting as a whole; commend aspects that were successful and recommend improvements.
- Recommendations should always be specific suggestions on how to improve. You are there to encourage, not discourage.
- If occasionally you have no recommendation for a speaker, comment on why the presentation was successful so that the speaker and members can receive feedback on why it worked so well.



Development Program

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Development Program

PROJECT 12: Coordinate a Leadership Conference

Purpose:

The member must chair a team that organises a leadership conference that offers training sessions, and/or a keynote speaker, relating to leadership skills. The conference may be within POWERtalk Australia for presenting to members or to the public. The conference may also be for an outside body. The members attending plus members of the relevant overseeing body should evaluate the organisation of this conference.

Requirements:

- Ability to demonstrate self-confidence and high-quality communication skills.
- Be fully conversant with being a team leader and have previously chaired committees.
- Have an understanding that leadership is an influence process that includes inspiring, motivating and persuading others, creating useful visions and bringing about constructive change.
- Have the ability to use a good selection of influencing techniques to positively influence people.
- Have the ability to lead by example, to be a role model and to empower others by giving them the authority and responsibility for various tasks.
- Be a great coach. Give people on-the-spot feedback, make suggestions for improvement and offer encouragement and support.

Preparation:

- Be absolutely clear on the purpose of the conference and the expectations of the overseeing body, whether it be POWERtalk Australia or an outside body.
- This project equates to being the Chair of a Program & Education Committee where the responsibilities include preparing the program content, appointing and liaising with the presenters and generally overseeing the entire meeting/conference.
- Select the team members, concentrating on the skills they may each bring to the organising.
- Use the expertise contained in Education Features such as Effective Committee Functioning, Negotiating with Hotels as a Conference Coordinator, The Team Concept, How to Write an Action Plan and Planning a Function.
- The internet is a great source of extra material on such topics as Project Management and Time Management.

Presentation:

- At the conference, ensure your committee members have specific tasks, leaving you to oversee the whole project.



Development Program

PROJECT 13: POWERtalk Australia Elected Officer

Serve as an elected officer for the POWERtalk Australia at Association level.

Although awarded at Level 4, the member may have been serving as a POWERtalk Australia elected officer while still working on other Levels of the Development Program.

The requirements to hold such an office are specified in the Constitution.



Development Program

PROJECT 14: Self-Evaluation Advanced

Purpose:

By now you have given and been evaluated on a number of speeches. Are you enjoying your assignments or are you worried by lengthy preparation and nervous presentation? Perhaps you are imposing a standard impossible to achieve. Don't be overawed by other members. For some this has meant years of training before joining the club or a lot of hard work and experience within it. Relax and enjoy the friendship of other members. Remember that they are your audience and as you now know them better, nervous tension will have decreased as your confidence increased.

Make a thoughtful review of your assignments to date. Now evaluate your progress from the following list:

- Are you an attentive and analytical listener?
Do you register and retain helpful clues to aid your own speeches?
- Are you eager to receive constructive help through evaluation by fellow club members?
Can you take it?
Are you tolerant of criticism?
Do you work consciously on recommendations from evaluations?
- How do you rate yourself as an evaluator?
Are you objective?
Are you too kind?
Do you usually give specific advice and/or examples to aid and encourage the speaker?
- Can you plan and organise your speech with greater facility?
Are you too dependent on notes?
Are you relating your choice of material to your audience?
Are you making a definite effort to improve your vocabulary?
Do you always strive for the best grammatical expression?
- Check the quality of your voice. Is it harsh?... weak?... nasal?... high-pitched?... clear?... resonant?... strong?... friendly?
- Do you have persistent faulty mannerisms?
- If you feel that you have developed a stereotyped speaking style, are you confident enough to experiment?
- Do you usually have sustained audience interest?
Have you increased confidence?
Do you speak with greater ease?
Do you enjoy speaking to an audience?



Development Program

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