This Guideline is for your use as you prepare to deliver the Codes & Standards Training. You might find that you have to adjust them depending on the size and composition of the audience you address, for example, in your committee meetings. We offer you some strategies, tactics and tips. You will probably be familiar with many of these techniques, but it is useful to review them before presenting, as there is always something to work on to improve one’s presentation skills.

Select the pointers that are most helpful to you. Do your preparation. Then go out there and “knock ‘em dead.”
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I. ABOUT THE CODES & STANDARDS TRAINING

Purpose
The purpose of the Codes & Standards Training is to:

- Provide an overview of the administrative aspects (Module A), processes (Module B) and legal issues (Module C) involved in codes and standards development and conformity assessment at ASME
- Engage the audience and convey the key points of each submodule of the program
- Guide the audience through the material, so that they understand the essentials and know where to find more information when needed
- Answer the audience’s questions (Q&A period)

Learning Objectives

At the conclusion of the training, it is expected that participants will:

- Have a clear understanding of the material presented (clarity and succinctness)
- Be aware of the importance of each topic and how it relates to the big picture of codes and standards development and conformity assessment
- Remember the salient points from each submodule
- Know where to go for further information (publications and web sites)

Tools
The following tools will help you to meet these learning objectives:

- Complete PowerPoint presentations, with topics organized into subdivisions and including graphics, charts, agendas and summaries
- Pop Quizzes at relevant points in the submodules to engage the audience, focus attention and provide a change of pace (answers are provided)
- References at the end of each submodule with resources for further information
- Extensive Facilitator’s Notes for preparation (see Notes Boxes)
- Q&A sessions, where you will be able to clarify specific points of interest to the audience

NOTE: It is recommended that participants be provided with copies of the slides printed three per page in order to track the presentation and take notes on what is important to them.
II. SPECIAL ELEMENTS OF THE C&S TRAINING

Pop Quizzes
What we are calling “Pop Quizzes” have been scattered throughout the C&S training submodules (with a few exceptions). Their purpose is to:

- Break up the material
- Remind the audience that they are not passive listeners; they should be actively engaging with the material and learning the key points
- Increase attention and provide instant review
- Add fun and competitiveness to the experience of the training
- Offer a change of pace—suddenly, instead of listening, the audience has to think and do something
- Provide for interactivity with the audience, depending on your inclination and the time available

The Pop Quizzes are self-scored. A scoring sheet for participants and a similar answer sheet for facilitators are provided on the C&S Training Web site. Obviously, the participants are on the honor system.

When a Pop Quiz comes up on the screen:

- Remind the listeners to take out their answer sheets
- Tell the audience the Quiz Number and read the question aloud. (“This is Quiz No. 4 in Submodule A2. For 5 points, choose one correct answer to the following question.”)
- Do not let the quizzes bog you down. In most cases, they should not take more than about thirty (30) seconds to complete.
- Read the correct answer from your answer sheet.
- You can ask for a show of hands as to how many got it right. This can give you a clue as to how the audience is following the material.
- Move on to the next topic.
- Have the participants add up their scores for each submodule at an appropriate time.

Q&A
A presentation is not over until the audience has an opportunity to ask questions. The Q&A is helpful to them and you both: they get their questions answered; you find out what was on their mind. Some professional speakers make careful note of questions and incorporate the answers into their next presentation. However, an excellent talk can be spoiled by the presenter seeming not to welcome questions or not handling questions in a skillful manner. Make sure the participants know that they should jot down their questions during the presentation and save them for the Q&A session.

Here are some guidelines on handling Question and Answer periods:

- Ask the questioner to stand.
- Listen to the entire question.
- Very important: if you do not understand the question, do not try to answer it. Ask for clarification.
Try to convey the feeling that you welcome the question. You can do this by acknowledging the questioner in a believable way: “That’s a good point.” “That’s a good question.” “That situation does come up from time to time.”

Even more important: Repeat the question so the entire room can hear. Otherwise, people who did not hear the question will be frustrated.

If you do not know the answer, acknowledge it immediately. Ask if anyone in the room knows the answer. Or, tell the questioner to give you his or her business card and promise to answer him by e-mail or fax. DON’T FORGET TO DO THIS. Answer in a timely fashion.

If the question is too complex to be addressed in the given time, say this and ask the questioner’s permission to select a portion of the question to respond to. If the question seems too far from the topic, tell the questioner that it is a good question, but too specific for the group. Suggest that he or she come up to you after the presentation.

