


Presentation Skills for Emergent ELT Leaders: Keys to Success

Janet Orr
Education Specialist
USAID/Sri Lanka

Leadership Skills

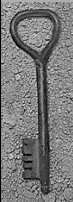
- 
1. Defining the school's mission (How?)
 2. Defining the instructional program: learning, teaching and organizing an education institution
 - a. Curriculum
 - b. Instruction
 - c. Assessment
 - d. Management

BCIS 2006

Janet Orr, USAID/SL

2

Leadership Skills (cont'd)


- 
3. Defining interpersonal relationships and activities essential to school success
 - a. Strong goals and objectives (Vision)
 - b. Leaders assume that people can change
 - c. Build positive relationships by aligning people
 - d. Instill motivation and inspire staff
 - e. Good, fair judgment

BCIS 2006

Janet Orr, USAID/SL

3

Today's Goals

- 
- Building your leadership skills
 - Improving communicative effectiveness
 - Introducing current practices used for presenting to a variety of audiences
 - Using Power Point to organize your presentations

BCIS 2006

Janet Orr, USAID/SL

4

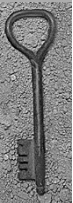
Leaders Need to Communicate to Accomplish their Goals



- Coaching
- Facilitating
- Consulting
- Presenting

Coaching



- 
- Guides a person to take action toward his or her goals while developing his/her expertise in planning, problem solving and decision making.
 - Non-judgmental uses of communication tools:
 - Open-ended questions
 - Pausing
 - Paraphrasing
 - Probing for specificity

BCIS 2006

Janet Orr, USAID/SL

6

Facilitating

- A facilitator remains neutral but helps the group accomplish its task
- Techniques include: moderating, dialogue, shared decision making, planning and problem solving



Consulting

- A consultant is an information specialist who delivers technical knowledge to the group
 - Provides information from experience or knowledge base that the group is missing
 - Encourages the group to use a specific strategy
 - Adopts a method or technique
 - Purchases a product

Presenting



- Extend and enrich knowledge skills or attitudes
 - Stances: Expert, Colleague, Supervisor, or Friend
- Guided by clarity of Instructional Outcomes
- Assist audience to reach a realization of empowerment to produce results later
- Use strategies:
 - Facilitation, lecture, cooperative learning, study groups

Know your Audience

- Different personalities
 - “professors” – value data, expect authority, want handouts, bibliographies, agendas, lectures
 - “friends” – interaction, sit in a circle, opening mixer, name tags
 - “inventors” – agenda as map, colorful charts, problem solving
 - “scientists” – agenda organized around a question, handouts with space for reflection/notes

THINK – PAIR – SHARE
WHICH PERSONALITY TYPE ARE YOU?

What does the audience know?

- Who are they?
- What do they know?
- When are you presenting?
(Timing of Presentation)
- Where are you presenting?
(Room Setup)
- How should you approach the topic?



Openers to Determine What they Know!

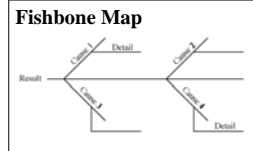
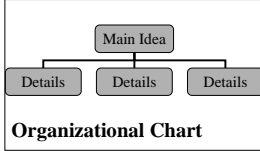
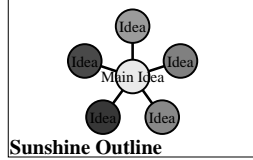
- Welcome Statement
- Connection Statement
 - Relevant Story
 - Rhetorical Question
 - Startling Statistic
 - Analogy
 - Humorous Anecdote
 - Gimmick
- Purpose/Preview the Agenda
- Energize the Participants



Organizing the Presentation

Outlining

- I. Main Idea
 - a. Supporting Ideas
 - b. Supporting Ideas
- II. Main Idea



Select Training Activities that Reinforce

- Challenge participants thinking
 - Group activities for collaboration
 - Activities that support learning through different senses: sight/visuals & print, hearing/music, movement and touch
- Carousel of Questions:**
1. Arrange chart paper in four parts of the room
 2. Ask groups to go to each chart
 3. Ask a question and have each group answer the question on the chart paper
 4. After a few minutes, each group rotates to the next station and a new question is asked
 5. Ask each group to read the list of comments written on their chart to the rest of the class

CAROUSEL Questions and Advice

- 1st Group: Write your questions
1. Becoming a leader
 2. Handling management issues
 3. Organizing training activities within the training
 4. Presenting –
 - a. At your school
 - b. At a workshop
- 2nd Group: Write responses
- 3rd Group: Review and highlight the highest priority questions
- 4th Group: Share with the whole class

PowerPoint Hints

- **Only the basics!!!**
- **Use 16-point or larger type**
- **Limit the number of fonts - 3 max**
- **Use standard colors**
- **Choose your art carefully - style**
- **Graphic should represent idea conveyed**
- **Keep the animation and transition schemes consistent**

Handouts



- **The Page**
 - Headers, footers
 - Font: 11 or 12
 - Layout
 - PowerPoint handouts or Word
- **Procedures for passing them out**
 - One at a time – colored paper
 - All at once: beginning or end
- **Insufficient Handouts** – upload to a website or mail to participants

Questions and maybe Answers!

- Think ahead about the questions that the audience may ask
- Affirmation of question
- Choose your words wisely
- Don't defend or debate

Contact Information:

Janet Orr
jorr@usaid.gov

Website:
www.tealservices.net