Rothko International is one of the oldest and most prestigious travel agencies in the world. They are planning on opening a new office overseas. The company executives have identified an untapped market of potential travelers to this new city. Rothko has put together a team of people from the company who will all travel together to the new city and open a new office. Members of the team will have the option, after one year, of remaining in that city and working or returning to a position in Rothko International’s Louisville office.

The team is made up of all the members of this class. The team's project manager (your instructor in this case) has selected a focus group of three or four individuals to research and visit the city in order to select a location within the city. The focus group will collect, evaluate, and organize information about the city covering some of the following topics: local transportation, business customs, housing, money, weather, restaurants, shopping for necessities, safety, and medical care. The focus group has prepared a series of presentations for our team.

Students from this class will play the role of the focus group. In order to most effectively accomplish this assignment, each small group of students will select a city of their own interest. The only requirements are that it is not within the borders of North America and the primary language spoken by locals cannot be English. Each member of the group will select one of the topics from the list above and present specific information about the city regarding that specific topic. Each of you can choose only one main topic to present. Groups do not have to present all of the topics listed, as this presentation is just one in a series of presentations. Everyone within the group should work together to present a cohesive and organized message about the city.

You will be using mostly class time to organize their presentation and to rehearse the performance. You will share your own specific research with the other group members in the form of a memo (“Memo to Group Members”) on July 2. I will collect an extra copy for grading on that day.

Your group will submit a collaborative memo to the instructor (“Memo from Group re: Presentation”). The document should include a detailed description of the assigned tasks each team member completed. The memo should also include a description of the timeline and organizational choices the group made.

Criteria: deadline, appropriate length, inclusion of timeline, clarity and organization of task lists, overall assessment of the group, etc. The memo should be initialed by each group member and presented to the instructor at the beginning of the presentation.

**Requirements**
Duration: 9-11 minute presentation. Groups whose presentations run too long or too short will be penalized. This requirement does not include the question and answer period after the presentation. There are no requirements about the content of the Q & A period.
Visual Aids: at least three different types of visuals. Three poster boards make up only one type of visual aid, for instance.
Appearance: Presenters should dress as they would for a professional interview.

**Recommendations**
Make it relevant. Not only is it the focus group's responsibility to present the information, it is also their responsibility to help the team understand how to apply the information. You will be evaluated on your appearance decisions for this presentation.
Practice and rehearse. There should be no confusion or dead-spots in the presentation. Transitions from one speaker to the next should be smooth and each member should refer to others in the group by name. There shouldn’t be too much hesitation and searching for what you want to say. That’s why you have class time to prepare.

Plant questions. To help alleviate some of the anxiety of the Q & A section of the presentation, it is sometimes helpful to have a student from the audience who is willing to ask a question previously planted by the group’s members.

Use hand gestures and eye contact. Don’t get stuck behind the podium reading from a card. It’s not engaging.

Get the audience involved in the demonstrations. Ask for volunteers.

Use effective visual aids. Remember the students in the back of the room who can’t read small type or see detailed photos. Pass around items don’t work well at all, unless everyone gets one. Make sure the visuals enhance the information being communicated. No visual ever stands on its own. If you hand it out, but you don’t talk about it in your presentation, it doesn’t count. Don’t be afraid to use the board.