If you are running out of time, suggest a time when people can come to you individually with their questions.

Audience
The audience for the Codes & Standards training is quite diverse, consisting of:

- New committee members
- Experienced committee members
- New staff members
- Experienced staff members

To whom should you address your presentation? If you address the experienced people, the new people could feel lost. If you address the new people, might not the experienced people get bored?

This is a challenging decision. One cannot please everyone. However, in this situation, many of the experienced people may be looking for a model as to how to present this material to other committee members. So, we recommend that you gear your remarks to the new people, with reference to more complex issues where relevant. Then you will be accomplishing two things at once: making everything clear and showing how it can be done. The Q&A will address other issues.
III. DELIVERY STRATEGIES

Timing
Presentations are like rubber. They can be stretched to fit the time frame allotted. If you have forty minutes for a presentation, you go into more detail; if you have only twenty minutes, you condense. For C&S Training, succinctness and awareness of the time constraints are big pluses. The key to controlling time is preparation, which we discuss below.

Using PowerPoint
A PowerPoint presentation is an audio-visual performance. The audience hears and sees the speaker, who is supported by and controls visuals that appear on a large screen behind him or her.

Before PowerPoint (a few short years ago), presenters typically used speaker’s notes, on cards or sheets of paper, to guide them through their prepared material. If they needed diagrams or other visuals, they created slides. One of the pitfalls of that approach was that the speaker had to coordinate written notes with slides and use unreliable equipment such as slide carousels (bulb burnout! stuck slides!). The speaker could lose his place in his notes and such calamities as dropping the cards and being unable to reassemble them were also not unknown. PowerPoint combines speaker’s notes with slides. It has made it possible to give extremely professional presentations. There is a pitfall, however, and that is the temptation to rely too much on PowerPoint to deliver the presentation. People who fall into this trap passively go through the presentation, reading each slide as it comes up, bullet by bullet. We have all attended (or dozed through) such presentations. So, we offer you Tip #1:

Tip #1: You must control the presentation. Do not allow PowerPoint to control you.

Uniqueness of the Presenter
Three facilitators can deliver the same presentation from identical slides; the message will be the same, but each presentation will be slightly different. This is good. It means the facilitators are putting their personalities and styles into the presentation. This actually illuminates the material and makes it much more comprehensible. The information is not dry if it is expressed through you. This is summarized in Tip #2:

Tip #2: Make the presentation your own.

The Forest Ranger Analogy
There is a lot of detail in these C&S submodules—some of it fairly complex. You need a strategy for making the best use of the material in the given time frame. Think of each submodule as a forest. You are the forest ranger. You know this territory really well (because you prepared—see “Prep” below). Your job is to:

- Guide the audience in a clear path through the forest, pointing out the salient features along the way
- Peak their interest, show them some new things
- Make sure they are with you throughout the tour
Lead them out of the forest at the right time with an understanding of what they saw. You do not want to exit the forest to discover that there are only a few stragglers behind you, and that you have, essentially, lost your audience.

Here are some Forest Ranger strategies:

At the beginning of a tour, the ranger might point out that the forest has a stream on one side, a hill on the other and that the path he is taking heads east and then south. This is analogous, in your presentation, to creating the context for the submodule. (“We are going to cover the primary steps that comprise the process for development of consensus standards.”). At regular intervals, the forest ranger orients people to that big picture (“The hill is now on our left.”). In your presentation, you should also remind the audience of the larger context (“We are now looking at the second step of the Standards Committee Appeal.”) This leads us to Tip #3:

**Tip #3:** Create the context (big picture) and refer to it frequently.

A good ranger or guide will point out significant flora, but will not stop at every tree. In your presentation, you also want to select the essential points and examples. Decide ahead of time what you want the audience to leave with. Move through the presentation and make those points. If you avoid distraction and focus on what you want to cover, you will be following Tip #4:

**Tip #4:** Do not miss the forest for the trees.

To stay within the time frame, the ranger might let the group know that there are other sights which the given tour will not be able to cover. Similarly, in your presentation, refer the audience to points or examples that you do not plan to cover in depth. (“There are three other requirements that you can examine at your leisure.”) In other words, follow Tip #5:

