

PRESENTER SKILLS GUIDE

This guide will help you assess your skills as a presenter and identify areas for improvement. **To use the guide:** Review each column, determine your current skillset, then focus on improving incrementally in one or two areas at a time.

Proficiency

Good

Better

Best

	Good	Better	Best
Developing course goals and content	I can identify 2 – 3 goals for my course that have measurable outcomes.	I can align activities and content to the course goals.	I can weave desired behavior changes into the course and provide opportunities for learners to practice and perfect those behaviors.
Managing technology	I can use tech equipment, share my screen (when remote), and distribute the course resources electronically.	I can troubleshoot tech issues and adapt to last-minute changes in the setup of the program. I can manage multiple group activities concurrently.	I can leverage tech and resources to increase engagement through polls, breakout rooms, whiteboards, etc. I can adapt group activities in the moment to drive learning forward.
Preparing for a presentation	I have a clear sense of the presentation’s purpose and the concepts within it. I can manage setup logistics with assistance.	I can adapt the content to align with the audience, expectations, and environment. I can manage all aspects of the setup with little assistance.	I can add context and energize the content through anecdotes, resources, and data. I can manage all aspects of the setup without assistance.
Communicating with the audience	I can use clear, simple communication, making sure to address the audience through scanning and movement.	I can manage multiple contributors in a conversation and facilitate group discussion. I can refocus the conversation when needed.	I can manage contentious or difficult conversations with multiple contributors in a large group. I can identify and redirect questions and comments that do not contribute to the learning.
Engaging the audience	I understand adult learners are relevancy oriented, practical, and collaborative. I recognize adult learners need autonomy and have experiences I can leverage in my presentation.	I can draw on the audience’s experiences, using real examples and connecting content to outcomes through practice activities or group work.	I can utilize a range of strategies and activities to leverage group expertise. I can connect the content to real issues facing the audience, ask focused and pragmatic questions, and allow learners to process and assimilate concepts.
Including all learners	I can use inclusive language that demonstrates an understanding of diverse audiences. I use welcoming, inclusive statements.	I can use language that builds a growth mindset and encourages learning. I welcome challenges and can reframe negative comments as a question to the group.	I use language as a tool to include all perspectives and can remain neutral and avoid judgment in my choice of language and tone. I refrain from negative or closed statements and can reframe the discussion effectively.