

Speaker & Program Preparation Checklist

Things to consider when planning your learning opportunities...	Yes	No	Need to acquire
1. We have identified session objectives – what the audience will know or be able to do at the end of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. We know the approximate size the audience will be, and of whom it will be comprised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. We know the existing knowledge level of the intended audience for this topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The topic will allow for flexible presentation and different learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The speaker being considered has at least some speaking experience and is easily “coachable.”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The speaker being considered has at least a basic understanding of adult learning principles, i.e. knows that s/he will need to include real-life examples, effective visual illustrations, audience engagement opportunities, ideas for content application, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

As speaker(s) is selected and planning gets underway...

- The speaker is flexible and can adapt to learning new ways of doing things, is comfortable with presenting content, and has an engaging personality.
- The speaker is designing the program with the format in mind. Time is allowed for audience activities and/or exercises as well as for Q&A and a few minutes of personal reflection.
- A plan is in place for review of speaker-developed content – an outline, slides, handout – early enough to make any changes that may be needed.
- Visuals – slides, diagrams, charts, etc. – support the content. The speaker doesn't plan to merely read them. There will be verbal “value-add” to what participants will see during the program.
- If use of supplemental visual or audio tools is planned, they will support the content. They're not being used just because they can be.
- A handout is being prepared to supplement the session; ideally it should be interactive and perhaps include other job aids or reference materials that support the topic – not just a print-out of slides.

Preparing the speaker...

- At least one orientation conversation is scheduled with the speaker (or speaker panel) to ensure he/ she/they are on track to deliver the session as conceived and marketed. Regular communication throughout the preparation is planned.
- Appropriate opportunities are scheduled to coach the speaker as needed on presentation and facilitation skills (formal or informal one-on-one, speaker development workshop, etc.).
- The speaker has been encouraged to practice conducting the session – in front of a mirror, for friends and/or family, etc., to become comfortable with the content and refine personal style.
- The speaker has developed one or two “reflection” questions for participants to think about at the end of the program and with colleagues back at the office. Effective reflection drives application of learning.
- The speaker can be available for additional questions after the program in whatever way is appropriate for your organization.
- The speaker has been encouraged to have fun! It will come across in voice, technique, and audience activities, and result in a more satisfying learning experience for all concerned.

