Incentive Marketing Association

The industry voice for the incentive and recognition marketplace

CERTIFIED PROFESSIONAL
OF
INCENTIVE MANAGEMENT

Certification Guidelines and Application

- **CRITERIA**
- **PROCEDURES**
- **ASSESSMENT TOOL**

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CPIM

CERTIFIED PROFESSIONAL OF INCENTIVE MANAGEMENT CERTIFICATION PROGRAM GUIDELINES

CPIM
CERTIFIED PROFESSIONAL OF INCENTIVE MANAGEMENT

An overview . . .

The CPIM is a voluntary certification program developed by the Incentive Marketing Association to recognize professionals in the incentive field who have met a pre-determined level of training and work experience. The CPIM designation:

1) Identifies and recognizes individuals who demonstrate a comprehensive understanding of the incentive marketplace as a whole;
2) Identifies and acknowledges individuals who help others succeed in the incentive marketplace;
3) Promotes the professional marketing practices and the professional image of the incentive marketplace.

Why is Certification in the incentive field beneficial?

Simply said, certification sets those with the credential apart – or above- those without it.

For some, achieving certification will become a professional goal - a way to test knowledge and to measure it against one's peers. Others will see certification as an aid to be noticed and recognized as an industry leader and an acknowledged expert in the incentive field.

As the CPIM program becomes more established, the IMA certification will afford individuals a competitive advantage in a competitive marketplace.

Most important, achieving and maintaining the CPIM shows that the individual has accepted the challenge to stay informed of new developments in the field and to ever-increase their knowledge of incentive marketing.

Who is eligible to apply for the CPIM program?

Applicants for CPIM Certification must have a minimum of two consecutive years of industry experience and be active in the industry at the time of certification. If the applicant has left the industry for more than two years, they must have been re-engaged in the incentive marketplace for one more years immediately prior to the certification process.

What is involved in earning the CPIM designation?

There are three basic requirements of the CPIM program:

Step 1 Pass the CPIM 90 multiple-choice and optional essay exam. The CPIM Exam is based on the Principles of Results-based Incentive Program Design curriculum.

This curriculum is available online at www.incentivemarketing.org and in print. The Principles of Results-based Incentive Program Design manual is available for Click here to order the manual.

The CPIM Exam is available online. To register for the exam, click here.

Individuals who pass the CPIM exam earn the Incentive Professional (IP) designation.

Step 2 Within twelve months of passing the CPIM exam, a CPIM candidate must complete a point-based assessment tool that illustrates their industry experience, leadership contributions, and training. The candidate must have a total of 100 points to be eligible to pursue the CPIM certification. The assessment tool also serves as the CPIM application. Click here to access the CPIM Candidate Registration and Assessment Tool.

Step 3 Following successful completion of the Assessment Tool, the candidate must develop and submit an industry resource. This resource may be a white paper, a Power Point presentation

* Beginning in 2006, the CPIM candidate must take and pass the mandatory exam and submit their white paper or presentation within twelve months of successfully completing the CPIM assessment tool.

Are there fees required to obtain the CPIM certification?

The CPIM application fee is $100.00 for IMA members and $250 for non-members. There is also an examination fee of $225 for IMA members and $300 for non-members.

Is the CPIM a lifetime designation?

To maintain this certification, the CPIM recipient must successfully complete the renewal assessment form every three years. The renewal assessment form illustrates the CPIM's commitment to continuing education and industry involvement. The renewal fee is $100 for IMA members and $250 for non-members. The CPIM renewal form is available at www.incentivemarketing.org/Certification.

Why would CPIM Certification be denied?

IMA's goal is to make the CPIM certification a meaningful, respected industry standard. Great care will be taken to assure that CPIM recipients are worthy of this designation. CPIM certification may be denied or revoked for the following reasons:

1. Falsification or misrepresentation of education, and/or leadership and work experience on the CPIM assessment tool.
2. Failure to pass the exam.
3. Violation of testing procedures
4. Plagiarism.
5. Inadequate essay or presentation development.
6. Failure to meet re-certification requirements.

A closer look at the CPIM process . . .

CPIM Assessment Tool

A certification program by its definition takes into consideration an individual's work and educational experience. CPIM recipients are individuals who have contributed their time and expertise to improve the professionalism of the incentive marketplace and who seek continuing education to enhance their knowledge of the field. The CPIM assessment form is designed to verify a candidate's industry experience, leadership experience, and commitment to furthering their knowledge and understanding of the incentive field. The successful completion of the Assessment Tool is the first step in the CPIM process.

