

€ TRAINING

Report Writing and Presentation Skills





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Introduction:

This training program offers comprehensive instruction on crafting clear and impactful reports and delivering engaging presentations. Through theoretical learning and practical exercises, this program equips individuals with the skills needed to communicate their ideas persuasively in both written and oral formats.

Program Objectives:

At the end of this program, participants will be able to:

- Understand the purpose of the report brief and adhere to its specifications.
- Gather, evaluate, and analyze relevant information effectively.
- Structure material in a logical and coherent order.
- Present reports consistently according to the instructions outlined in the report brief.

Targeted Audience:

- Content writer.
- Blog writer.
- Artical writer.

Program Outline:

Unit 1:

Presentation Preparation Techniques:

- Practice and rehearse.
- Attending Others' Presentations.
- Meeting your audience beforehand.
- Use the power of positive visualization.
- Be specific with your material.

Unit 2:

Enhancing Report Writing Skills:

- Read other reports. To enhance your report writing skills, try to read other published reports.
- Create an outline. You can improve your planning skills by creating outlines for each report.
- Verify your sources.

Unit 3:

Understanding Service Tax Regulations:

- Service tax overview.
- Service Tax Law: Introduction.
- Service tax rate, tax point and taxable event.
- Understanding Negative List Service Tax.
- Service Tax Procedures.

Unit 4:

Refining Executive Communication:

- Write multiple drafts.
- Ask for feedback.
- Provide information to the executive so that they may take timely decisions and actions accordingly.
- Planning, preparation, practice.

Unit 5:

Effective Presentation Styles:

- Informative. Keep an informative presentation brief and to the point.
- Instructional. Your purpose in an instructional presentation is to give specific directions or orders.
- Arousing.
- Persuasive.
- Decision-making.