**Tip #5:** Do not overburden the presentation with detail.

The forest ranger would most likely point out important repeating phenomena, especially if they are typical of that particular forest (“Watch out: there’s more of that poison oak!”) In your presentation, you will also want to repeat the major points (“As we saw before, ...”) Tip #6 is critical for meeting learning objectives:

**Tip #6:** Reinforce the key points.

In leading a group through the forest, it is important to regularly check that they are still with you and make sure you finish the tour on time. (“We are now in Part II; is everyone with me?”) An obvious, if oft neglected, principle is Tip #7:

**Tip #7:** Avoid digressions. Stick to the schedule and the path. Check in with the audience.

By his enthusiasm and grasp of his subject, the forest ranger will leave the group feeling that they had a worthwhile experience. You will also want to leave your audience feeling that they
were given the right amount of material and know more than they did at the beginning of the presentation. Perhaps they even experienced a few “aha’s.” Tip #8 summarizes it:

*Tip #8: Leave them wanting more.*
IV. DELIVERY TACTICS

You now have several strategies for creating the big picture and handling the details of your presentation. To implement the strategy, you need some tactics or techniques.

Verbal Tactics or Techniques
One of your most important tools in a presentation is your voice. This is the verbal part of the presentation. Without your voice, this would be a purely visual experience. This cannot be overemphasized.

1. **Project your voice**: You do not need to study acting to learn how to project. Just remember to include the entire room. This means: Do not address your comments only to the front of the room. If you regularly address the back of the room, everyone will feel included (and they will be able to hear). Your voice will automatically carry. There is nothing more sleep-inducing than a slide presentation in a slightly darkened room with an inaudible speaker or a speaker who seems to have a special relationship with the people in the front of the room (and yes, audiences can tell).

2. **Speak slowly and clearly**: Be conscious of the rapidity of your speech and your enunciation. When you are chatting with a colleague over coffee or in a corridor, you may speak quickly and swallow some parts of words. We all do that in casual speech. The person you are talking to is one foot away and visual clues will help him or her pick up the missing syllables or he or she can ask you to repeat something. It is a dialogue and there is leeway for interruption.

When you are presenting to a large group, there are certain constraints. A person in the back of the room will not raise his hand and say, “I missed what you said about the slide before this one.” He will let it go. If this happens a few times, you will lose that person.

Speaking more slowly than usual and enunciating every word may feel uncomfortable to you at first, but it sounds excellent to those who are listening. To practice, record about three minutes of your presentation in your normal, casual style and listen to yourself. Be alert for lost consonants (especially at the ends of words) and swallowed small words (and, but, to, had, have, with) the loss of which can make a sentence unintelligible. Re-record the same segment more slowly and clearly and compare. Find a comfortable pace for yourself for this style of speaking.

It is also a good idea to time your presentation **at the average pace you will use when you deliver it.** It will take longer than it would if you delivered it at your casual conversational speed.

3. **Vary the pace**: The above comments should not prompt you to speak like an automaton. You should vary the pace, slowing down a bit for really important or complex points, and speeding up (but still remaining intelligible) when you want to go through material quickly.

4. **Other variations**: As noted, your voice is the chief medium through which you are presenting, so other variations will keep interest and help you make certain points. Pitch, tone and volume can be adapted. You probably do a lot of this naturally. Listen to your recording and decide what works.
5. Pauses: A good pause can be meaningful. It allows you to take a deep breath, for example between parts of a presentation, and enables you to think and plan ahead. It gives the audience a chance to catch up in their binders, breathe or jot down a note.

Using Your Body (Nonverbal Techniques)
When giving a talk, you are a physical presence. The importance to an audience of having a person in front of the room, as opposed to listening to an audio tape or using other media, is huge. So we suggest that you use your body. Here are some pointers:

1. **Point to the slides**: Direct the audience’s attention to the slides, especially when explaining visuals.

2. **Use gestures**: It is normal for us to move as we speak. We are not rigid machines. For example, you may have noticed that people gesture when they speak on the phone, even though the person on the other end cannot see them. Use gestures that are natural to you to emphasize a point and express your enthusiasm or surprise.

3. **Use your eyes**: Look at the people you are speaking to. Make sure to include the back of the room. There are various approaches: you can spot different people in the room and address your points to them, or you can scan the room to include everyone. Be careful not to lock eyes with one person and exclude the rest. This can cause you to lose your audience.