To assure that the CPIM recipient is well rounded, the candidate must have a minimum number of 25 points for industry work experience, 25 points for industry leadership, and 25 points for education. A total of 100 points is needed to successfully complete the assessment and be eligible to move on with the CPIM process. Candidates must submit the CPIM application fee with their completed assessment tool.

The CPIM Assessment Tool is available at www.incentivemarketing.org/certification and may be downloaded. Candidates may also contact the IMA office to request a copy of the form.

CPIM Exam

The CPIM mandatory exam consists of 100 multiple-choice questions. The test, developed by a professional instructional designer, includes different questions each time it is administered. This comprehensive test measures a candidate's overall knowledge of the incentive marketplace. The test covers: 1) the steps in designing, developing and implementing an incentive program; 2) considerations for sales incentives, employee recognition programs, safety programs, and consumer promotions; 3) appropriate award choices including merchandise, travel, and gift certificates; and 4) methods to track and measure program effectiveness.

As soon as a candidate's CPIM Assessment has been approved, the candidate may register to take the three-hour exam. The test is administered at the New York Incentive Show, at the IMA Executive Summit, and at the Motivation Show. Additional testing sessions may be scheduled. The exam must be successfully completed within one year of submitting the Assessment tool.

There is a $225 exam fee for IMA members. The exam fee for non-members is $300.00.

Candidates will be advised if they passed the exam within three weeks of taking the test. Candidates who do not pass the exam will receive instructive feedback and will be eligible to take the test one additional time without submitting an additional exam registration fee. The re-exam must be retaken with twelve months of taking the first exam. After this period of time, the candidate will be required to pay another exam fee.

The CPIM exam is knowledge-based. Candidates who register for the test will receive a complete list of recommended study materials. The list of these materials is available at www.incentivemarketing.org/certification.

Principles of Incentive Program Design and Measurement Seminar

Though it is not mandatory, it is recommended that candidates complete IMA's ***Principles of Incentive Program Design and Measurement*** seminar to prepare for the exam. The seminar is offered several times a year. A ***Principles of Incentive Program Design and Measurement*** study manual is available for purchase from IMA.

Development of Resources for the Incentive Field

CPIM recipients are individuals who have contributed to the incentive field's body of knowledge. Certification candidates have their choice of developing a forty-minute seminar to be used for industry supplier or end user education or writing an original 2500 word white paper on an aspect of incentive marketing. If approved by the CPIM Evaluation Team, as many as two qualified CPIM candidates may work together to develop the white paper or presentation. The white paper/presentation materials will become a part of the IMA Resource Library. CPIM candidates acknowledge the fact that their white paper/presentation submissions may be posted on IMA's website and/or published in whole or in part in IMA publications. Appropriate credit will be given to the authors.

The candidate must submit their topic for the white paper and/or presentation to the Certification Evaluation Team for approval. A list of approved topics is available from IMA or at www.incentivemarketing.org/certification. Candidates may also submit their own topic to the Evaluation Team for approval.

When the candidate proposes a topic for approval, the following information must be provided to the Evaluation Team:

- Topic
- Form of project (paper or presentation)
- Resources to be employed as support
- Rationale for consideration (why is the topic of value to the industry)

Once the topic is approved, the applicant may begin work on the development of the controlling "thesis" and project outline. The candidate must also have their project thesis and outline approved. It takes about two weeks to review and approve the thesis and outline. The Certification Evaluation Team will provide feedback to the candidate if the thesis and/or topic is not acceptable or needs clarification or further enhancement.

All white papers and presentations must conform to CPIM standards.

Resource Evaluation Process

The Certification Evaluation Team will review the white papers/presentations to determine if they are acceptable. The submissions will typically require feedback for clarification, editing, and challenge to concepts and assumptions. The candidate will receive this feedback within three weeks of submitting their materials. If the white paper/presentation is not acceptable, the candidate will be asked to make the requested revisions and resubmit the document.

The Certification Evaluation Team

The Certification Evaluation Team will consist of three – five individuals familiar with the incentive field. They will function more like editors than experts on the subject matter. Their goal is to assure that the thesis is fully and clearly supported. The Team will not know who submitted the materials they review.

