

# Leadership seminars 2020

## Session 4

### Communication and Presentation Skills



# What would you like to gain from the course?



# Recap

- Key lessons from last week sessions 1 and 2

Let's  
Recap

**"The fool speaks, the wise man listens"**

Ethiopian proverb



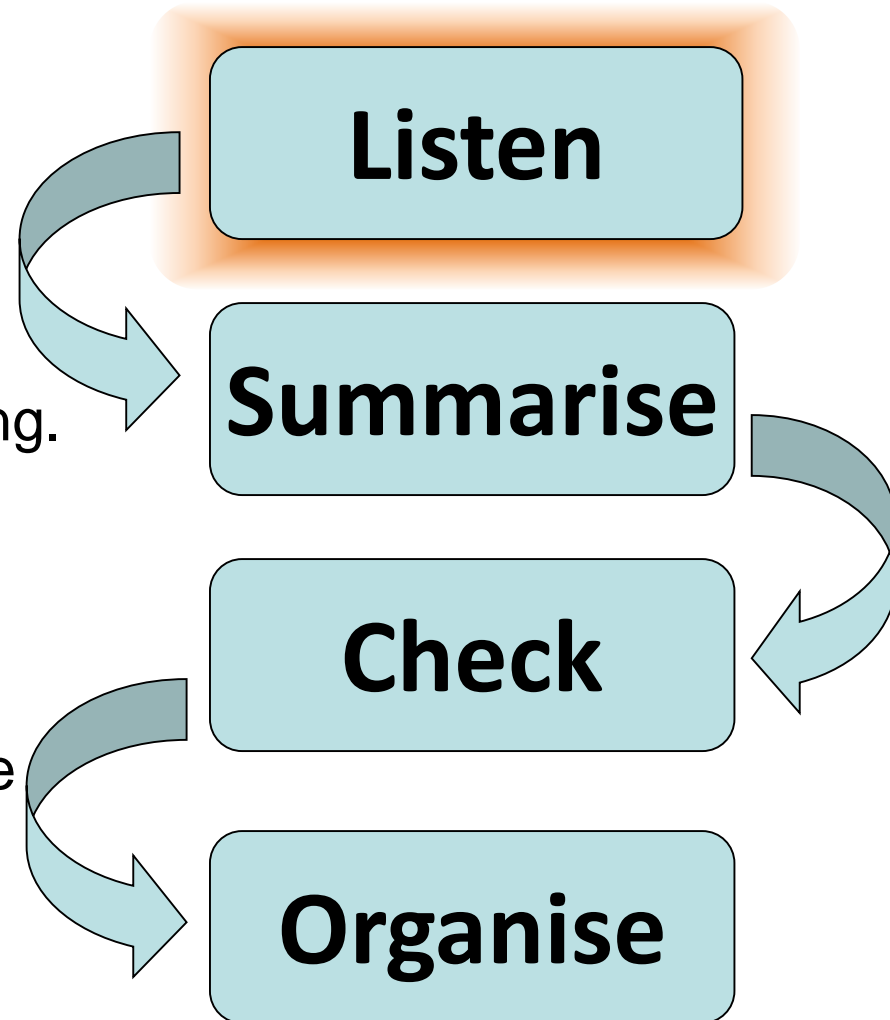
# Listen, Listen, Listen



# Active Listening

Four steps:

1. **Listen** to what the other person is saying. Concentrate and subordinate your own thoughts.
2. **Summarise** what the other is saying.
3. **Check** whether your summary correctly states what has been said. If so, go on; if not, summarise again or ask for more information.
4. **Organise** the information and continue the discussion.



# Active Listening

## Listening

- Eyes and ears
- Attention
- Reacting (hmm,nod)
- Silence

## Summarising

- Understanding
- Structuring

# Asking questions



Closed questions (start with a verb “do you think...”), often Y/N answers

Change the following closed questions into open questions:

- Did you enjoy your lunch?
- Are you doing well today?
- Did you have a good meeting?
- Would you recommend leadership workshops?



# Asking Questions



Open Questions: the 5 Ws and H  
**W**hat, **W**hy, **W**here, **W**hen, **W**ho,  
**W**hy (be careful...), **H**ow

Probing Questions:  
What happened then?

TED (lean back and listen):

- **T**ell me about this.
- **E**xplain that to me.
- **D**escribe how that makes you feel.

# Caution

- Why questions:
  - Give the listeners the feeling they are ‘guilty’ in some way
- Two or more questions in one:
  - This can be confusing and people are likely only to answer the last question
- Leading questions:
  - ‘It’s true that you agree with me, isn’t it?’
- Rhetorical questions:
  - Questions that are not intended to be answered : ‘What is this world coming to?’

# Form a line.....

- According to date of birth (Day/Month)

**JAN**

**FEB**

**MAR**

**APR**

- Starting with January up to December

**MAY**

**JUN**

**JUL**

**AUG**

- Without talking!

