

Briefing for Facilitators

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Leadership Academy Sessions I and II

- What did you think about Academy I and II?
- How do you think you performed as a facilitator?
- What were your strengths?
- What areas do you need to develop further?

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Were you Prepared?

**If you don't know or don't remember,
we can ask the audience.
They always know.**

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Signs of UN-Preparedness

- The speaker did not know the content and read the PPT.
- The speaker had no passion for the topic – no enthusiasm.
- The speaker gave no clarification to quotes.
- There was no transition to or from the Leadership Moments.
- There was no time to take advantage of exercises and Action Plans.
- The speaker did not give personal examples and stories.

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Signs of UN-Preparedness

- The speaker “stuck” to the podium and hardly moved.
- The speaker was stiff and certainly did not teach with ease.
- The speaker’s eyes were everywhere except on the audience.
- There was no rapport and engagement with participants.
- The speaker ended late or finished early.

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Preparedness

*Give me six hours to chop down a tree
and
I will spend the first four sharpening the axe.*

Abraham Lincoln

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Organization and Timing



The anchor of your session.

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*If you don't know
what you want to achieve in your presentation
your audience never will.*

Harvey Diamond

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You have about 60 + minutes.

- Introduction
- Make a transition
- Mention homework
- Teach the module (content, activities, Leadership Moments, quotes)
- Engage participants
- Conduct exercises
- Allow for discussion
- Share a story from experience

How does this happen?

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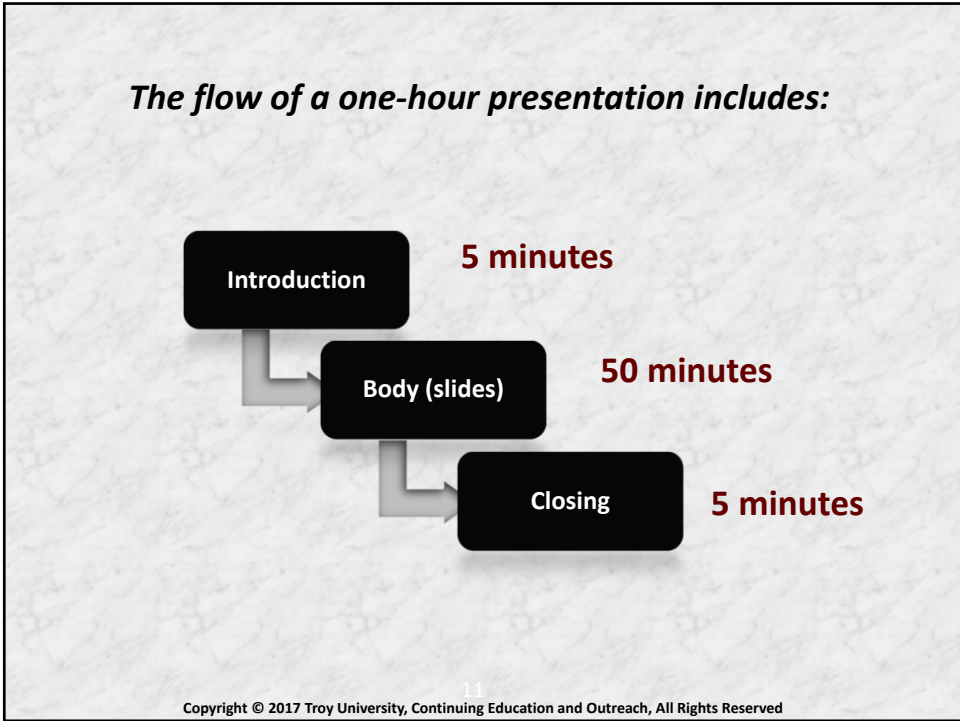
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The flow of a presentation includes:

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graph TD; A[Introduction] --> B[Body (# points)]; B --> C[Closing];
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Give special Attention To ...

- Transitions*
- Leadership Moments*
- Exercises*
- Quotes*
- Action Plans*

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Ask Questions for Closings

- ✓ Why was this Module important to include in the Leadership Academy?
- ✓ What did you learn through this Module?
- ✓ What is your “take away” from this past hour?
- ✓ How will you implement this Module back in the office?

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Nonverbal Communication



This is a big part of the puzzle.

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Non Verbal Delivery Skills



Eye contact



Facial Expressions



Vocalics



Proxemics



Gestures



Kinesics

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Use of Podium

- A podium blocks most (40-50%) of your communication and believability.
- If at all possible, do not use a podium unless it is simply for placing your notes.
- If you must stand at the podium, frequently move out from behind the podium to the side.
- If you must use the podium, your arm movements and gestures must be more exaggerated and your vocals must be varied and enthusiastic.

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Movement

- At a minimum, use the “W” technique when presenting.
- At best, walk among the tables or around the room.
- Use movement purposefully. Do not pace back and forth due to nervousness.
- When walking, pause at times. Do not pace back and forth.
- If standing still (pausing from movement), stand erect with weight on both feet. Turn your upper body or shoulders from side to side to indicate movement.
- Always use eye contact as part of your movement. After all, it is the “number 1” nonverbal communication technique.