Resource Development Guidelines

To meet the CPIM Resource Development criteria, candidates may choose one of the two following options:

1) Develop a 2500 word white paper on a topic of relevance to the incentive field; or
2) Develop a forty-minute presentation on a topic of relevance to the incentive field.

Required elements of the white paper

1) 2500 – 3000 words in length;
2) Title page that includes author's name, title, company;
3) A clearly defined thesis statement that states what the paper intends to accomplish;
4) A well-developed and supported premise;
5) Parenthetical documentation, where applicable;
6) A Works-Cited section included at the end of the paper;
7) Document submitted via email, formatted in Word – title referenced on all pages, pages numbered, text double-spaced.

Required elements of the presentation

1) Power Point Presentation that includes
   - title slide
   - author slide
   - learning objectives slide(s)
2) Copy of handout submitted via email, formatted in Word – title referenced on all pages;
3) A Works-Cited section included at the end of the handout;
4) Detailed speaker's notes.

In both cases, the following guidelines should be followed:

Choosing a topic

Your subject should be:

1) broad enough to involve a variety of resources;
2) focused enough to allow for in-depth research;
3) worthwhile enough to offer information and insights into your topic area.

A list of pre-approved topics is available from the IMA office. You may submit an original topic to the Certification Evaluation Team for approval.

Once your topic is approved, you need to develop a strong thesis statement.

Developing Your Thesis Statement

The following information has been adapted from The Writing Place, a service of the WCAS Writing Program at Northwestern University, retrieved October 10, 2003, **www.writing.northwestern.edu/theis.html**.

What is a thesis?

Your thesis statement should articulate the main point of your white paper or presentation. Everything else in your white paper/presentation should contribute to explaining and proving the main point. Your thesis may be a single sentence, but it can be much longer. You might need a paragraph or more to state your thesis. A thesis is more specific than either a subject area or a topic. Here are some examples of subjects and topics, and a thesis statement that could be written about one of the topics.

Subject Area	Topic
Incentive Programs	The perceived obstacles to using incentive programs to increase staff productivity.
Customer Service	Developing customer service oriented environment to gain a competitive advantage.
Employee loyalty	The factors that contribute to employee loyalty

Sample Thesis

> *Contrary to popular opinion, an organization's ability to effectively and consistently recognize their employees is a greater factor in retaining employees than financial compensation.*

Why is this a good example of a thesis?

It is specific. The thesis focuses on two clearly stated factors of a narrowly defined topic.

It makes an arguable point. Unless you are writing a factual report, your thesis should make a point that needs to be further proved or explained. It prepares the audience for more information.

The thesis helps the audience define their expectations. From this thesis, one could expect to learn more about why recognition is a more important factor in retaining employees than financial compensation.

Does every white paper or presentation need a thesis?

Yes. Every white paper or presentation needs a controlling idea that helps you select and organize the details. However, not every presentation needs the same kind of thesis. Here is an example of a thesis that summarizes factual information rather than arguing a position:

> *Users may search the university library's catalog by author, title, subject, or keyword. The keyword function is a new addition to the library catalog that allows the user to search for words or combinations of words appearing anywhere in the book's title. Several specific commands enable users to combine keyword search terms.*

This thesis prepares the audience for more information about searching the library catalog using the keyword function. Even though this thesis does not argue a position in the same manner as the previous one, it still organizes and controls the flow of information.

Where does the thesis belong in the white paper /presentation?

In general, the thesis belongs at the beginning of the presentation. If the thesis is at the beginning, it can set audience expectations and organize the information. Good places for a thesis: the first sentence, the end of the first paragraph, or the end of the opening section. This roughly translates into the opening of your presentation.

How do I develop a thesis?

1. Choose your subject area (a list of approved subject and topics is available from the IMA office).

2. Select a topic (If you choose a subject and/or topic that is not on the approved list, you must submit your topic choice to the Certification Evaluation Team for approval.)

3. Find a question that you want to answer, or a problem you want to solve regarding the approved topic. Write down as specific an answer as possible and use that answer as a thesis to organize your details.

4. Assess the thesis you have found:

- Are these questions and answers relevant to the incentive marketplace?
- Am I interested in developing and supporting my answer to this question?
- Will my readers (incentive market suppliers and users) be interested in my answer?
- Can I find appropriate material to support my answer?

