

Academic oral presentation skills teachers' manual

Suggested lesson format

Aim

The aim of this video is to provide a teaching tool which will help lecturers and teachers to discuss oral presentation skills with their students by watching an example of a good and a poor presentation. At the lecturer's discretion, students will also have the opportunity to stand up and speak for a short time in front of their peers, in order to overcome the initial hurdle of speaking in front of an audience and gain confidence in a non-threatening environment. If you want to include time for student presentations, the session will take two hours, or it could be taught over two shorter lessons, depending on timetabling. Without the practical component, the session can be taught in one hour, finishing at stage 9.

Photocopiable materials are included and these can be made into a complete handout for each student. The components are (1) Presentation 1 student's handout; (2) Presentation 1 assessment; (3) Presentation 2 student's handout; (4) PREPARE; (5) Use of PowerPoint and other slides; and (6) Your Oral Presentation. These materials are also available at www.adelaide.edu.au/english-for-unj.

The following teaching stages are suggested:

1. Elicit problems students have with presentations.
2. Discuss what makes a good presentation.
3. Draw students' attention to the *Presentation 1 Student's Handout* about the French and Russian Revolutions and the *Presentation 1 Assessment* page. Play the video, which leads in to the example of a poor presentation. NB Start at 0:45 seconds to go straight to the first presentation.

During the first presentation, students should look for at least 20 problem features, in the areas of presenter, content, use of PowerPoint and handout. They should rate the presentation using the *Presentation 1 Assessment* page. A separate list of all the problem areas is available on page 3 of this manual for teachers' use (see *Problems with the Poor Presentation*).

4. Pause the video for student feedback. Discuss how the presentation could have been improved.

5. Consider the *Presentation 2 Student's Handout* on Transformational Leadership with the group. Continue with the video and watch the example of a good presentation.
6. Pause or exit the video for more discussion.
7. End the video. At this point, discuss the *PREPARE* acronym.
8. Consider the items on the *Use of PowerPoint and other slides* page.
9. Ask the students to think about an upcoming talk they may have to do, using the page entitled *Your Oral Presentation*.

For a 1 hour session, it is suggested that you finish at this point and, if you are including the practical component, ask students to prepare a short talk for the next class (see suggestions at stage 10), using an overhead transparency. The next session will then start at stage 11.

For a 2 hour session, continue from stage 10.

10. Give the students 5 minutes (or more, depending on the size of the group) to prepare a very short presentation. This could be a short talk about the topic of an upcoming oral presentation or a recent essay, or it could be a brief introduction about who they are, where they are from and what they are studying.
11. Ask each student to deliver their talk, and provide feedback from yourself and at least one other student.
12. End with a group discussion of the points raised in the feedback. These should be general points that apply to the whole group, rather than comments targeting an individual (unless these comments are very positive).

Problems with the poor presentation

PowerPoint

- Size of font
- Colour of font
- Spelling
- Punctuation
- Capitalisation
- Inappropriateness of many images, and mistakes with the flags
- No acknowledgement of where the flags are from
- Ignorance of how to use technology
- Inappropriate background for the slides
- Annoying final slide

Presenter

- Untidily dressed
- Arrives still eating a sandwich
- Starts by apologising
- Reads from slide
- Unrehearsed – cannot pronounce names
- Bad timing
- Eye contact avoided or overdone
- Mobile phone should be turned off
- Does not understand content
- Does not relate to audience
- Speaks with his back to the audience
- Stands in front of the projector
- Speaks too quickly at times
- Boring
- Ill-equipped – asks for a tape recorder which is not there