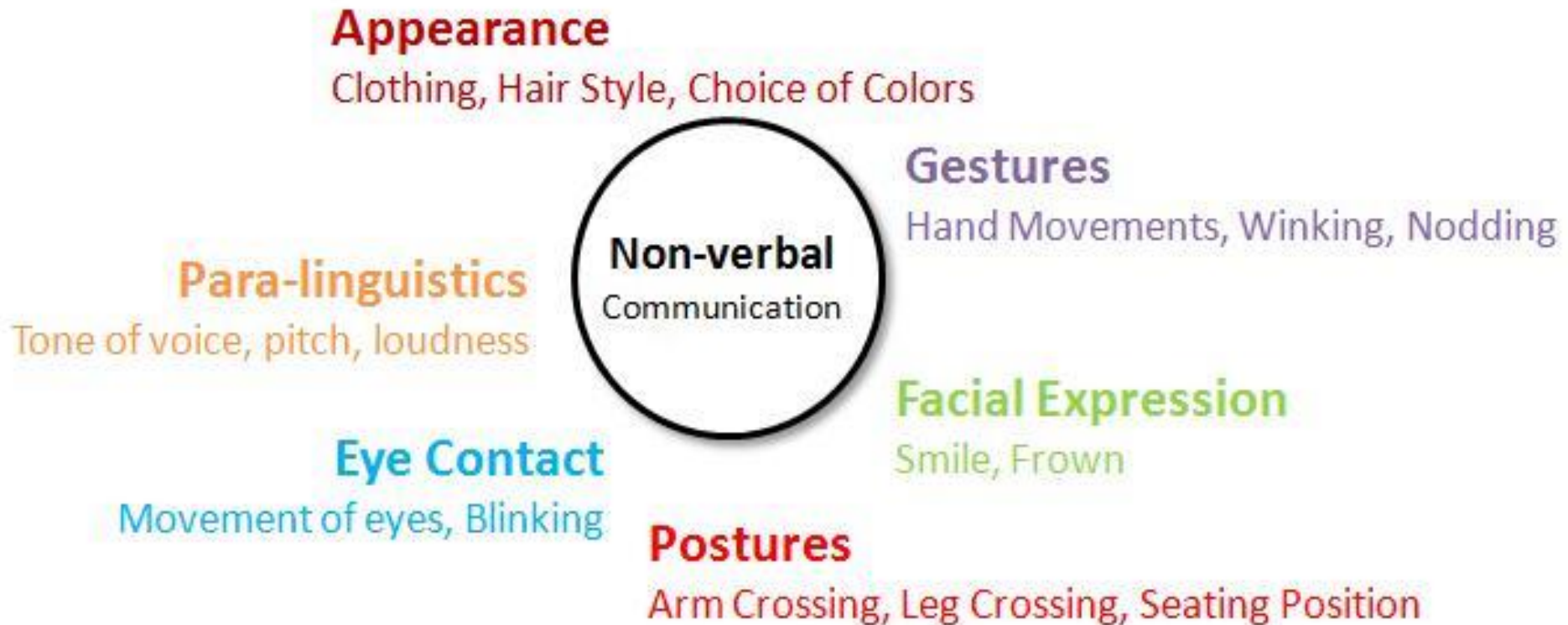
**SEP**

**OCT**

**NOV**

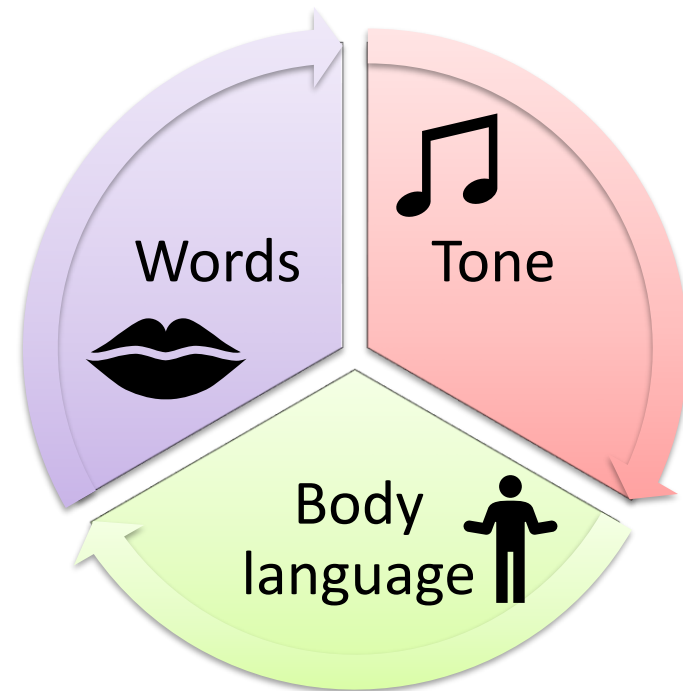
**DEC**

# Non-verbal Communication

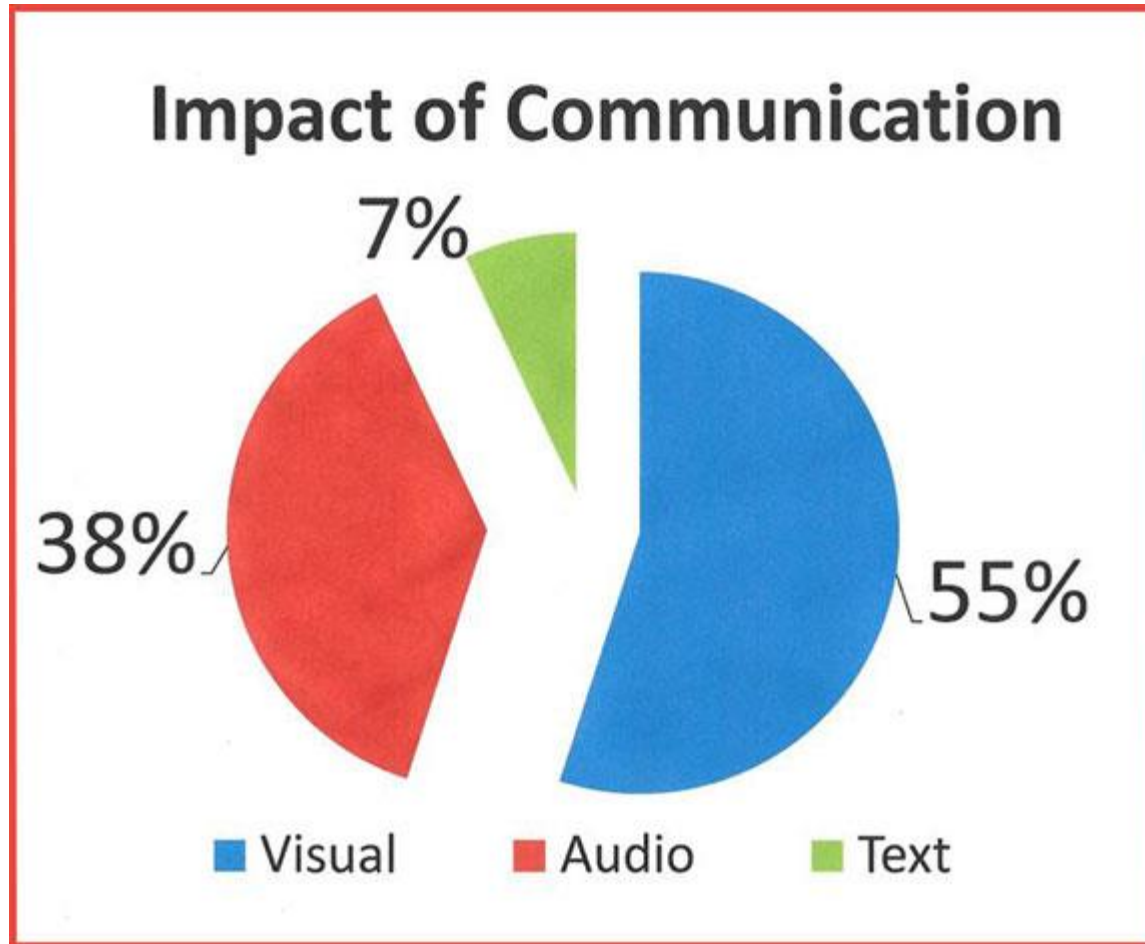


# Congruency of communication

- Demonstration:
- **Congruence:** consistency between different parts of communication
- **Incongruence:** Lack of consistency
- If words are not congruent with the voice and non-verbal behaviour – we tend to believe the non-verbal and/or tone of voice
- When your communication is not congruent, you're not as trustworthy and people won't respect you as much.



