PERFECTING PERSONAL PRESENTATIONS

Tri-Association
Annual Educators’ Conference

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Presenter:
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ABOUT YOUR PRESENTER

Jane Ellison, Ed.D. lives in Denver, Colorado and is Executive Co-Director of Thinking Collaborative and Co-Director of Kaleidoscope Associates, LLC. Jane provides consultation to school districts and other organizations in the areas of Cognitive CoachingSM, Adaptive Schools, change and transition, learning-focused leadership, and facilitation. She is the co-author with Carolee Hayes of Cognitive Coaching: Weaving Threads of Learning and Change into the Culture of an Organization and Effective School Leadership: Developing Principals with Cognitive Coaching.

Jane was the Director of Elementary Education for Douglas County School District Re.1 from 1988-1998. In that position, Jane was responsible for the development of elementary standards and curriculum, the monitoring of instruction, and the supervision of principals. Jane was a principal for 15 years -- 4 in Douglas County, Colorado and 11 in Tinley Park, Illinois. Her teaching experience is in the primary grades and the graduate college level. She holds a B.A. in Elementary Education and Social Sciences from SMU, an M.Ed. in Elementary Supervision from the University of North Texas, and an Ed.D. in Administration from VPI&SU, Blacksburg, Virginia.

Jane’s experiences include: teaching graduate classes in South America; presenting at International Schools’ Conferences; attending the Principals’ Institutes at Columbia Teachers’ College and Harvard University; and chairing the Board of Directors of the Principal’s Center at the University of Colorado, Denver.
OUTCOMES

Participants will have:
- Increased repertoire of skills as a presenter
- Understanding of adult learners
- Understanding of how people learn

AGENDA

Four Hats of Shared Leadership

Audience Types

Adult Learners

Self-Assessment

Making Your Presentation a Gift

RESOURCES


STRATEGIES
GOAL-SETTING

Glow --

A strength I have as a presenter is…

Grow --

A stretch for me as a presenter is…
FOUR HATS OF SHARED LEADERSHIP

In an adaptive organization, leadership is shared – all the players wear all the hats. All participants must have the knowledge and skills to manage themselves and to manage and lead others. Leadership is a shared function in meetings, staff development activities, action research, and projects. Recognizing the hats and knowing when and how to change them is shared knowledge within the organization, because when values, roles, and work relationships are clear, decisions about appropriate behavior are easy. We offer definitions to illustrate these functions of four leadership roles and the distinction among those roles.

To facilitate means “make easier.” A facilitator is one who conducts a meeting in which the purpose may be dialogue, shared decision-making, planning or problem-solving. The facilitator directs the procedures to be used in the meeting, choreographs the energy within the group, and maintains a focus on meeting standards. The facilitator should rarely be the person in the group with the greatest role or knowledge authority.

To present is to teach. A presenter’s goals are to extend and enrich knowledge, skills or attitudes and to have these applied in people’s work. A presenter may adopt many stances (e.g., expert, colleague, novice, friend) and use many strategies of presentation (e.g., lecture, cooperative learning, study groups). Premier presenters are guided by clarity of instructional outcomes and continuous assessment of goal achievement.

To coach is to help other persons take action toward their goals while simultaneously helping them develop expertise in planning, reflecting, problem-solving, and decision-making. The coach takes a nonjudgmental stance and uses tools of open-ended questions, pausing, paraphrasing, and probing for specificity. The skillful coach focuses on the perceptions, thinking, and decision-making process of the group to mediate resources for self-directedness.

A consultant can be an information specialist or an advocate for content or process. As an information specialist, the consultant delivers technical knowledge to the group. As a content advocate, the consultant encourages the group to use a certain strategy, adopt a particular program or purchase a specific brand of equipment or material. As a process advocate, the consultant attempts to influence the group’s methodology (e.g., recommending an open meeting rather than a close one in order to increase trust in the system). To effectively consult, one must have trust, commonly defined goals and the group’s outcomes clearly in mind.
AUDIENCE TYPES

WHAT?
Professors

SO WHAT?
Friends

WHY?
Scientists

WHAT IF?
Inventors
### ADULT LEARNING
PRINCIPLES INTO PRACTICE*

<table>
<thead>
<tr>
<th>Principles</th>
<th>Practices</th>
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<tbody>
<tr>
<td><strong>Self-concept:</strong> The adult learner sees him/herself as capable of self-direction and desires others to see him/her the same way.</td>
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<td><strong>Experience:</strong> Adults bring a lifetime of experience to the learning situation and defines him/herself in terms of his/her own experiences.</td>
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<td><strong>Readiness to Learn:</strong> Adult learning tasks move more toward social and occupational role competence and away from developmental tasks of childhood.</td>
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<td><strong>Orientation toward Learning:</strong> Learning is a means to be more effective in solving present problems</td>
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<td><strong>Individual Differences:</strong> Experiences, approaches to problems, ways of working and problem solving styles are well developed and sometimes habitual.</td>
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* [http://www.instructionaldesign.org/theories/andragogy.html](http://www.instructionaldesign.org/theories/andragogy.html)
THINKING COLLABORATIVE
PRESENTATION SELF-ASSESSMENT

Name: ________________________________________  Date: __________

PROFICIENCY:  1-Unskilled; 2-Partially Proficient; 3-Proficient; 4-Highly skilled
FREQUENCY:  1-Rarely; 2-Sometimes; 3-Often; 4-Almost always

<table>
<thead>
<tr>
<th>Frequency</th>
<th>CAPABILITIES</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• know intentions-congruent behavior</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>• set-asides</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>• intervene or go with the flow</td>
<td>3</td>
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<tr>
<td>4</td>
<td>• know and support group’s purposes</td>
<td>4</td>
</tr>
</tbody>
</table>


