BRIEFING FOR FACILITATORS
ALDOT Leadership Academy
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Well, let's take a look.

- Like it or not, you are seen as a leader.
- It is your responsibility.
- You convey the image, policies and mission of ALDOT.
- You are setting the stability and success of ALDOT.
- Each of you serve as a role model for ALDOT.
- Employees are already watching you.

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Well, let's take a look.

- Employees (supervisors, etc.) look to you for knowledge.
- Employees (supervisors, etc.) copy your attitude/outlook.
- Your inspiration is key to the example you set.
- Your experience counts.
- Great leaders want to make a difference in others.

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Manual

Narrative Text | Fill-in-the-blank

17 Modules

PowerPoint | Tool Box

4

Well, let's take a look.

- **Prepare**
  - Read entire Module
    - Text (Homework)
    - Fill in the Blanks
    - PPT
    - Toolbox
  - Practice (72% of nervousness is eased)
  - Think about opening, experience, stories, engagement discussions, exercises, facilitation techniques, and delivery
  - Examine…no, analyze your timing

- **Show up 30 minutes ahead to mingle**
- **Stay until next speaker begins for any questions and discussions**

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HERE'S A FEW POINTERS!

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3/5/2017

Number 1

Begin And End
With The Audience's Point Of View.

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

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

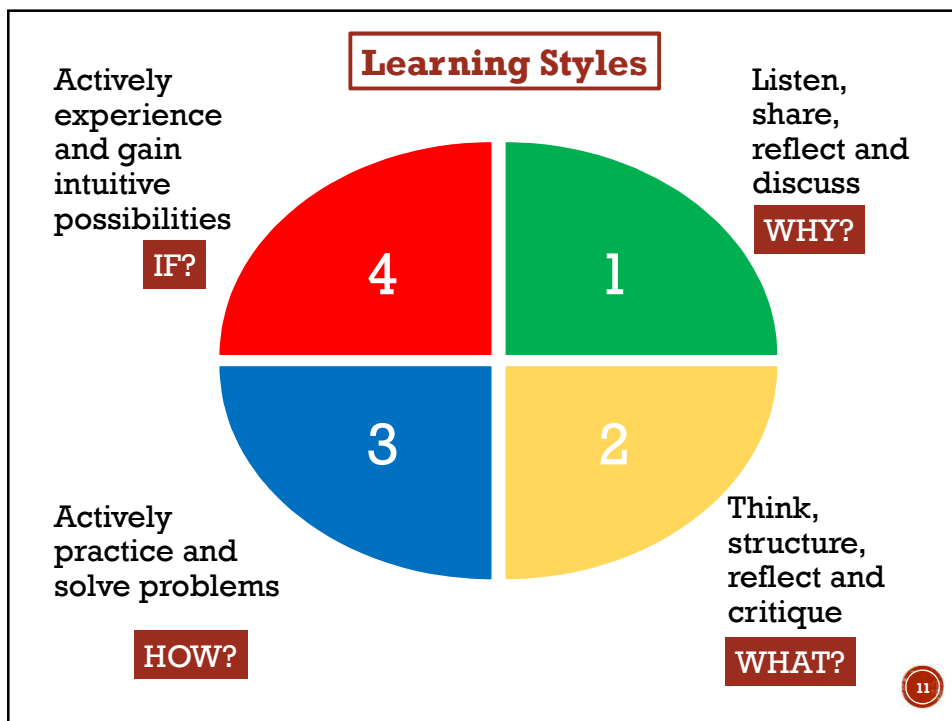**8**

Focus On The Audience

- Many speakers think that a presentation is about them.
- The presentation is not for you.
- It is for the audience.
- The presentation is for the audience's benefit.
- Begin and end, with "what do they need" and "what will help them learn or understand."

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ADULT LEARNER CHARACTERISTICS

- Needs a reason to learn -- a need to know "what's in it for me?"
- Concept of self is an independent learner who is responsible for own learning
- Own experience is valued and seeks recognition for experience
- Problem-oriented or task-centered -- not subject matter driven
- Readiness to learn is determined by real-life situations
- Internally motivated

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Learning Styles

Actively experience and gain intuitive possibilities

IF?