4. **Stand and move**: Check the room before your presentation. Choose a place to stand that is “home base,” where the audience can see you, but you do not obstruct the slides. If you are more relaxed staying in one place, stay there. If you tend to move around, this is ok, as long as it feels natural. Do not let your movements become too automatic, however. A speaker who rhythmically paces from one end of the platform to another can hypnotize the audience and they will forget to look at the slides or pay attention to the content.

5. **Breathe**: Stand erect and give yourself time to breathe deeply during the presentation. This will support your voice and help you relax. The pauses we mentioned earlier are good points at which to take a nice breath.

Working with Visuals
Visuals are a good change of pace. They engage the eye of the viewer and can help you explain processes or relationships. They are included in the modules where they make the most sense. Study them when you do your preparation and practice how to use them. Direct the audience’s eye to what is important. Point to the different elements and name them, e.g., “the red squares represent . . . ,” “the yellow arrow shows . . . ,” “the columns include . . . ,” “notice the difference from the previous slide. . . .” Do not just put up the slide and say, “this is the structure of a Standards Committee.”

What to Avoid
We all have speech or behavioral mannerisms that are acceptable in casual speech, but can become magnified when we are in front of a room. They can distract the audience from the
content of the presentation. These are hard to detect in oneself. We frequently notice these only when we listen to a tape or watch a video of ourselves. You can ask someone to listen to and watch you rehearsing and point these out. To the best of your ability, avoid the following.

1. **Repetitive speech patterns:** Do NOT fall into the habit of repeating meaningless sounds or expressions, such as: “uh, you see, actually, in reality, so, ok, etcetera.” If you need to collect your thoughts, pause and breathe. The audience will appreciate it.

2. **Unconscious gestures:** The comedian Rodney Dangerfield made a career out of nervously adjusting his tie (whenever he felt that he “didn’t get no respect”). But in a presentation, we want to avoid unconscious gestures that could become more of a focus for the audience’s attention than the information being presented. Avoid such habits as fiddling with a pencil, readjusting one’s watch, fixing a scarf or tie, jingling coins or keys in one’s pocket, etc. It is a good idea to leave anything noisy out of one’s pockets and women should avoid heels that clatter and distracting jewelry, such as glittery earrings or noisy bracelets.

However, do not go to an extreme of avoiding motion. As we said earlier, meaningful gestures help the presentation. Being rigid would be just as distracting as unconscious repetitive movements.

**Being Professional**

One can summarize the behavioral aspects of presentation by suggesting that one should simply be professional. This includes the following:

1. **Considerateness:** Be thoughtful of your fellow presenters. If you think you are going to go over time, make your key points, summarize and finish. Clear your materials away quickly to leave the podium to the next person.

2. **Stay on course:** A pointed, well-chosen example can be helpful. But you want to avoid war stories. They can take one off the track and may not be relevant to the audience. They can even be confusing. “Where was I?” is not something you want to hear yourself saying in the middle of your presentation.

3. **Get on with the show!**: No matter what glitches may have happened before the presentation, technical or other, be positive and take charge when it is your turn. Above all, do not apologize. The audience does not want to hear:
   - “I didn’t have time to prepare this as much as I wanted to, but here goes anyway.”
   - “I had some excellent examples to show you, but I left them back at the office.”
   - “I was going to look that up, but I didn’t have time.”
   - “I’m just getting over a cold, so I hope you can hear me.”
   - “I was going to look this over last weekend, but I had to take my son to soccer practice.”
   - “This is a huge topic and I don’t know if I can get through it. They only gave me twenty minutes.”
   - “I didn’t write these slides, so I hope this works.”
V. PRE-PRESENTATION JITTERS

Why We Get Nervous
Some very experienced speakers have attacks of jitters just before they go to the podium, although they may have mastered the art of looking relaxed. Mark Twain, renowned as a public speaker in his time, is reported to have said: “There are two kinds of speakers: those who are nervous and those who are liars.”

At the very least, most people feel a heightened sense of awareness before a performance or presentation. This is completely natural. It includes anxiety, but it can also be caused by adrenaline pumping. This is your body’s way of preparing you for a very intense activity. You are on full alert. You are energized. You are totally focused on the task ahead of you—your presentation—which requires more attention and concentration than almost any activity one can think of. There are several reasons for this high energy:

. Most of us find it more comfortable to blend into a group than to be the central and sole focus of a group. There is an element of exposure in standing in front of people. On the positive side, it can also be exhilarating and rewarding to be able to make a contribution and be a leader.