From thesis to outline

- Try reading your thesis aloud to an industry colleague. If that person understands what you are talking about and why, your thesis probably makes sense.
- Write an outline of points that might follow logically from your thesis. Include three learning objectives. Learning objectives equate to what you want your audience to learn from your white paper or presentation.
- This may help you figure out how to support the claims or promises of information that you make in your thesis.
- Submit your thesis statement and outline to the Certification Evaluation Team for approval.
- When your thesis statement and outline have been approved, write a rough draft to test your main idea.
- You may discover that your thesis needs to be changed or replaced.
- If you write an early draft that doesn't stick to the main point you have chosen, it may mean that you really want to write about something else. In that case, change your thesis. Resubmit your thesis and a new outline to the Certification Evaluation Team for approval.
- Revise your draft to support your thesis.
- When you are confident your thesis reflects the point you really want to make, review each paragraph of your rough draft to see how it relates to the thesis.
- Review your draft to assure that your learning objectives have been met.
- If you are developing a presentation, convert your rough draft into text for Power Point slides and a handout.

Know Your Task and Audience - Learning Objectives

When you first begin this project, make certain you can clearly explain what you are attempting to accomplish and for whom. You can think about your task in these ways:

- Identify the topic of your presentation in a complete sentence that explains the significance of this subject to the listeners.
- Specify the kinds and amount of information that you must convey to the audience.
- Identify any key points that you want the audience to understand.
- List the important questions that you want to answer in your presentation.

In addition, you will need to carefully assess the knowledge, expectations, and values your audience brings to the exchange. It is only when the audience's needs are genuinely acknowledged by the speaker that effective communication can take place.

Determine the nature of the background information that the audience brings to your subject by listing key terms and concepts that you can reasonably assume they understand.

Describe what the audience needs to learn from you about the specific topic and focus upon these items as controlling concepts for your presentation.

Identify the significant values that the audience brings to the presentation. Ask yourself:

- What are the notable characteristics of this audience? Curious? Inhibited? Cautious? Expert? Novice?
- Does this audience respect a formal or informal style?
- Does this audience value simplicity or complexity?
- Would this audience respond more favorably to traditional or innovative approaches?
- Is this audience participating voluntarily or by external request?
- Will this audience expect you to support your points with research, real-life examples, a combination of both?
- All of the ideas about your task and audience need to be shaped with the sixty-minute time constraint you face.

Organize your material

- Classifications - organizes information into groups that share common characteristics
- Partition or spatial divisions - organizes information into major components and their minor sub-components.
- Segmentation - explains the relationship of events over time
- Comparison - attempts to present one item in the terms of another
- Cause and effect - describes and persuades by means of identifying causal relationships
- Problem and solution - organizes material in response to a dilemma
- Experimentation - organizes the information given, the purpose, aim, materials, procedures, results, and discussion in that order

Provide an illustrative example for each main point and explain the relationship of the example to the point it supports.

Use a variety of different kinds of support or proof for your statements, such as facts, statistics, examples, comparisons, testimonies (an eye witness account or a direct quotation), narrative (a story). This way you reach and persuade various members of your audience.

Repeat key concepts/points by expressing one idea in several different ways, thereby reinforcing important points.

So, for example, the problem-solution framework might be appropriate for a speech on waste management. You could structure the presentation as a series of key dilemmas, each one followed by a number of possible responses, the first being the ineffective response, and the second the better choice. Each time a problem is introduced, the listener could begin to anticipate a range of possible solutions and thereby become more receptive to the information that follows.

Works-Cited

Documenting Your Research and References

To adequately support and develop your thesis, your white paper or presentation should include well-documented research and references to other sources. Your white paper/presentation must include a Works-Cited section that lists the sources you used, as well as parenthetical documentation.

CPIM Works-Cited Format

A Works-Cited page lists those works you have cited within the body of your paper. And the sources you have used in the development of your project. The reader may refer to this list for the information required to access your sources for further independent research. It is likely that your sources will include books, periodicals, research reports, white papers, and web sites.

The Work Cited page should be placed at the end of your white paper or at the end of your presentation handout. White paper or presentation handout should be numbered consecutively within the body of the document.

The CPIM format requires that the entries be arranged alphabetically by the title of the article, book, report, and web site text being cited. If the title begins with an article (a, an, the) alphabetize by the next word. Avoid underlining titles; it is likely your finished document will be viewed online and underlining suggests a link to an online source.

