



OhioHealth
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**Leadership Development
Initiative (LDI) Curriculum**

Presentation and Feedback Skills

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In Moore SY, Cameron-Lewis RG, Ferris FD (eds). Leadership Development Initiative Curriculum, 2014. © The Leadership Development Initiative.

ISBN: 978-0-9884318-0-5

Originally Presented by [Frank D. Ferris](#) & Charles von Gunten

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The Leadership Development Initiative gratefully acknowledges the support of:

- International Palliative Care Initiative, Open Society Foundations, New York, NY
- National Cancer Institute Center for Global Health, Bethesda, MD
- The Diana Princess of Wales Memorial Fund, London, United Kingdom
- National Hospice and Palliative Care Organization, Alexandria, VA
- Pettus Family Foundation

The content is solely the responsibility of the authors and editors, and does not necessarily represent the official views of any of the funders.

Acknowledgment and appreciation are extended to faculty and staff of the OhioHealth and the Institute for Palliative Medicine at San Diego Hospice (which housed the International Programs and the Leadership Development Initiative from 2009 to 2012). Special thanks to the Mentors, Consultants and the LDI Team who contributed so much to the LDI Curriculum.

Contact the LDI Team

E-mail: Frank.Ferris@OhioHealth.com

Frank D. Ferris, MD

The Leadership Development Initiative

Kobacker House

800 McConnell Dr

Columbus, OH, USA 43214-3463

Phone: +1 (614) 533-6299

Fax: +1 (614) 533-6200

Overview

Leaders are expected to be consummate communicators. Often in positions of teaching or more broadly communicating to groups of people, the skills and practice to become excellent presenters will pay big dividends. The session begins with an interactive discussion about positive and negative learning experiences. Research validates that adults learn best when they are motivated and when the instruction is interactive and practical. Active teaching methods such as role-play, facilitated discussion and the use of visual modalities (video or 'fishbowl' exercises) amongst many, capture the imagination of the learner and leads to greater retention and applicability. Teaching in a healthcare arena needs to be practical, participatory and be responsive to the multiple demands of the learners.

Delivering a successful presentation is a detailed process and includes:

- Thorough planning
- Clarity of the main points (maximum 3 / hr)
- Interactivity
- Visible visuals
- Lots of practice
- Summarizing the entire message

How the speaker uses body movements and the emotional components in the delivery of the presentation matters. The movement of hands, eyes and feet impacts the delivery. Practicing controlled and calm body movements enhances the presentation. The rate of speech, vocal tone and volume is also addressed, and must be practiced to empower the message and the messenger.

Objectives

After this presentation, participants will:

1. Describe the goals of education ('Dixon 6').
2. Plan a presentation.
3. Use the principles of slide design.
4. Effectively use body position, voice, and eye contact.
5. Give effective feedback.

Important Teaching Points

- People can only absorb 3 major facts per hour; less is more.
- Keep slides simple, one point on one line, use simple words, build ideas.
- Slides should contain no more than 6 words per line, or 6 lines per slide.
- Projection rate should be 1 slide per minute.
- Don't read anything aloud from the screen except direct quotes.

- Keep your eyes focused on one audience member per thought, and sustain eye contact to the end of the thought before looking elsewhere.
- Set the room up to encourage participants' involvement and keep the speaker visible, audible and accessible.
- Challenging participants are seeking attention; they require different control strategies.

Resources / References

1. Dixon, J. (1978). Evaluation criteria in studies of continuing education in the health professions. *Evaluation and the Health Professions*, 1, (2) 47-65.
2. Ferris FD, von Gunten CF, Emanuel LL (2001). Knowledge: insufficient for change. *Journal of Palliative Medicine*, 4, (2) 145-147. See PMID: 11441621.