. The person running a training session or giving a presentation takes on the responsibility for the whole group for a specific period of time. The audience looks to the presenter as the leader. The presenter’s goal is to make sure that people have as positive an experience as they can. Obviously, you cannot please everyone, but you want the audience to feel that the presentation was professional, clear and to the point. If you take your responsibilities seriously, you will naturally want to succeed. This can create anxiety.

. We all know that even with good planning, the unexpected happens. When we have a lot of material to cover in a short period of time, we can expect a little anxiety about getting through everything without a hitch.

Tips for Coping with Nervousness
Some strategies for dealing with pre-performance nervousness are as follows:

1. Well before the presentation:
   . Prepare, prepare, prepare.
   . Practice, practice, practice.
   . Plan to wear clothes that are professional-looking, but also comfortable (not tight, not too warm or too cool). Women should wear comfortable shoes.

2. A few hours before or the day before the presentation:
   . Go to the room early and make sure you have everything you need (projector, disk, paper, water). Find out who will be running the room and what technological support you will have. If you will be using a microphone, test it. Look for wires and other obstacles to avoid.
   . Plan where you will put your materials and where you can stand so the audience sees both you and the slides.
3. The day of the presentation:
When you get that strange sensation in your stomach an hour or two before you are due to start, here are some suggestions:
  . Don’t try to suppress the sensation; remind yourself that this is your body’s way of putting you on full alert, so you will have the energy to communicate your message to the audience.
  . Do some deep breathing, holding the breaths for a few seconds and then letting them out slowly (this helps to make the body look relaxed, even if it doesn’t necessarily feel relaxed).
  . Focus your attention on the needs of the audience. They want to know the material you are about to present; they need your help. Do not focus on yourself. If you take care of the audience, they will be happy and you will forget about yourself.
  . Allow yourself to speak more slowly than normal, especially at the beginning, so you can collect your thoughts. Look at people and establish a rapport with the audience, by accepting them into your world.
  . Think about your audience as your ally. It is not you vs. them; it is all of you together attacking the material at hand. Remember that your listeners want you to succeed. They are not there to trip you up.
  . Be forgiving of yourself. You may forget something, make a mistake or lose your bearings momentarily. If you are well prepared, you will be able to handle the unexpected with grace.
VI. PREP

The goal
The goal of preparation is mastery. You not only wish to familiarize yourself with the information, but also to have an opportunity to make the material your own. You want a direct line of communication from yourself to the audience, with the slides as your visual aid or map. This can only be accomplished if you “soak in” the material. As we said before, you do not want the slides to take over and run you.

Steps
Here are some ideas for your prep; do these as far in advance as possible:

- Go through a printed version of the slides and speaker’s notes, highlighting the key points.
- Notice the structure of the presentation: how it is divided into parts, examples, graphics, repetition and variations.
- Decide what you think is the meat of the presentation—the material that must not be missed.
- Look through the Pop Quizzes. Most of the time, these focus on important learning points and can give you a clue as to where your focus should lie.
- Decide what is on a lower level of detail and can be glossed over or skipped if you run out of time.
- Review the material from the point of view of a naïve listener, someone who knows nothing about the topic. What might be difficult concepts? What terminology could be new? We have given definitions where we thought it necessary, but there may be other terms that need clarification.
- Use the Speaker’s Notes appropriately. You will not have time, nor should you try, to cover every point in the Speaker’s Notes. They are there to make more sense of the slide, give you background and provide a source of information for questions.
- If there are graphics, practice going through them and narrating them out loud, so the points they make are clear.
- Jot down three points you absolutely want the audience to leave with. If the lights go out, there is a fire drill, or the equipment fails, what do you want the audience to know about your topic?
- Practice giving the presentation in your own words—do not read from the speaker’s notes or from the slides.
- As we mentioned earlier, try to record a portion of the presentation and listen to yourself. If you can, have someone listen to you and give feedback.
- Time yourself the day before, leaving time for the participants to do the Pop Quizzes. In your practice, try to finish a few minutes before the estimated time to allow for the unexpected.

CONCLUSION

Presenters who

- Have prepared thoroughly
- Know what they want to communicate
- Focus on the audience are rewarded with a nice round of applause and a feeling of a job well done.