4

1

Listen, share, reflect and discuss

WHY?

3

2

Actively practice and solve problems

HOW?

Think, structure, reflect and critique

WHAT?

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Focus On The Audience

- When studying for the presentation
- When preparing for the presentation
- When organizing the content of the presentation
- When delivering the presentation
- When conducting activities within the content
- When ending the presentation

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Number 1

Begin And End
With The Audience's Point Of View.

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Number 2

Maintain The Purpose Of Presentation.

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Reason For Presentation

- To inform
- To teach
- To motivate
- To activate
- To persuade
- To entertain

Inform • Teach • Motivate

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HOW TO MAINTAIN FOCUS

- Practice your talk to purposely target your reason for speaking.
- Do not get side tracked from purpose.
- Stick with it to the end of the presentation.
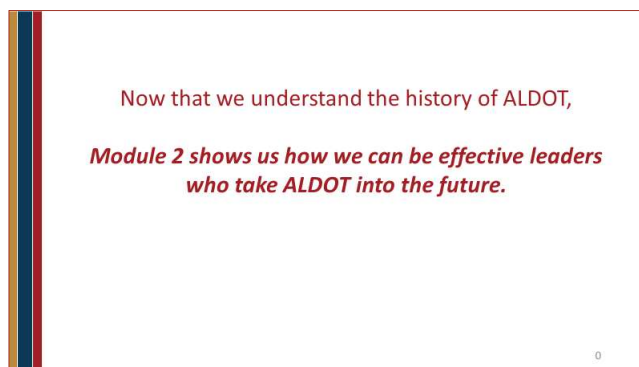- The last thought should reiterate your purpose.

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You have about 60 minutes to cover your module.

- ➢ Introduction
- ➢ Make a transition
- ➢ Mention homework
- ➢ Teach the module
- ➢ Engage participants
- ➢ Conduct exercises
- ➢ Allow for discussion
- ➢ Share a story from experience

How does this happen?

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Transition Slides Are Built Into PPT

Now that we understand the history of ALDOT,

*Module 2 shows us how we can be effective leaders
who take ALDOT into the future.*

0

How does this happen?

18

Objectives Are Built Into Each Module

Objectives

- Understand why it is important to be a highly effective leader.
- Recognize the difference between management and leadership.
- Identify leadership characteristics, attitudes, and skill sets.
- Construct a career path to become a strong, admired, and transformational leader.

3

How does this happen?

19

Discussion Questions Are Built Into PPT

Leadership Discussion...

What is effective leadership?

4

How does this happen?

20

Individual Reflection Is Built Into PPT

Are You a Leader?

Your Leadership Self-Assessment

Think about the questions on the next
slide and respond on a scale from 1 to 5.

1 = not at all
2 = to a little extent
3 = to some extent
4 = to a great extent
5 = to a very great extent

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How does this happen?

21

A Final Thought Is The Last PPT Slide

Final Thought

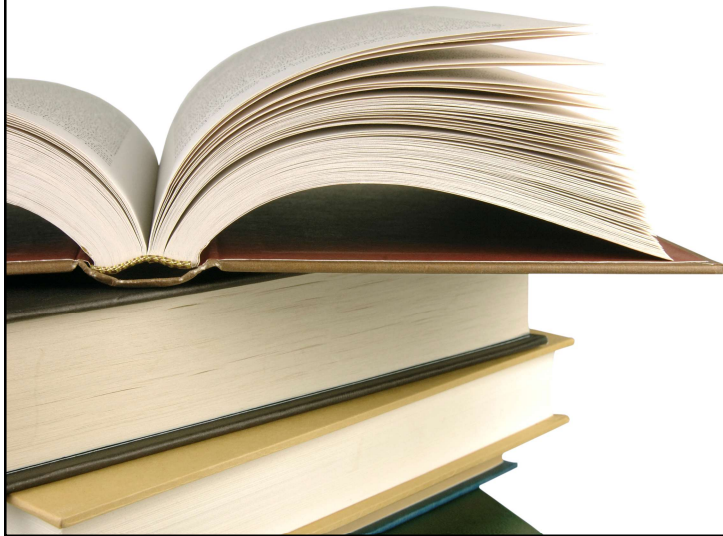*Ability may get you to the top,
but it takes character
to keep you there.*

John Wooden

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How does this happen?