# Impact of Communication

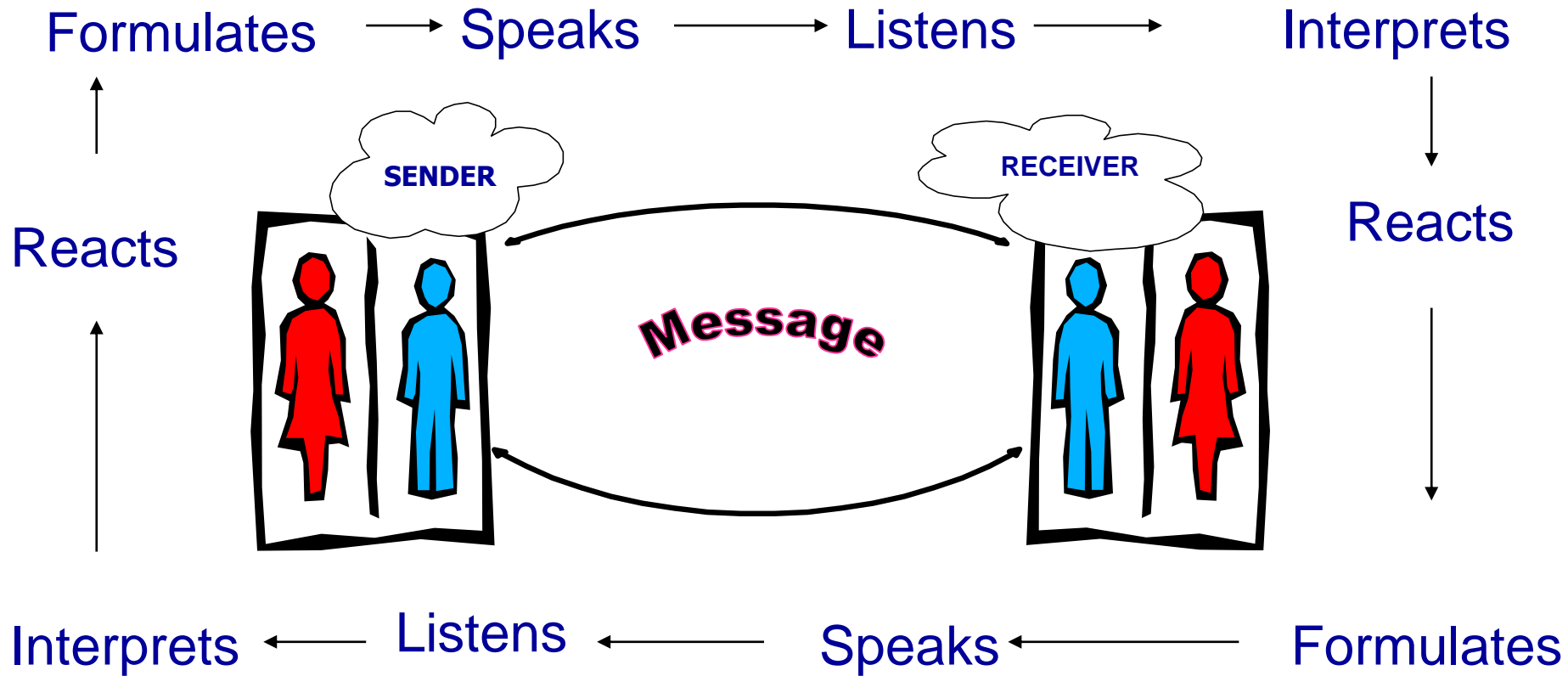


# Role Play – Groups of 3

- 1 manager
- 1 student
- 1 observer

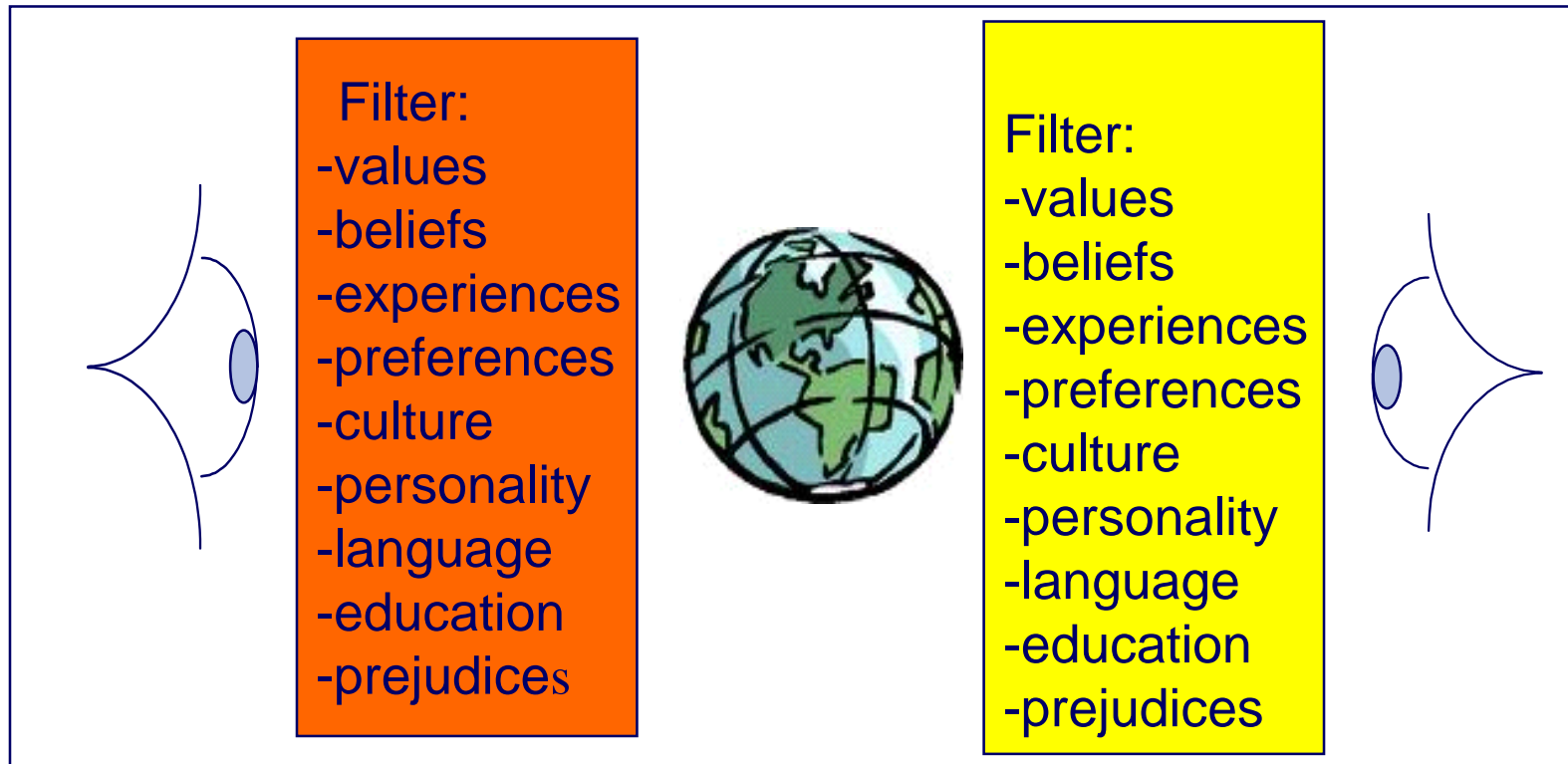


# Two-way Communication Model





# Perception – The filter through which we look



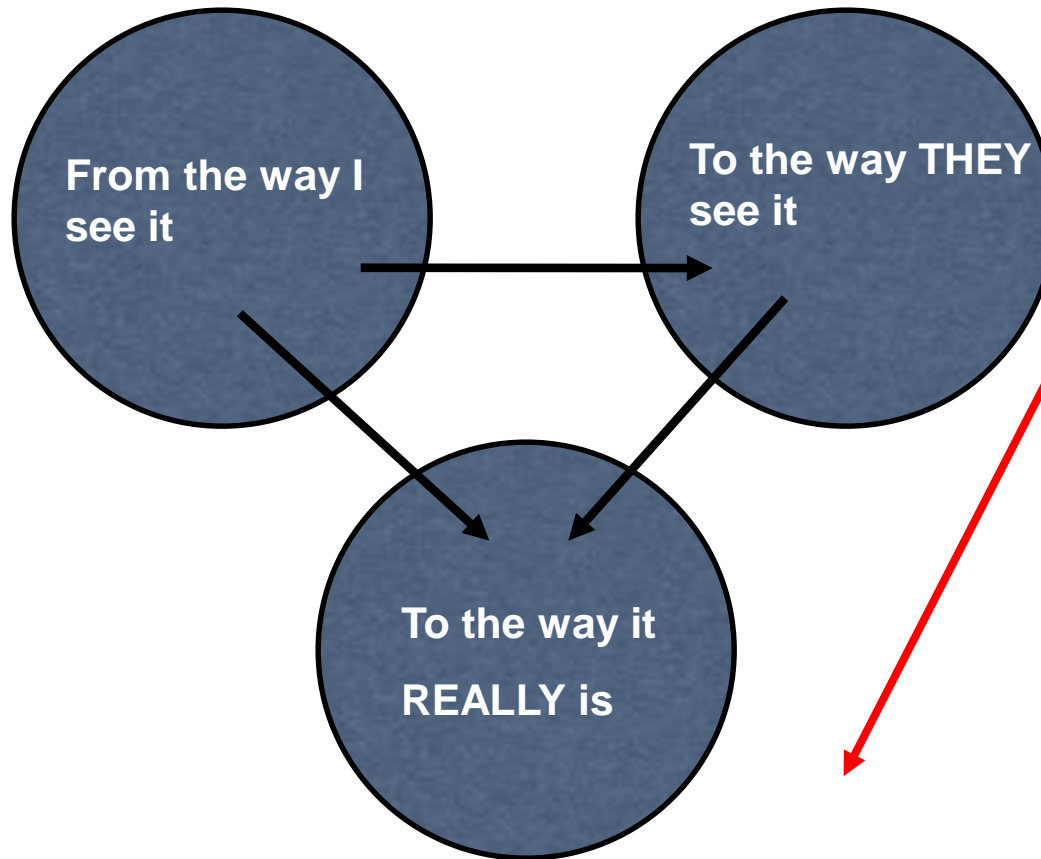
# The blind men and the elephant ....



# The Way It Is

How to overcome false perceptions and assumptions

A  
S  
S  
U  
M  
E



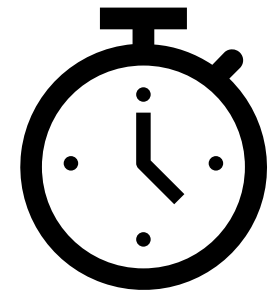
# What you should not do:

- Generalise single incidents
- Assume you are clear and complete in your communication
- Assume that your interpretation of information is the right one
- Assume the other person automatically knows what you mean

