

# HARDIN BRANCH ANALYSIS

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## OUR TEAM



JOHN



JOE



SALLY

# OUTLINE

1. Problem Statement
2. Background
3. Current Conditions
4. Proposed Modifications
5. Anticipated Response
6. Summary and Recommendations
7. Next steps

# PROBLEM STATEMENT

Summarize the problem statement

- Use your screen real estate wisely
  - Combine text with figures or tables
  - Fill space for complex figures/diagrams, carefully
- All text must stay legible
  - Enlarge font for legends, axis titles, labels
  - Keep simple
  - Not too dark ; needs good contrast



# BACKGROUND

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## CURRENT CONDITIONS

Present current conditions

Slide titles should be informative

- Objective of the slide
- Direct and simple

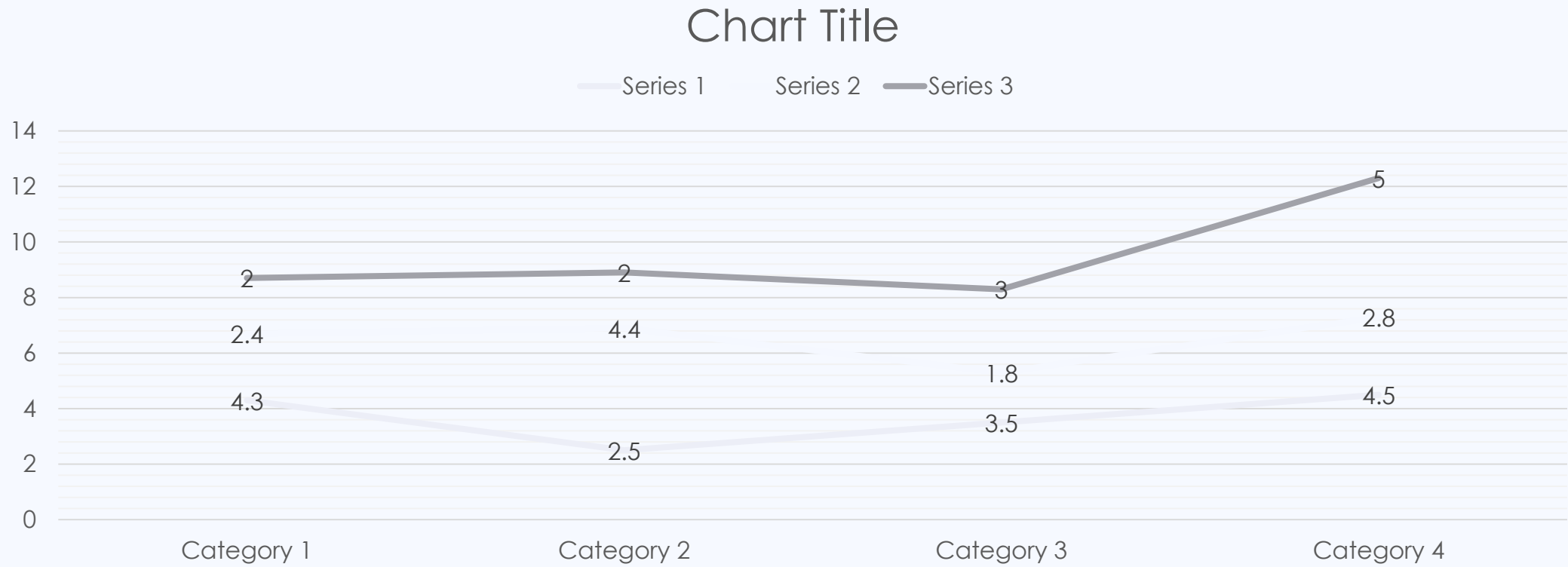
Figures should not be complex

- – All elements should contribute
- – Be careful of scanned items (blurry)
- – Always acknowledge source

Tables must stay readable

- don't present tabular where a figure will do

# CURRENT CONDITIONS (CONTINUED)



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## PROPOSED MODIFICATIONS

The modifications you are exploring

- The why should be in problem statement

Speak strongly and clearly

- Modulate tone to keep audience interested
- It should sound like a conversation, not a lecture
- Avoid uhmmm, uhh, ahh etc. Rehearse!

– Do Not Read Slides!

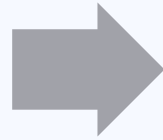
- Text is a prompt only
- Explain what the slide is trying to tell them
- Your speech should add information not repeat it



# ANALYSIS APPROACH



- Don't hide behind podium; move around
- Use your hands (point, gesture)

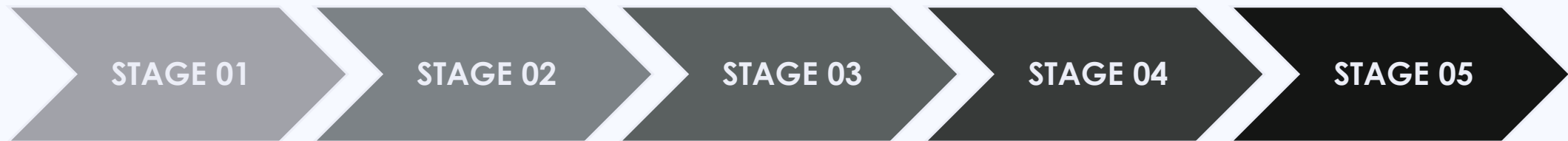


- Look directly at audience; don't talk to screen
- Dress appropriately (were not at the beach!)



- Avoid notecards and never read from them

# ANALYSIS WORKFLOW



- Highlight with circles, boxes, arrows.

- Avoid use of shading to highlight, all projectors function differently

- Use animations sparingly.

- Use color carefully, if trying to convey alarm use yellows and reds.
- Use pastels if conveying area

- Put page numbers on each slide

# EFFECT OF MODIFICATIONS COMPARISON

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# SUMMARY AND RECOMMENDATIONS

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# Questions?

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