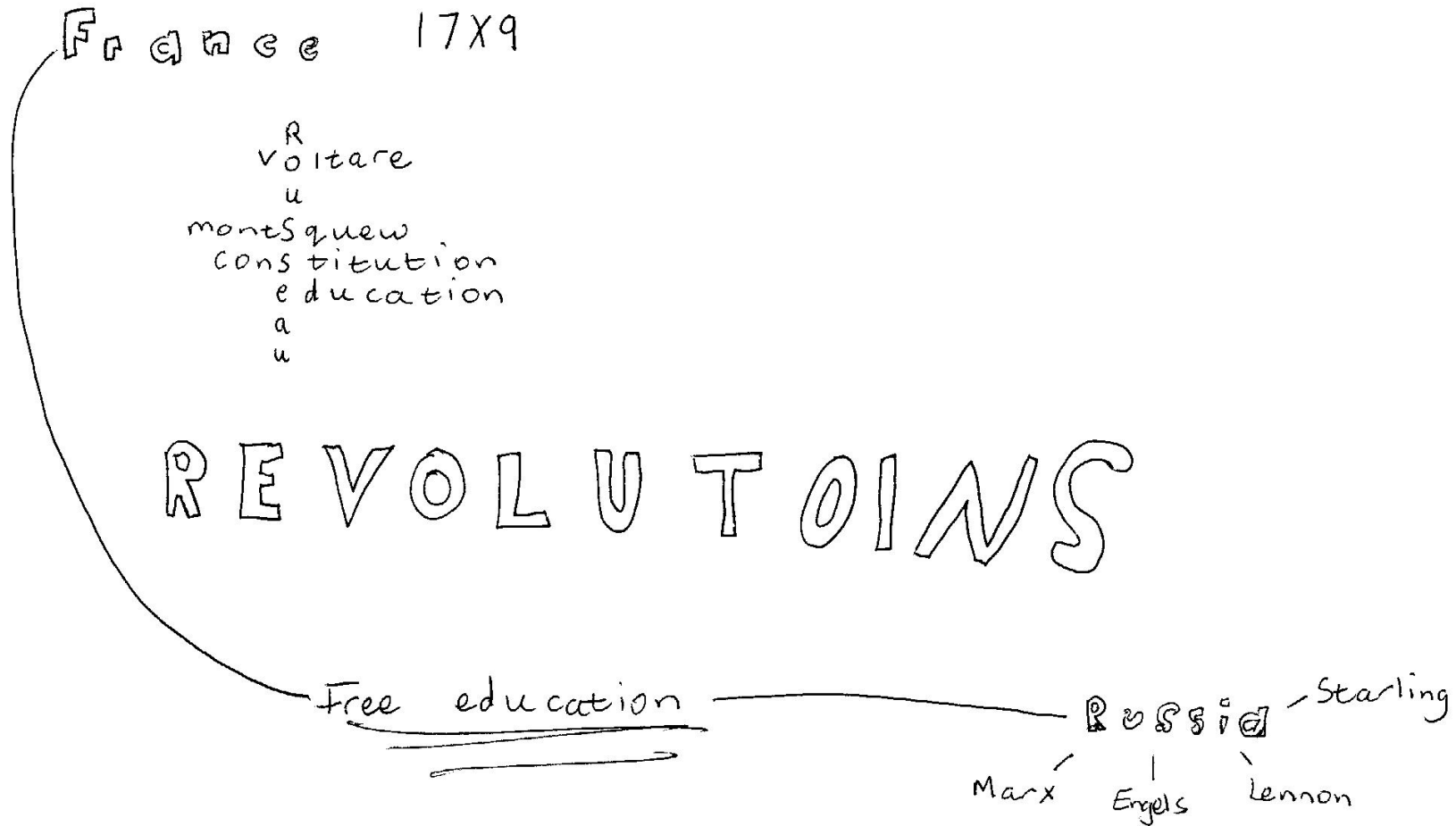
Content

- No background or introduction to talk
- No links or structure
- Main points not identified
- Unclear – who or what is he talking about?
- Inaccurate and uninformed – 17X9 instead of 1789
- Pictures may be insulting to French and Russians
- Wrong flags (not French, but Luxembourgish. Russian flag not appropriate to the Bolshevik revolution)
- Informal language
- Plagiarism and lack of references

Handout

- Irrelevant
- Non-academic
- Totally uninformative
- Untidy
- Not enough copies

Presentation 1 Student's Handout



Presentation 1 Assessment

Presenter	Excellent	Satisfactory	Poor
Pleasant manner			
Confidence			
Enthusiasm			
Fluency			
Speed			
Volume			
Timing			
Eye contact			
Humour			
Avoidance of unnecessary interruptions			
Knowledge of subject			
Response to questions			
Use of notes			
Use of slides			

Content	Excellent	Satisfactory	Poor
Introduction			
Structure and links			
Identification of main points			
Clarity			
Accuracy			
Originality of material			
Appropriateness of language			

PowerPoint	Excellent	Satisfactory	Poor
Size of font			
Colour of font			
Background of slides			
Spelling			
Punctuation			
Capitalisation			
Overall effect			
Use of sound			
Use of images			
Use of technology			

Handout	Excellent	Satisfactory	Poor
Relevance			
Academic style			
Usefulness			

Presentation 2 Student's Handout

Transformational Leadership presented by Prisca Were

Leadership

- The ability to influence others to achieve organizational goals (Bartol et al., 2003, p. 389).
- “the projection of personality . . . that makes other people do what you want them to do” (Megginson, Mosely, & Petri, 1989, p. 385).