# Presentation Skills

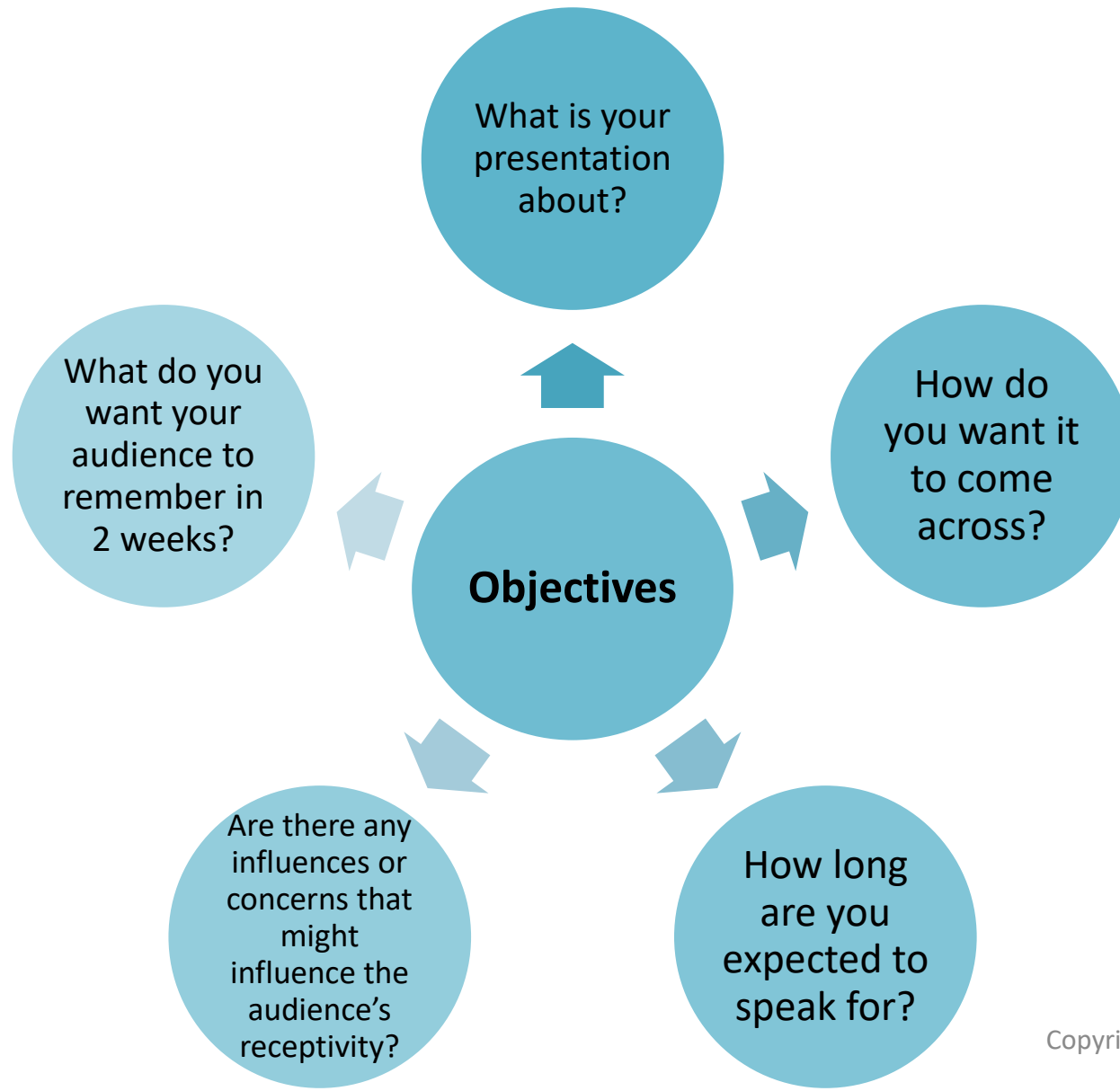


# Just a minute game

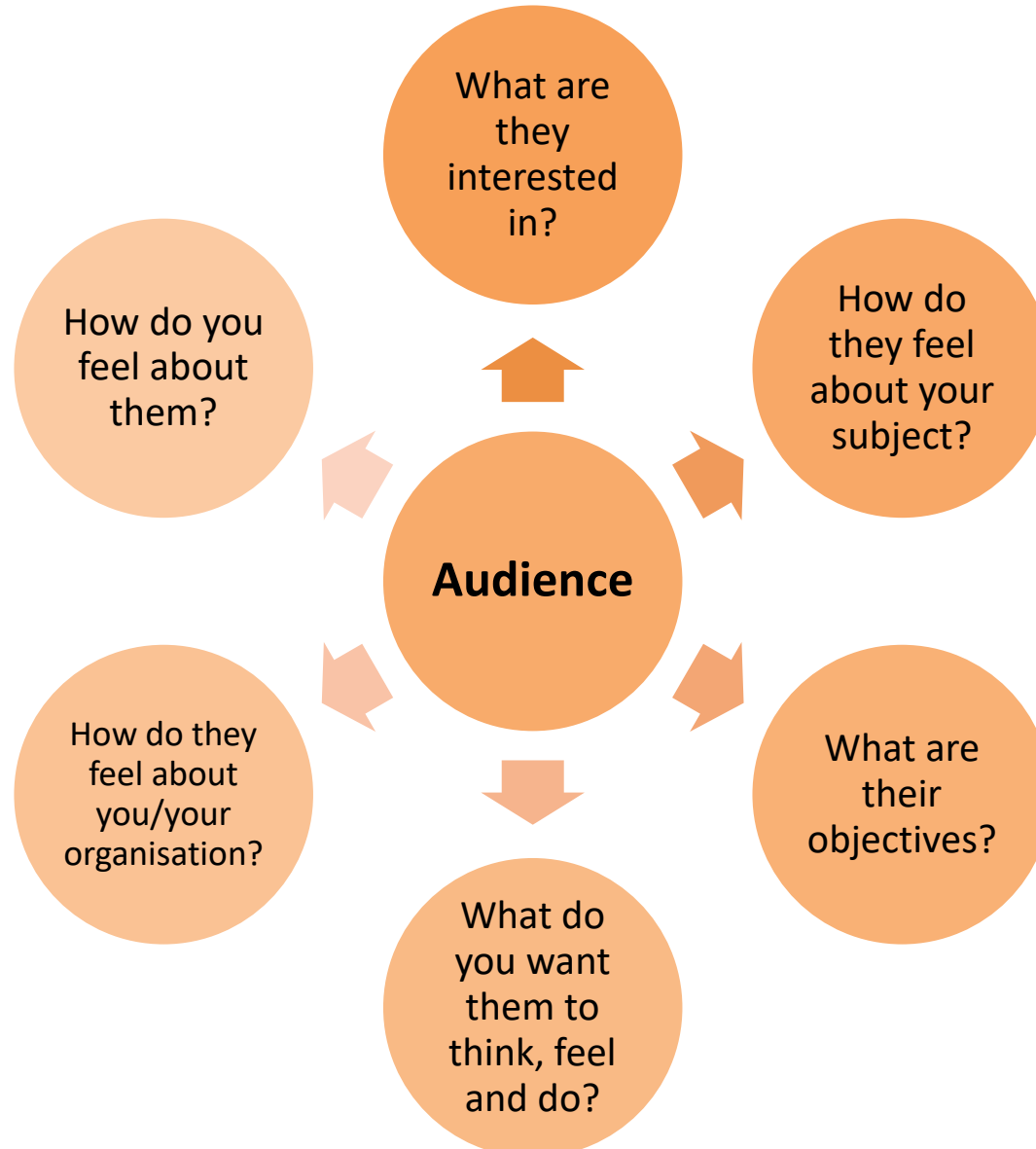


- Split in two groups
- A card is given to player one and they have to try and speak for 1 minute about the word written on the card.
- The rest of the group will listen and an individual will get a point if they interrupt the speaker when they:
  - Repeat themselves
  - Hesitate
  - Deviate from the subject
- The person who correctly interrupts will take over speaking for the rest of the minute.
- A point is awarded to the person speaking at the end of the minute.
- If the speaker is incorrectly interrupted they carry on speaking and receive a point

