


Competency Based Training and Assessment (CBT&A)


Presentation Skill



Session learning outcomes


After the session you will be able to

- Communicate effectively with the learners
- Develop effective questioning techniques




Presenting Information

- Presentations Skills
- Verbal and Non Verbal
- Feedback
- Dealing with difficult situations




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
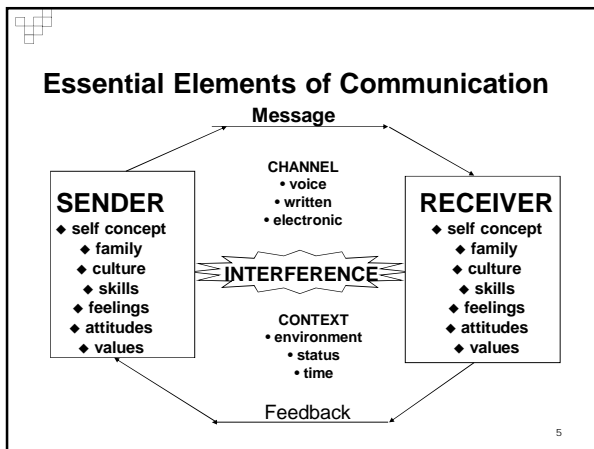


Communications Skills for Trainers

- ◆ Why is this so critical ???
- ◆ Key skills
 - ⌘ Listening
 - ⌘ Questioning
 - ⌘ Assertiveness
 - ⌘ Reframing criticism
 - ⌘ Giving clear instructions
 - ⌘ Understanding non-verbals
 - ⌘ Providing *informative* feedback




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The 6 “C’s of Communication

Is your communication

1. Clear
2. Complete
3. Concise
4. Concrete
5. Correct
6. Courteous



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Barriers to Listening

- Prejudging topic or person
- Jumping ahead
- Getting distracted
- Hearing words - not meaning
- Trying to remember it all
- Listening only for facts
- Trying to write word for word
- Wandering attention - thoughts
- Ignoring voice tone and body signals



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Listening Skill Suggestions

- ✓ Find areas of interest
- ✓ Judge content, not delivery
- ✓ Delay evaluation
- ✓ Take notes
- ✓ Be energetic, show attention
- ✓ Resist distractions
- ✓ Be open minded
- ✓ Increase capacity for difficult material



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The EFFECTIVE listener

- ✓ Wants to listen, pays attention
- ✓ Share interaction responsibility
- ✓ Uses whole body and eyes
- ✓ Minimises ALL distractions
- ✓ Watches body signals and space
- ✓ Uses positive gestures, mirroring
- ✓ Able to stay silent, clarifies
- ✓ Reflects feelings and content
- ✓ Paraphrases, and summarises
- ✓ Uses minimal encouragers
- ✓ Concentrates on listening



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Body Language

Why is it Important ????

- 7% Words
- 38% Vocal cues
- 55% Physical cues



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Non-Verbal Signals

- Facial expressions
- Eye contact
- Body posture
- Appearance and dress
- Gestures
- Proximity
- Voice quality
 - pace
 - tone
 - pitch
 - articulation

Use clusters of signals



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Providing Feedback

1. Must be timely
2. Focus on specific behaviours
3. Factual & Impersonal
4. Ensure understanding
5. Ensure changes are controllable by the recipient
6. Tailor to fit the person
7. Be consistent
8. Focus on praise & development
9. Provide it often




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Assertiveness Behaviour

Behaviour that demonstrates your self-respect and respect for others!!

- ❖ Being open and honest
- ❖ Listening to others views
- ❖ Showing understanding
- ❖ Clear views and expression
- ❖ Reach workable solutions
- ❖ Speaking up and respect
- ❖ Being equal but unique
- ❖ Deals with conflict - feelings




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Assertive Behaviour Feedback Model

From passive or aggressive, to positively assertive !

- When you
- This happens
- And I feel
- Would you
- This would mean
- I/you/we would feel
- What do you think ?



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Reframing Criticism


Constructive feedback

<div style="border: 1px solid black; padding: 2px; display: inline-block;">Opinions</div>	→	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Solution</div>
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- That's stupid !!
- You idiot !!
- No way, ever !!
- You can't do that !!
- It will never work !!







- You (their words)
- Get Specific
- What would you like *instead*
- What if I
- Would that

(common ground)



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Trainers Presentation Skills

-  Personal presentation
-  Posture
-  Movement
-  Gestures
-  Eye contact
-  Voice
 - Tone & volume
 - Pace & pitch

Your ACTIONS speak louder than words

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Questioning

Closed Questions

- Require a yes/no answer
- Require recall only


Open Questions

- **Make learners think**, for example
- How.....
- Why.....
- What would you do if.....

Questioning cont.

Open questions


- **Test understanding and higher order thinking**, for example
- Compare.....
- Identify a principle from the following examples.....
- Critically analyse.....
- Make a judgement about.....
- **Can direct the thinking of learners by leading or challenging**



Types of questions to avoid

- Leading questions
- Double-barrel questions
- Questions with unfamiliar terms


- Irrelevant questions
- Trick questions
- Unethical questions
- 'too hard' or 'too easy' questions



The value of 'why?' and 'what if?'

When assessing underpinning knowledge use 'why' and 'what if' questions.

'How' questions often gather evidence of procedure rather than understanding of the principles on which the procedure is based.



Group Learning Techniques

- Why would you use group learning techniques?
- List 3 advantages and 3 disadvantages of using group learning techniques
- List 4 group learning techniques and give examples of when it is appropriate to use these techniques.

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**Seek first to understand,
then be understood**

Stephen Covey
Seven Habits of Highly Effective People