Transformational leadership

The process of defining the objectives of an organization and rallying and empowering followers to accomplish these objectives (Yukl, 1994). 4 dimensions:

- Idealized influence
- Individual consideration
- Intellectual stimulation
- Inspirational motivation (Bass, 1985, as cited in Yukl, 1994)

Characteristics of transformational leaders

- Risk takers
- Network builders
- Inspirers of trust who also trust others
- Visionaries (Lussier & Achua, 2004; Yukl, 1994; Kreitner & Kinicki, 1992)

Impact of transformational leadership in the Teachers' Service Commission, Kenya

1965 - 1998: Autocratic/laissez-faire leadership

1998 - 2006: Transformational leadership, marked by

- Creation of the TSC logo
- Outlining of the Mission/Vision statements
- Drawing of the 1st ever strategic plan
- Drawing of a service charter
- Renewed focus on staff training
- Computerization of the systems
- Restructuring of the organization

Conclusion

Because transformational leaders have foresight and are able to anticipate change as well as challenge, they are able to ensure that their organizations stay afloat in the advent of competition. This has proved to be the case with the TSC.

“The task of the leader is to get his people from where they are to where they have not been.” Henry Kissinger.

References

- Bartol, K., Matthews, G., & Martin, D. (2003). *Management: A Pacific rim focus* (enhanced edition). Boston: McGraw-Hill.
- Kreitner, R., & Kinicki, A. (1992). *Organizational behavior*. Boston: Richard D. Irwin, Inc.
- Lussier, R. N., & Achua, C. F. (2004). *Leadership: Theory, application, skill development* (2nd ed.). Sydney: Thompson.
- Megginson, L. C., Mosley, D.C., & Petri, P.H. (1989). *Management: Concepts and applications* (3rd ed.). New York: Harper and Row publishers.
- Yukl, G. (1994). *Leadership in organizations* (3rd ed.). New Jersey: Prentice Hall.

PREPARE

A good speaker should **prepare** carefully for their talk and be:

Purposeful
Relevant
Enthusiastic
Proficient
Academic
Reliable
Engaging

Purposeful	Indicate the structure of your talk and give your audience a clear sense of direction.
Relevant	Make your material relevant to the topic and to the audience.
Enthusiastic	Show that you enjoy your subject.
Proficient	Maintain control throughout your talk by researching and preparing your material carefully. Practise using the equipment in advance, and be ready to answer audience's questions.
Academic	Use formal language and ensure that the style and content of your slides are appropriate.
Reliable	Provide sources for your information. Include references when necessary and be prepared to give your audience a short bibliography on request.
Engaging	Keep your audience's attention by using good eye contact and delivering your material as a talk, rather than reading from your notes or reciting from memory. Use unobtrusive cards for your notes so that they do not hide your face.

Use of PowerPoint and other slides

- Face the audience, not the screen.
- Point with the mouse on the computer, or with a laser pointer on the screen.
- Stand to one side, so people can see the screen.
- Give the audience time to read your slides.
- Make sure your font is large enough to read from a distance (e.g. Arial size 22 for PowerPoint).
- Use a font colour which contrasts strongly with the background of your slides.
- Have a maximum of about 40 words on each slide/transparency.
- Use only relevant content.
- Design the slides to support what you are saying, not to hide it.
- Include references in the text of your slides where necessary, and provide a reference list at the end of your slides.
- Avoid distractions such as moving images on your slides.
- Use simple transitions between slides.
- Use a simple background, and stick to the same background for each slide.

Your Oral Presentation

Some questions to consider about your presentation:

Content and structure

- * What is your topic?
- * What are your key points?
- * How can you structure your talk?
- * Does your introduction show the key points and structure clearly?
- * How can you make an essay, or detailed notes, into prompts for your talk?

Slides and handouts

- * Do you need any PowerPoint slides?
- * Does the order of the points on your slides match the order of the points in your talk?
- * Do you need to prepare a handout?
- * What references should you include on your slides or handouts?
- * When should you give the audience your handout?

Audience and delivery

- * Can you visit the room before the presentation, in order to check the equipment?
- * What do you know about the audience?
- * Is humour acceptable?
- * How is eye contact best maintained?
- * How can you control your voice?
- * How can you overcome nervousness?
- * How can you make sure you keep to time?
- * Are you well prepared?