# Prepare: Set your objectives

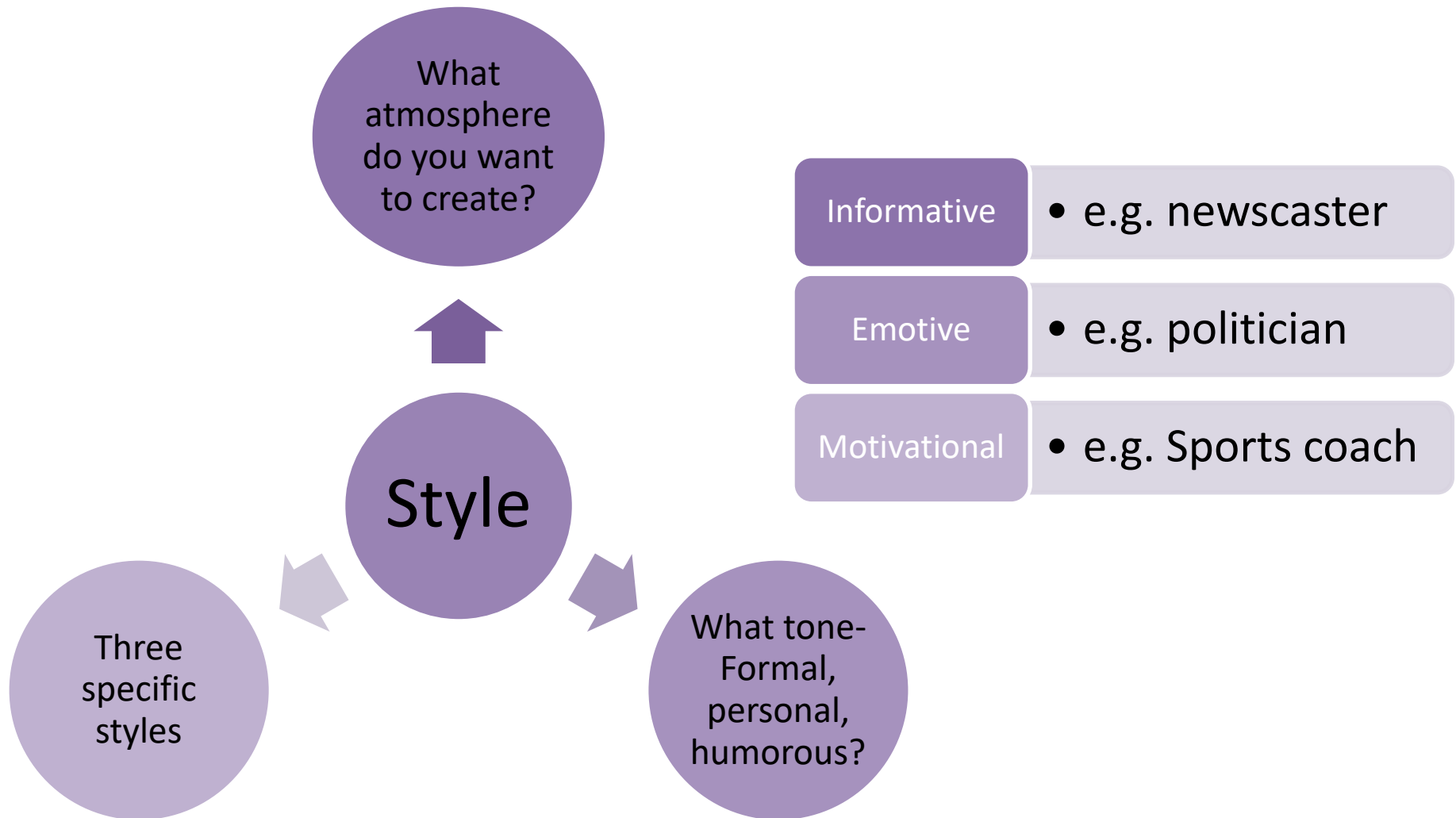


# Prepare: Know your audience





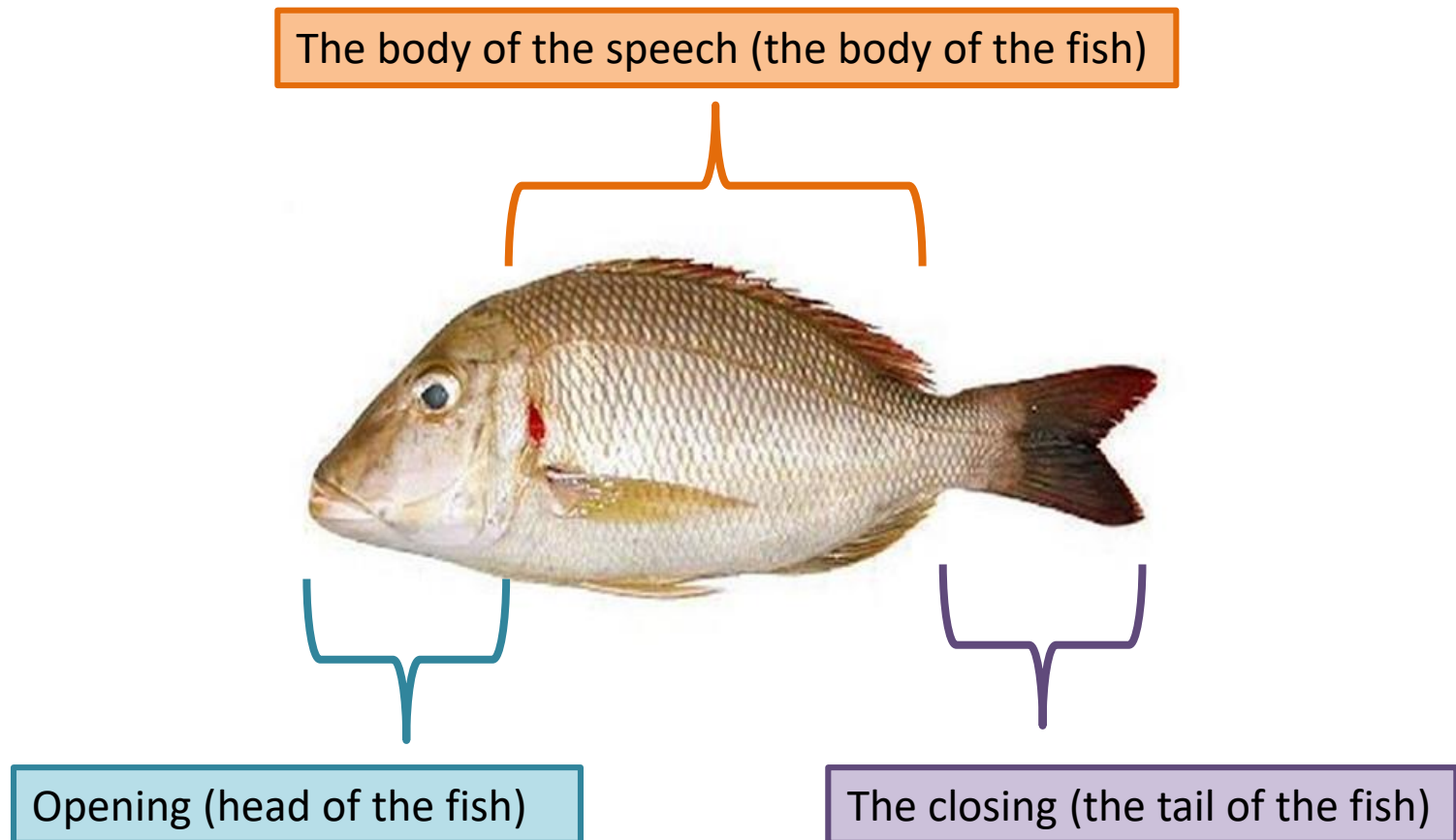
# Prepare: Decide on your style



- You have to decide on your objective then adopt the appropriate style.

# Prepare: Speech building - Structure

The structure of a presentation is like a fish:



# Prepare: Step by Step Approach

## **Step One: Attention!**

Introduction with an attention grabber

## **Step Two: Are you listening?**

Explain how the subject relates to the audience

## **Step Three: Main message**

Key point in a nutshell

## **Step Four: For example**

Support your message with examples or illustrations

## **Step Five: Conclusion and call to action**

It is the last thing they will remember so make it snappy.

# Why are visuals so important?

They help your audience to pay attention, understand and remember.



People remember about  
**10%** of what they hear

People remember about  
**20%** of what they read



People remember about  
**80%** of what they see

Visual data is processed  
**60,000** times faster than  
textual data by your brain