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Non Verbal Delivery Skills



Appearance



Artifacts



Haptics



Chromatics



Chronemics



Attitude

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Participant Engagement



What holds your training or presentation together.

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Why Engage Participants?

- Improves involvement in class**
- Increases initial learning**
- Increases long term retention**
- Ensures application back on the job**
- Improves performance back on the job**
- Makes you a better presenter**

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What Can *You Do*?

- Take facilitation seriously but not yourself
- Make it conversational
- Be energetic or at least have enthusiastic facial expressions
- Practice and prepare so you can enjoy the time

Participant Engagement

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What Can You Do *For Them*?

- Speak with passion
- Connect emotionally
- Offer encouragement
- Let a little of “yourself” out (laugh, share, have fun)
- Share stories related to content

Participant Engagement

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What Can You Do *With* Them?

- Group discussions (built in)
- Individual exercises (built in)
- “Shout outs”
- Ask them about their experiences
- Solicit their thoughts

Participant Engagement

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What Can You Do *With* Them?

- Quick activity (stand ups)
- Quick “pairings” (60 seconds)
- Polling (raise arms)
- Charting (ask participant to go to flip chart)

Participant Engagement

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Learning Styles



Everyone learns in different ways.

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Remember:

For **any** presentation
to **any** group
on **any** subject:

Think about what they
need or want to know --
not what you need to say.

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Learning Styles

P
E
R
C

P
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G

I
V
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G

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You May Be A One If You...

- integrate your own experience to learn.
- learn more by connecting to personal meaning.
- learn best by listening to others in a discussion.
- engage in social interaction.
- like activities that focus on cooperation.
- look at things from many perspectives.
- trust your own perceptions.

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You May Be A Two If You...

- listen to the facts in the content.
- reflect on your presentation.
- hear and study what is said.
- examine details and specifics in content.
- organize ideas.
- critique your information.
- judge the accuracy of the presenter.
- observe any activity provided.

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You May Be A Three If You...

- find general trends in presentation content.
- use common sense to weigh the usefulness of the content.
- learn best by practicing the skills.
- problem solve with the content in the presentation.
- use factual data to build useful concepts.
- practice independently of others in the class.
- test things to see how they will work.

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4 You May Be A Four If You...

- start with your own perceptions and experiences.
- look at “what else” can be done with the content.
- seek ideas beyond the content.
- explore and discover the content with trial and error.
- look for possibilities and hidden meanings.
- use your gut reactions to interpret what is said.
- learn by actively experimenting.
- believe training should be adaptable.

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Learning Styles Preferences

Actively experiences and seeks intuitive possibilities

Listens, shares, reflects and discusses

Actively practices and solves problems

Thinks, structures, reflects and critiques

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You are a “specific type learner.”

So what?

You teach like your learning style!

And that leaves out 75% of the audience.

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Type One Learners May Need To Present By:

- focusing more on specific outcomes and procedures – more details and facts. Some participants need expert content, not necessarily opinions or experiences.
- spending more time on how to implement content and make it useable and workable back in the office – not just story telling and participant discussions.
- spending more time planning and less time “winging it.”
- taking action more decisively when facilitating. Too much spontaneity confuses some participants.

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Type Two Learners May Need To Present By:

- taking more risks in using alternative activities such as discussions, pairings, shout outs, demonstrations, case studies, etc.
- taking action in class even if it is not perfect or “by the plan.” After all, “perfect” is about you, not the audience.
- going more on your instinct. If you think of something (memory, story, example, activity), do it.
- trying to inspire and encourage participants as you instruct. Add passion to your presentation.
- being more open to change. There is more than one way to facilitate a session.

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Type Three Learners May Need To Present By:

- taking more time to chat with participants.
- paying more attention to participants’ needs and feelings. Not everyone learns by pointing out the content usability. Some like to discover those things themselves, enjoy “just the facts,” and enter in discussions.
- valuing ideas from others. Enter discussions (class, group or individual).
- taking more time to consider all the ideas before coming to closure. Reach out to participants.
- taking the time to let others find their own meaning/learning.

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Type Four Learners May Need To Present By:

- focusing more on structure. Some learning types cannot follow your organization or lack thereof.
- appreciating the need for follow-up and attention to detail in content, organization and presentation skills.
- thinking more strategically and orderly. Some participants cannot follow your spontaneity or “chasing rabbit trails.”
- appreciating that others have a lower tolerance for chaos.
- choosing which risks to take and which to leave out – control your impulses.

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Preparedness

*There are three things to aim at in public speaking:
first, to get into your subject,
then to get your subject into yourself,
 and lastly,
 to get your subject into the heart of your audience.*

Alexander Gregg

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Preparedness

1	Get into your subject	<i>be passionate</i>
2	Get your subject into yourself	<i>be prepared</i>
3	Get your subject into the heart of your audience	<i>use nonverbal, engagement and learning styles</i>

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Best of luck
with your next Academy!



Light the fire!

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