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Teach the module.
Share a story from experience.

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Number 2

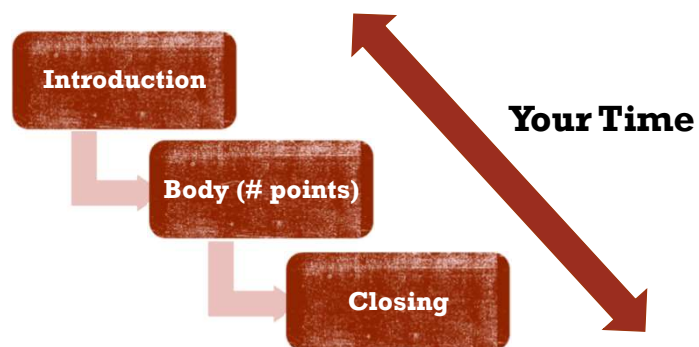**Maintain The Purpose Of Presentation.**
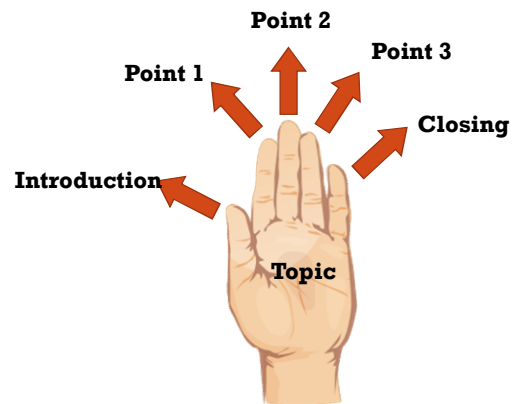
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Number 3

Organize For Structure and Time.

The flow of a presentation includes:

Introduction

Body (# points)

Closing

Your Time

HOLD UP YOUR HAND

Point 2

Point 1   Point 3

Closing

Introduction

Topic

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Structure Matters.

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INTRODUCTION

- Establishes your credibility
- Expresses expertise or experience
- Should be short and snappy
- Should not be boastful
- Should not be self-degrading

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Types of Opening

✓ **A question which relates to the content**
Allow short reflection, engage a short group discussion and/or make it rhetorical in nature.

✓ **A startling statistic that relates to the content**
Make it current and accurate and cite your sources.

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Types of Opening

✓**A story that pertains to the content**
Appeal to the emotion, permanently etch the learning, engage the audience's hearts and minds, draw in the audience and make it a short and strong point.

✓**A joke or humorous story which leads to content**
Get the audience enthusiastic and positive, make the audience laugh, make it uniquely yours and/or transition from someone else's presentation to your presentation.

✓**Provoking the audience's sense of curiosity**
Help capture audience attention and assist in getting the audience to listen more closely.

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Types of Opening

✓**Impact statement**
Challenge a societal norm, contradict a recognized expression to tradition, state a little known fact and/or state a false statement the audience will recognize.

✓**An analogy**
Help the audience better understand the unknown.

✓**A quote that relates to your content**
Use a pause for thought or repeat the part which emphasizes the point.

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Introduction

➢ In the first 7 seconds, the audience is gaining their impression of you.
➢ In the first 30 seconds, command the attention of your audience.
➢ In the first 3 minutes, the audience is sizing you up.
➢ Openers should be used to grab the attention of the audience.
➢ Use an opener that fits your personality and your audience.

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Body

o Must be solid and contain needed content
o Must be easy to follow
o Must allow the audience to flow with you
o Should be a simple logical progression

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Closing

✓ Brief (2-3 minutes)

✓ Review of major points

✓ Future expectations of audience

✓ Presentation conclusion and final thought slide

✓ With last slide on screen, ask for questions

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Actual Closing

✓ 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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Number 3

Organize For Structure and Time.