# The blind men and the elephant ....



- Wall
- Spear
- Snake
- Tree
- Fan
- Rope

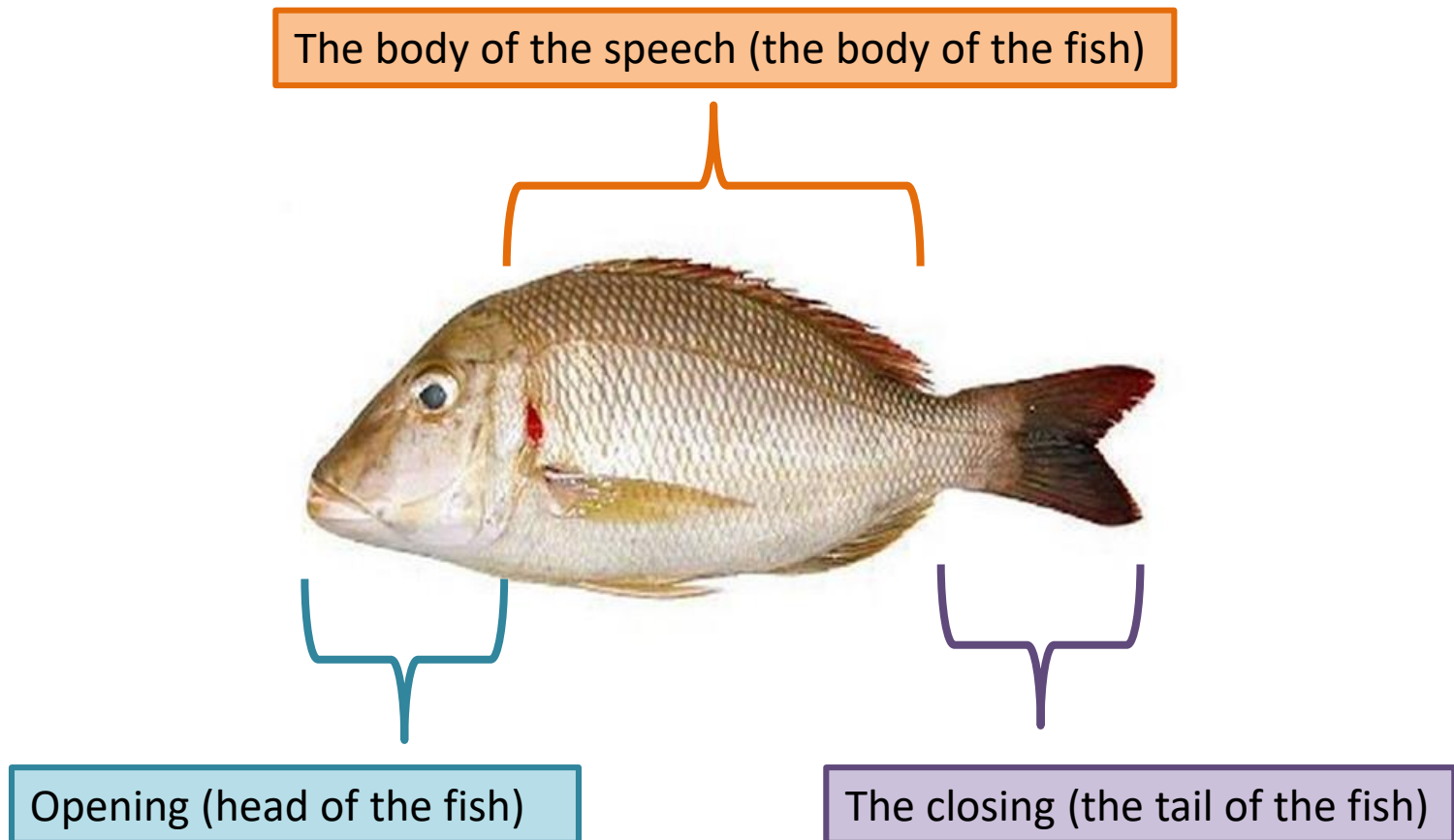
What were the 6 things the blind men thought the elephant felt like?

# What you should not do:

- Generalise single incidents
- Assume you are clear and complete in your communication
- Assume that your interpretation of information is the right one
- Assume the other person automatically knows what you mean

# Prepare: Speech building - Structure

The structure of a presentation is like a fish:



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# Tips for an effective presentation

- The first 60 seconds of your presentation are vital. Make every second count.
- By using questions, you force the audience to think along with you
- Be sure your opening remarks are on the same “wavelength” as the majority of your listeners.
- Avoid telling jokes - but don’t avoid appropriate humorous stories, anecdotes, and examples
- Focus on those who are in agreement with you rather than those who seem disinterested.
- Show you are excited about your topic.

# Tips for an effective presentation

- Involve your audience in some form of active learning, if appropriate.
- Be sure to include stories, illustrations and examples
- Summarise key points before moving on to the next topic.
- Learn the power of effective pauses.
- Don't draw the attention of the audience to the time.
- Never speak past the appointed cut-off time.
- Plan your concluding remarks carefully.

# Pre-work answers



- Do you agree?

1. F

2. F

3. T

4. F

5. F

6. F

7. T

8. F

9. F

10. T

# PowerPoint slides

*Another “Death by PowerPoint”?*



For the next few slides discuss in groups:

- What do you like about the slide and why?
- What do you dislike and why?
- How would you improve it?



Coffee production in Kenya

By Zoe and Maria

# Introduction

- The coffee industry of Kenya is noted for its cooperative system of production, processing, milling, marketing, and auction system. About 70% of Kenyan coffee is produced by small- scale holders. It was estimated in 2012 that there were about 150,000 coffee farmers in Kenya and other estimates are that six million Kenyans were employed directly or indirectly in the coffee industry. The major coffee-growing regions in Kenya are the high plateaus around Mt. Kenya, the Aberdare Range, Kisii, Nyanza, Bungoma, Nakuru, Kericho and to a smaller scale in Machakos and Taita hills in Eastern and coast provinces respectively.

# Harvesting tasks

## Fly Picking

Generally, this is a small scale picking.

## Main Picking

It is recommended to pick well-ripened coffee berries/beans. This is the main harvesting method in use. (used for bulk yields).

## Stripping

This method is used for picking all the berries left on the plant, irrespective of its ripening stage.

## Cleaning

This method involves collecting the fruits that have been dropped during harvesting.



# Flavour



- Bright acidity
- Wonderful sweetness
- Dry winy aftertaste
- Blackcurrant flavor

# *Screen size*

- *All Kenyan coffee is graded after it is milled*
- *Grades are assigned after milling*
- *Grades are assigned based on screen size of the bean*
- *Beans with a screen size of 17 or 18 are assigned the grade AA*

# How to make good slides

1

## Use a title

- Helps the audience understand the point of the slide
- Should be at the top of the slide
- Large font size (+40)

*How to make good slides*

# How to make good slides

2

## Use bullet points

- Max 6
- On the left
- Elaborate on the bullet points

*How to make good slides*

- *Use bullet points*

# How to make good slides

3

## Be concise

- Don't use too many words

*How to make good slides*

- *Use bullet points*
- *Be concise*

# How to make good slides

4

## Have a visual theme

- Pictures should aid with the message of the slide
- Shouldn't be too big

### *How to make good slides*

- *Use bullet points*
- *Be concise*
- *Have a visual theme*



# How to make good slides

5

## Make it easy to read

- Use a font size of 28+
- Use a font that is easy to read

### How to make good slides

- Use bullet points
- Be concise
- Have a visual theme
- Make it easy to read



# How to make good slides

6

## Use colour

- Makes the slide nicer to look at
- Can draw the readers attention to specific parts

### How to make good slides

- Use bullet points
- Be concise
- Have a visual theme
- Make it easy to read
- Use colour





# How to make good slides

7

## Use animations

- Focuses the readers attention
- Helps to deliver the slide in a particular order

### How to make good slides

- Use bullet points
- Be concise
- Have a visual theme
- Make it easy to read
- Use colour
- Use animations



# Academic posters

## HOW TO DESIGN AN AWARD-WINNING CONFERENCE POSTER





# COMBINING LONG-LASTING INSECTICIDAL NETS AND INDOOR RESIDUAL SPRAYING FOR MALARIA PREVENTION IN ETHIOPIA: STUDY PROTOCOL FOR A CLUSTER RANDOMIZED CONTROLLED TRIAL



Wakgari Deressa<sup>1</sup>, Eskindir Loha<sup>2</sup>, Meshesha Balkew<sup>1</sup>, Alemayehu Dessalegn<sup>1</sup>, Taye Gari<sup>2</sup>,  
Teshome Gebremichael<sup>1</sup>, Ojila Kenea<sup>1</sup>, Daddi Jima<sup>3</sup>, Bjarne Robberstad<sup>4</sup>, Hans Overgaard<sup>5</sup>, Bernt Lindtjorn<sup>4</sup>  
<sup>1</sup>Addis Ababa University, Addis Ababa, Ethiopia; <sup>2</sup>Hawassa University, Hawassa, Ethiopia; <sup>3</sup>Ethiopia Public Health Institute, Addis Ababa, Ethiopia;  
<sup>4</sup>University of Bergen, Bergen, Norway; <sup>5</sup>Norwegian University of Life Sciences, Ås, Norway

## INTRODUCTION

- Long-lasting insecticidal nets (LLINs) and indoor residual spraying (IRS) are the two main malaria prevention strategies in Ethiopia
- Although both interventions have been shown to be effective in reducing malaria transmission when applied independently, there is no strong evidence that either one or the two in combination is better than the other.
- Evidence about the added value of IRS when combined with LLINs is scarce

## RESEARCH QUESTIONS

- Can the combined use of LLINs and IRS significantly reduce malaria incidence compared with the use of either LLIN or IRS alone?
- Is the reduced incidence justifiably compared to the added costs?
- Will LLINs+IRS reduce vector density, longevity, behaviour and the entomological inoculation rates (EIR) compared to single interventions?

## RESEARCH HYPOTHESIS

- LLINs+IRS would result in a 25% reduction in malaria incidence compared with the use of LLINs alone
- IRS+LLINs will increase hemoglobin level among children by 0.5 mg/ml compared with LLINs alone

## OBJECTIVES

- Examine if IRS+LLINs provide added protection against malaria compared with either IRS or LLINs alone
- Assess whether IRS+LLINs reduces anaemia and parasite prevalence compared with LLIN/IRS alone
- Estimate the costs of LLINs/IRS alone or IRS+LLINs, compared to current standard practice in the study settings, and to calculate incremental costs, incremental effects and cost-effectiveness of the intervention arms
- To assess whether IRS+LLINs reduces human biting rates, resting density, longevity, sporozoite rates, and EIR compared with IRS/LLINs alone

## MATERIALS AND METHODS

- This trial will be conducted in Adami Tullu district of Oromia Regional State in Ethiopia from 2013 to 2016
- Population: ~150,000



- A cluster randomized controlled trial, with four "arms" (factorial design):

	IRS (Yes)	IRS (No)
LLINs (Yes)	A	B
LLINs (No)	C	D

- The sample size includes 40 clusters in each arm, each cluster with 35-45 households (About 1750 households in each arm).