Note the following examples:

Book

Book Title (in italics), author's last, author's first name: publisher, city, state, province, territory, country, date.

Incentives in Marketing & Motivation, Fried, PhD., Robert P., and Meredith, George: Kendall/Hunt Publishing Company, Dubuque, Iowa, USA, 1999.

Article in a Periodical

Article Title (in quotation marks), author's last name, author's first name: periodical title (In italics), publication date, page numbers of article.

"New Ways to Get Certified", Grimaldi, Lisa: *Meetings & Conventions Magazine,* December, 2003, page 32.

Research Report/White Paper

Title of Research Report (in quotation marks), name of organization and/or author that produced the report, location of organization, date of report publication.

"A Study Conduct Among Current Users of Merchandise and Travel Items for Motivation/Incentive Applications", Incentive Federation, Naples, Florida, June, 2003.

Information from a Web Site

Title of article, research report, white paper (in italics), author's last name, author's first name, if applicable, web site section in quotation marks, date information retrieved, name of web site's organization, web site address,.

Why Use Incentive Programs? "Incentive Program Info," December 10, 2003, Incentive Marketing Association, www.incentivemarketing.org,

Guidelines for additional documentation

You should also document the ideas, facts, and opinions you have included within your text. These references will also be included in your Works-Cited.

Try to use parenthetical documentation as little as possible. For example, when you cite an entire work, it is preferable to include the author's name in the text.

The following examples illustrate the most common kinds of documentation.

Documenting a quotation

According to George Meredith in his book, *Incentives in Marketing & Motivation*, "Getting the best performance out of a sales force is a complex of many factors . . ." List author's name and title of book or article (in italics).

It is generally agreed, "getting the best performance out of a sales force is a complex of many factors" (*Incentives in Marketing & Motivation*, page 25). List title of book or article or study (in italics) and page number where quote is found. Parenthetical documentation is **after** the quotation mark and **before** the period.

Documenting a paraphrase

The largest numbers of non-sales incentive programs are targeted to operations employees (*A Study Conducted Among Current Users of Merchandise and Travel Items .* . ., page 36). List title of book or article or study (in italics) and page number where quote is found. Parenthetical documentation is **after** the quotation mark and **before** the period.

The 2003 Incentive Federation's *A Study Conducted Among Current Users of Merchandise and Travel Items . . .* concluded that the largest numbers of non-sales incentive programs are targeted to operations employees.

Additional Presentation Guidelines

The following guidelines are excerpted from "Presentation", October 30, 2003, The Writing Center at Rensselaer Polytechnic Institute's web site at www.rpi.edu/dept/llc/writecenter.

Frame Your Presentation

The Introduction Your introduction must draw the audience's attention, identify your topic, and create expectations in the audience that you will satisfy in the course of the presentation.

Capture the audience's attention by connecting their needs/values/knowledge to your topic. Consider the following lead-ins to your presentation:

- an interesting fact, statistic, anecdote, etc.;
- an appeal to a common ground of understanding or experience between audience and speaker
- a narrative or story to draw the audience into your domain;
- an overview of your speech to provide audience with a rational framework.

Create expectations in your audience that you will fulfill in the course of the presentation.

- create and repeat an organizational structure or pattern.

- acknowledge and then answer questions you know the audience will want to have answered.

- introduce and then reference key terms throughout the course of the presentation.

- offer periodic overviews and then periodic summaries of material

Your introduction will be half of the framing devices needed; the other half is the conclusion.

The Conclusion An effective conclusion will develop naturally from the structure and content of the preceding material. A conclusion isn't simply a rewording of the introduction; the conclusion is a separate and distinct part of your presentation and as such presents particular challenges for you to meet. In it, you need to:

- identify for the audience the most important point of the presentation

- connect with the framing context that you introduced in the beginning

- reaffirm the connection between the audience and the material presented

Match the tone of the final remarks to what you perceive is the audience's primary need. You might offer

- a summary of key points and/or sections of the presentation
- a personal anecdote
- a restatement of the problem and a brief summary of the solution
- a resolution of the shocking statistic
- an answer to a significant question

Select Visuals

Since most people rely heavily upon visual information cues, you can assist your audience by incorporating visual aids into your Power Point presentation. These help you to emphasize key points your audience will understand and remember. Choose these sparingly, otherwise they could become distracting.