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Number 4

Make Your
Non-verbal Communication Count.

38

What do others see
while you are speaking?

You project what you believe and feel
on the "inside."

So what is your "outside" telling people?

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Three elements impact believability
each time we speak:

Verbal	• The message itself • The words we speak	7%
Vocal	• Voice volume, tone and pitch • Speed and resonance of our voice	38%
Visual	• Observable aspects from our face, eyes, stance, movement and body	55%

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Non-verbal Communication Skills

- Eye Contact
- Kinesics (Gestures)
- Facial Expression
- Vocalics
- Proxemics
- Haptics
- Chronemics
- Chromatics
- Artifactual (including podium)
- Appearance (Grooming and Attire)

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The Eyes Don't Lie

- They allow you to establish a bond with audience and put people at ease
- They hold people's attention
- They demonstrate you are speaking honestly and with genuine interest
- Eyes convey self-confidence and credibility
- Eyes acknowledge other people

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Your Eye Contact

- Look at your audience before you start.
- Scan from one side to the other before you speak.
- Connect with one person at a time.
- Hold contact for 2 - 3 seconds with each person.
- Do not look above people's heads.
- Do not look at the ceiling or out the window.

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Arm and Hand Gestures

o Gestures are the most expressive.
o Make your hand gestures above your elbow and away from your body.
o Hand gestures should be vigorous and definite to show conviction and enthusiasm.
o Hand gestures should be full and varied rather than partial and repetitious; making the same movement over and over is distracting.
o Make your hand gestures larger for large audiences to ensure that even people in the back of the room can see them.

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Arm and Hand Gestures

Avoid :
- o Pointing fingers
- o Making a fist
- o Using a karate chop
- o Touching the face
- o Putting hands in the pockets
- o Standing with hands in a fig leaf position
- o Posing hands in a prayer position
- o Crossing arms at the chest
- o Maintaining the same placement for too long

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NON-VERBAL COMMUNICATION SKILLS

- Eye Contact
- Kinesics (Movements and Posture)
- Facial Expression
- Vocalics
- Proxemics
- Haptics
- Chronemics
- Chromatics
- Artifactual (including podium)
- Appearance (Grooming and Attire)

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VERBAL REINFORCEMENT

- Begin and end with telling them you main points.
- The best presentation is delivered as a conversation to every person in your audience one person at a time.
- Reiterate key points with images or stories.
- Repeat something three times for people to remember.
- Use transitions from one main point to another.
- Be ready to *leave out* something less important if time is crunched.
- Never *end* with a question and answer slide.

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Number 4

Make Your
Non-verbal Communication Count.

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Number 5

Engage Your Participants.

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WHAT IS ENGAGEMENT?

- Improve involvement in class
- Increase learning
- Increase long term retention
- Ensure application on the job
- Improve performance back on the job

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What Can *You Do*?

- Take facilitation seriously but not yourself
- Make it a conversation
- Let a little of "yourself" out (laugh, share, have fun)
- Be energetic
- Practice so you can enjoy the time

Participant Engagement

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What Can *You Do*?

- Make it relevant
- Connect emotionally
- Try not to "chunk" material
- Keep pace (transient attention:8 secs, sustained attention: 10 mins)
- Emphasize benefits

Participant Engagement

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What Can You Do *With Them*?

- Group discussions (built in)
- Individual exercises to explore (built in)
- Pre-work (built in)
- Videos (built in)
- "Shout outs" (during and review at the end)
- Ask them about their experiences

Participant Engagement

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What Can You Do *With Them*?

- Gimmick activity (potato & straw, blocks, dice, post-its)
- Quick "probe pairings" (60 seconds)
- Polling
- Debate (informal)
- Charting

Participant Engagement

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Number 5

Engage Your Participants.

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Final Thought

*"We are all salesmen every day of our lives.
We are selling our ideas, our plans, our enthusiasm
to those with whom we come into contact."*

Charles M. Schwab

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