## INTERVENTIONS

- LLINs and IRS
- All households in the IRS+LLINs and LLINs alone "arms" of the study will be provided new LLINs free of charge.
- IRS with an insecticide propoxur will be applied in IRS+LLINs and IRS alone arms twice a year throughout the study.

## PRIMARY OUTCOME MEASURE

- Detection of malaria parasites (*P. falciparum* or *P. vivax*) by RDTs and microscopic blood slide examination

## SECONDARY OUTCOME MEASURES

- Incidence of malaria
- Proportion of malaria infections attributable to the different *Plasmodium* species
- Prevalence of anaemia among <5 children
- Entomological outcome measures such as EIR
- Cost of interventions
- Number of malaria cases averted and death prevented

## DATA COLLECTION

- Each household will be weekly visited, and clinical history and blood sampling will be performed on each member of the household with fever or history of fever
- Thick and thin blood smears will be collected using RDTs will be used to detect malaria at field level.
- Data on all self-reporting malaria patients will be collected from health posts
- Blood sample will be collected from all <5 children after peak malaria to determine haemoglobin level
- Cost-effectiveness & entomological studies will be conducted
- Analysis will be based on intention to treat principle
- Ethical clearance was obtained from the Ethiopian Ministry of Science and Technology and Rek Vest in Norway
- Informed consent will be sought from all households and study participants

## DISCUSSION

- The trial aims to provide evidence on the combined use of IRS+LLINs for malaria prevention.
- It aims to answer the following research questions: Can the combined use of LLINs+IRS significantly reduce malaria incidence compared with the use of LLINs or IRS alone?
- And is the reduced incidence justifiably compared to the added costs?
- Will the combined use of LLINs+IRS reduce vector density, infection, longevity and EIR?
- Such data is crucial in order to maximize the impact of the intervention on malaria.

## FUNDING

- Research Council of Norway

## Contact Information

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What do you  
like about the  
poster?

What could be  
improved?

## Challenges

- **Increasing size of datasets** is challenging for existing data processing tools
- **Distributed computing is hard** reimplementing each tool in a data pipeline may not be sustainable

→ **Need for a generic way to scale existing software**

## Methods



The largest open source Big Data project a cluster computing engine for the processing of large-scale datasets [1].



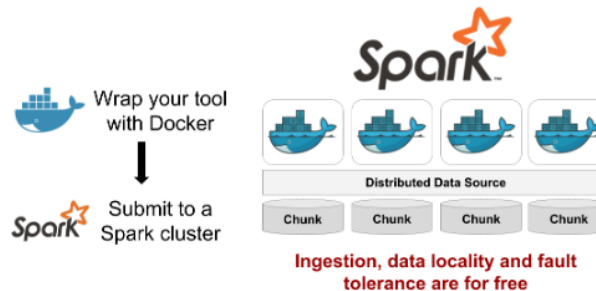
The leading application container engine it allows to wrap software stacks, avoiding virtualization. It assures that the analysis will always run the same [2].

## Results

We implemented **MaRe** to scale existing processing tools in MapReduce fashion.



## How it works



## Example: DNA GC count

```
val rdd = sc.textFile("genome.dna")
val countsByPartition = new MaRe(rdd)
  .setInputMountPoint("/input.dna")
  .setOutputMountPoint("/output.dna")
  .mapPartitions(
    imageName = "ubuntu:xenial",
    command =
      "grep -o '[gc]' /input.dna | wc -l > /output.dna")
```

```
val res = countsByPartition.reducePartitions(
  imageName = "ubuntu:xenial",
  command =
    "awk '{s+=$1} END {print s}' /input.dna > " +
    "/output.dna")
println(s"The GC count is: $res")
```

[1] Spark: Cluster Computing with Working Sets. Matei Zaharia, Mosharaf Chowdhury, Michael J. Franklin, Scott Shenker, Ion Stoica. HotCloud 2010.

[2] Docker and the Three Ways of DevOps. John Willis, Docker. Retrieved from: <https://goo.gl/8WBsXk> (on date 2018-10-10).

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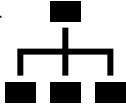




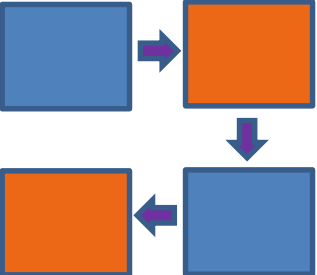
What do you like about the poster?

What could be improved?



# What makes a good poster?

—8 steps

Work done by		Short title	Logo
<div>Introduction</div> <div><hr/><hr/><hr/><hr/><hr/><hr/></div> <div></div>	<div>Results</div> <div><hr/><hr/><hr/><hr/><hr/><hr/></div> <div></div>	<div>Future work</div> <div><hr/><hr/><hr/><hr/></div>	
<div>Objectives</div> <div></div> <div><hr/><hr/><hr/><hr/><hr/><hr/></div>	<div>Conclusions</div> <div><hr/><hr/><hr/><hr/><hr/><hr/></div>	<div>Summary figure</div> <div></div>	
		<div>Acknowledgements and references</div> <div><hr/><hr/><hr/><hr/></div>	

# 1. Cut down on text

## DON'T ❌

- Always use full sentences
- Include all of the information you would put in a paper

## DO ✅

Use bullet points

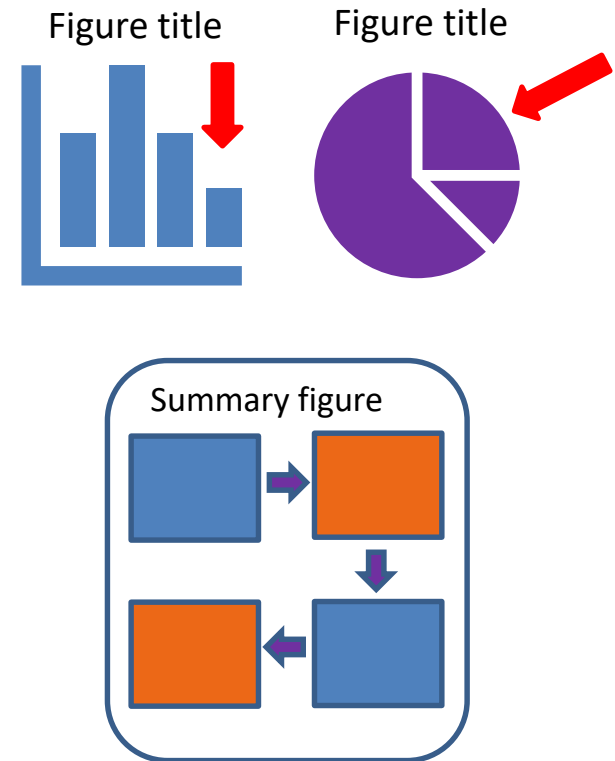
- Bullet point 1
- Bullet point 2

Justify the text to the left to make it easy to read

The diagram illustrates a document layout with several horizontal lines representing text. A red arrow points to the top line, which is labeled 'Long title that takes up too much space'. Another red arrow points to a line labeled 'Too much information'. A pie chart is also present in the layout.