Identify the purpose of your visual aid

- to clarify a key point
- to provide an illustrative example
- to model
- to summarize
- to entertain while informing

Select types of visual aids well matched to the needs of your audience with respect to specific portions of your presentation.

- table - good for presenting groups of detailed facts
- bar graph - can represent numerical qualities
- line graph - shows how one quantify changes as a function of change in another quantity
- pie graph - effective for depicting the composition of a whole
- diagram - similar to a drawing but relies upon symbols
- flow chart - means of representing successions of events
- organizational chart - usually depicts hierarchical arrangement

Critique your visual aid from the perspective of the audience's needs.

- Is it large enough to be easily seen or is it too small and detailed?
- Is the contrast/color effective or distracting?
- Does it clarify a difficult concept or introduce confusion?
- Is the visual aid necessary or superfluous?

Timing Before submitting your presentation to the Certification Evaluation Team, time your PowerPoint presentation to assure that it represents a sixty-minute program.

Handout The first page of handout you develop to accompany your PowerPoint Presentation should be a title page and the last page should list your Works-Cited.

A useful handout will state your thesis, include your key supporting points and your summary points.

Each page of the handout should be numbered and should reference the title of your presentation.

Speaker's Notes Include speaker's notes in the form of a script in your PowerPoint presentation. This script should be detailed enough to allow a fellow colleague to effectively present your material.

USING POWER POINT SLIDES

The entire concept of a successful slide presentation is based on using the visual medium to reinforce, underscore and support your presentation. It is this proven combination of factors that account for the widespread acceptance of slides as a learning tool.

■ **Establish a prime objective.** You are giving your presentation for a reason. If you cannot define that reason in one sentence, your audience may not understand your presentation. Complete the sentence. "After my presentation, I want the audience to …"

■ **Knowing what to say is not the same as saying it effectively.**
Particular attention must be paid to content of your slides. Picking chunks of copy out of your script or outline for slide copy is easy. But unless you edit this copy into meaningful, telegraphic slides that support your statements rather than repeat them, you're headed for an ineffective slide presentation.

■ **Adding Slides.**

- Reinforce every major point in your presentation with a title or graphic slide.
- Paraphrase the copy but be sure to stay with the same general terminology.
- Dramatize the most important major conclusions in your presentation with a title or special effects slide.
- Underscore all support, proof or demonstration points in your presentation with copy, photographs or charts.

■ **Consistency is important.**

- Consistency of color combination, graphic technique and writing style will allow your slides to continually build one on the other along with your speech. The audience will respond better and you will look more professional.
- Using a wide variety of color combinations and graphic styles will confuse the audience rather then keep them alert.
- Change colors or combinations only with a purpose… to differentiate sections within your presentation, of difference subjects within a longer, or multi-speaker presentation.

■ Effective use of charts and graphs.

- Use the correct type of chart for what you are trying to show.
- Be absolutely sure that the trend or relationship you are trying to show will be very obvious on the finished chart slide.
- Chart slides are really pictures. Graphic illustrations of the proof or point that you want your audience to accept. Keep your charts simple and they will do the job.
- Do not make the type size too small to be read from the back of the room.

■ How many slides are in a good slide presentation?

- A well-paced slide presentation should have a slide change every 20 seconds.
- Longer intervals between slides will slowly but surely bore and disinterest your audience.

- Read through your script or outline and determine the interval between slide changes.
- Add or subtract the proposed slides until the timing is right.

■ Successful copy slides

- Edit copy to a minimum.
- Don't tip your hand to reveal more information than needed. The audience will read ahead and not listen to what you are saying. (They can't help themselves.)
- If you must make several points in a slide, consider using a build-up.
- If you stick with the amount of copy that will fit on any of the forms, you will always be assured of great looking slides, with a balanced appearance and the highest level of readability.

■ Dos and Don'ts for a successful presentation.

- Memorize your speech, don't read it.
- Don't read slide content, as it is usually perceived as an insult to the attendees. Visuals should supplement or clarify what you are saying.
- Don't speak to the screen. If you want to draw the audience's attention to something, stop speaking, point to the item, then return your eyes to the audience and resume.
- Know the order of your slides and which one will come up next…you shouldn't have to look at the screen to find out.
- If you need to refer to a previous slide in your presentation, have an extra copy made and positioned where needed. Never try to reverse the projector.
- Be sure everyone in the audience can see.

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