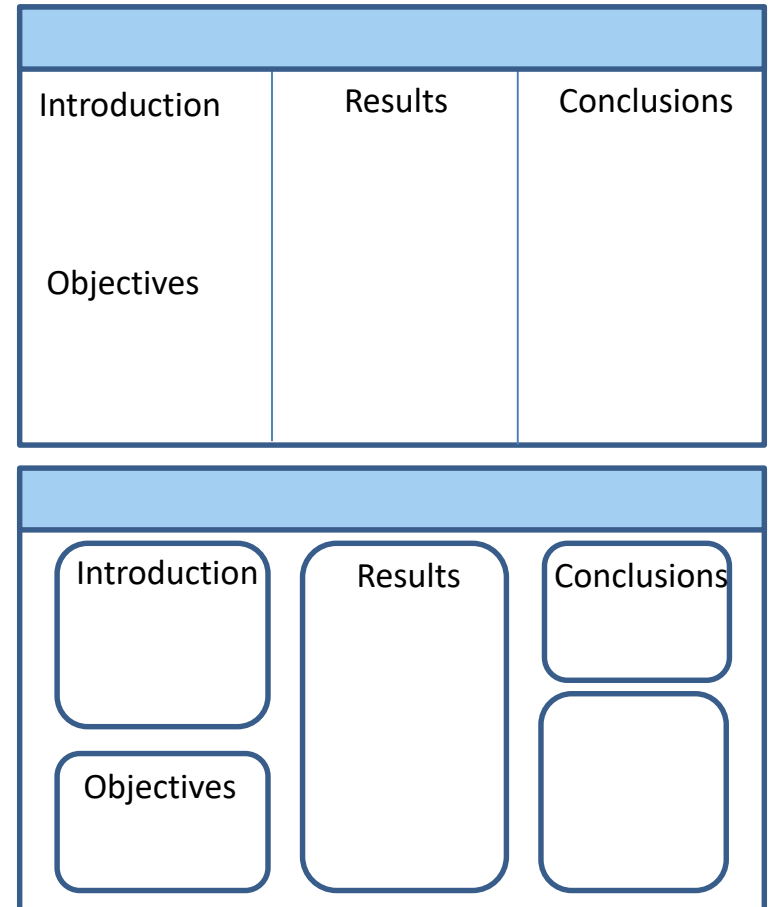
## 2. Use figures

- Figures are the heart of your poster
- Re-figure your figures
  - Simplify graphs
  - Add titles
  - Add arrows to help the reader
- Use a summary figure
  - Attracts attention



# 3. Tell a story

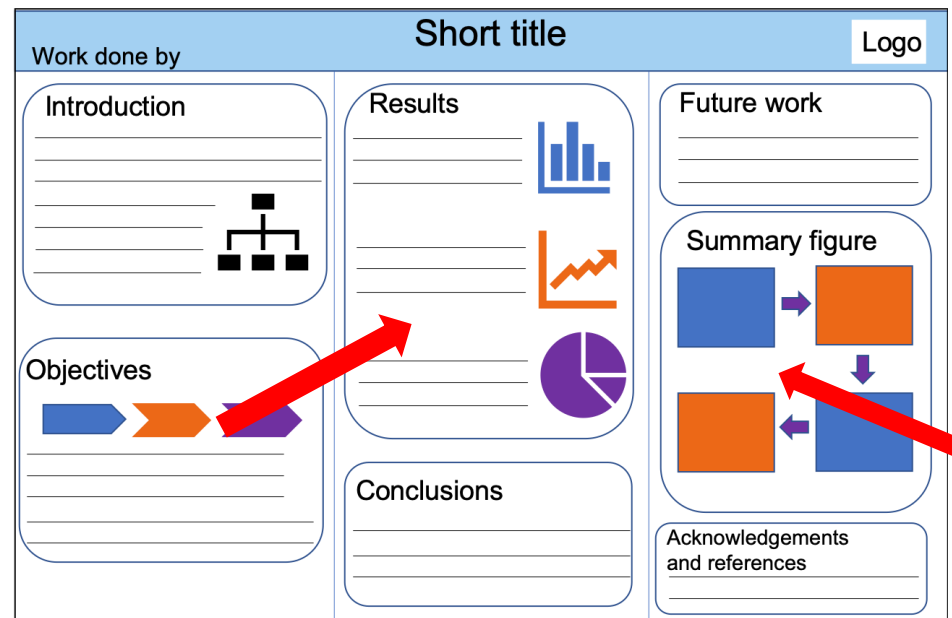
- Present ideas in a logical order
- Use a layout that facilitates this order
- People tend to read from left to right and top to bottom
- Make it obvious to the reader where to start and end
- Use subheadings





# 4. Don't overcrowd

- 40% of your poster should be blank
- Blank spaces draw attention to the most important messages






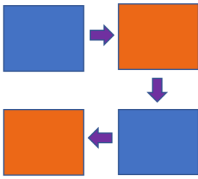
## 5. Use a concise title

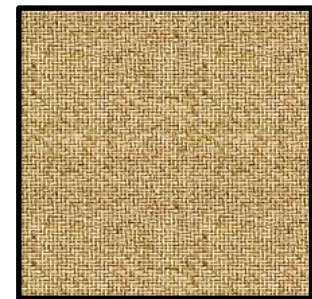
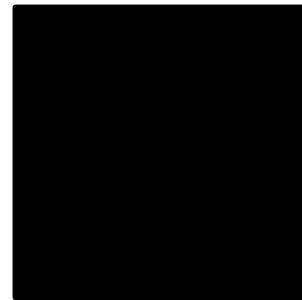
- Draw people to your poster
- Include who the work was done by underneath the title
- Add a logo to the side of the title

Short title		
Work done by		Logo

# 6. Use colour

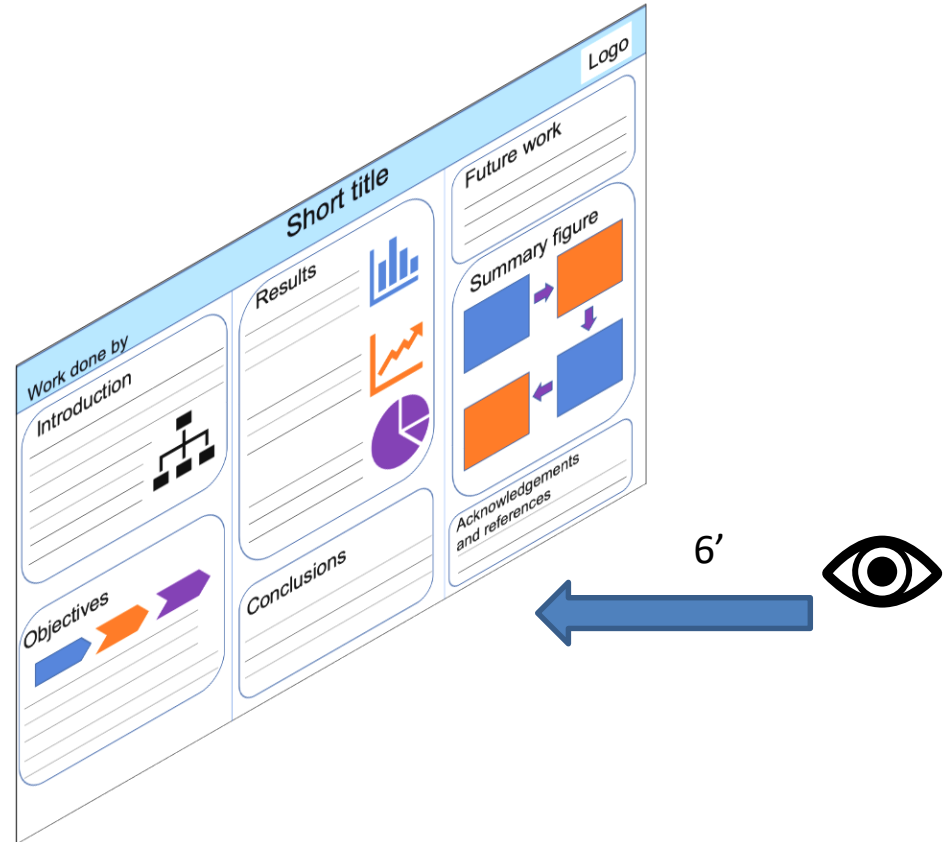
- Choose the right colour
- Only use 3-5 colours
- Don't use colours that are too bright
- Don't use patterns or dark colours for the background

Work done by		Short title		Logo
<b>Introduction</b> _____ _____ _____ _____		<b>Results</b> _____ _____ _____ _____		<b>Future work</b> _____ _____ _____
<b>Objectives</b> _____ _____ _____ _____		  		<b>Summary figure</b> 
<b>Conclusions</b> _____ _____ _____ _____		<b>Acknowledgements and references</b> _____ _____ _____ _____		



# 7. Size matters

- Your poster needs to be visible from 6 feet away
- Font size should be 24 or bigger



# 8. Readable font

- Don't include too many fonts as it can look cluttered
- Use fonts that are easy to read like:

Times New Roman

Arial

# Summary - posters

1. Cut down on text
2. Use figures
3. Tell a story
4. Don't overcrowd
5. Use a concise title
6. Use colour
7. Size matters
8. Readable font

# Leadership Communication and Presentation Skills

Note down your key lessons learnt from this session.



# Assignment for session 6

- Prepare a presentation
- You can choose the topic freely
- Apply the insights from session 4 in preparing your presentation.
- Maximum duration = 5 minutes
- Practice your presentation!!
- You will get feedback from your class (practicing their feedback skills from session 5)



# Pre-work for session 5: Giving feedback and conflict resolution

Complete the conflict management questionnaire