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<thead>
<tr>
<th>Frequency</th>
<th>COMMUNICATION</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>VERBAL</strong></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>• pauses, p. 96</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>• paraphrases</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>• inquires</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• chooses appropriate voice, p. 123</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• uses plural forms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• uses exploratory/tentative language</td>
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<tr>
<td></td>
<td>• uses positive presuppositions</td>
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<td></td>
<td>• asks non-dichotomous questions</td>
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<td></td>
<td>• gets attention before speaking</td>
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<tr>
<td></td>
<td>• projects voice for size of group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• redirects resistance, p. 166</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td><strong>NONVERBAL, p. 119</strong></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>• freeze body, p. 127</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>• ready position</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>• visual paragraph, p. 97</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• above-pause-whisper, p. 125</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• break and breathe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• third point, p. 129</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• nervousness, p. 148</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• listens, p. 153</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency</th>
<th>STAGING</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>PREPARE THE ROOM, p. 39</strong></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>• arrival</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>• room arrangement</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>• charting, p. 182</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• technology, p. 199</td>
<td></td>
</tr>
<tr>
<td>• dress/appearance, p. 21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OPEN THE CURTAIN**
- build rapport
- establish credibility
- inclusion
- clarity of outcomes
- acknowledge resistance
- activate and engage strategies

**DELIVERY**
- opening, p. 70
- transitions, p. 92
- What, Why, How, p. 92
- directions, p. 93
- recording, p. 93
- break-time returns, p. 93
- audience tune-in, p. 96
- respond to questions, p. 103
- storytelling
- humor, p. 79
- transitions, p. 92
- audiences types, p. 10
- three modalities
- monitors and adjusts, p. 94
- recovers
- important content, p. 45
- content-process ratio, p. 50
- four hats, p. 10
- content knowledge
- skill with strategies
- use of space
- empowers audiences, p. 17
- nested levels of learning, p. 13
- asks taxonomy questions, p. 16
- customizes presentation, p. 20
- collaborative learning cycle, p. 36
- co-presenting, p. 169

**CLOSING, p. 111**
- application
- reflection
- celebration
- commitment
- foreshadow
MAKING YOUR PRESENTATION A GIFT

P - Presume sufficiency and able learners. As you presume, they will respond.

R - Require a gum and chew ratio. Understanding requires processing.

E - Elicit prior knowledge. Activate audience information and link your data.

S - Survey audience needs and interests. Know who they are.

E - Efficacy is an overarching goal. Often, your topic is a sub-goal.

N - Nice content should give way to essential content. Present the essence.

T - Teach to crystal clear outcomes. Use the first three rules for effective presentations.

Source: Robert Garmston
CAPABILITIES OF PREMIER PRESENTERS

by

Michael Dolcemascolo & Michele De Bellis

Any activity becomes creative when the doer cares about doing it right, or doing it better.
~John Updike

Capabilities are the metacognitive maps and models that individuals use to guide behavioral choices: when to use, how to use or not use specific skills (Dilts, 1994, p. 37). Robert Garmston asserts that: “To elegantly perform an activity or behavior requires learning at the level of capability.” He goes on to say that, “It is at this level...that we can teach for transfer.” (Garmston, 2005, p.15)

Capabilities organize and direct the application and effectiveness of knowledge and skills. With the following capabilities, self-directed individuals can then choose how to listen, how to speak and how to pay attention when presenting.

The four capabilities of a premier presenter* are:
1. To know one’s intentions and choose congruent behaviors;
2. To set aside unproductive patterns of listening, responding and inquiring;
3. To monitor the audience and adjust the presentation;
4. To use a repertoire of presentation maps, tools, and strategies.

1. To Know One’s Intentions and Choose Congruent Behaviors

Clarity of intention in the moment and over time drives attention, which in turn drives action, the what, why and how of a presenter’s choices. Clarity of intention precedes and influences the other three capabilities. It is the source of impulse control, patience, strategic listening and strategic speaking (Dolcemascolo & McKanders, 2013, p. 35).

This capability is the foundation of flexible and effective behavior. If, for example, a person’s intention is to positively influence the thinking of others, various behaviors can be used congruently with this intention. In some circumstances, a skillful paraphrase conveys an attempt to understand and open the door for reciprocal understanding. In other circumstances, an inquiry into the thinking of
another speaker might be more influential. In other cases, direct advocacy may be more persuasive.

Knowing one’s intention and choosing congruent behaviors supports achievement of clear presentation outcomes.

2. To Set Aside Unproductive Patterns of Listening, Responding and Inquiring

For every presenter, there are two audiences: One is external, made up of the participants, and the other is internal, made up of feelings, pictures and self-talk. Presenters are challenged to continually decide which audience to serve, managing the tension between self and others.

Three common patterns of listening, responding and inquiring must be set-aside to support this decision:

1) Ego-centric language
2) Immediate, reactive response
3) Being the expert, rather than developing expertise

Set aside egocentric language. Rather than saying, “What I want you to do next…”, or “Do this for me…,” premier presenters use phrases like “The benefit to you in this next activity is…” or “You are invited to…” Put the focus on the learner, not on what you want the learner to do for you. (Garmston, 2005, p. 18)

Set aside the pressure to respond immediately. Premier presenters understand that they have permission to model wait time in front of a group. Nonverbal moves, such as being still, and freezing a gesture (e.g., gently stretching out one’s hand, or putting hand to chin) signal the pause. Michael Grinder suggests “Make a gesture that makes you look intelligent, then freeze it while you think.” (Garmston, 2005, p. 104) The presenter might also accompany the nonverbals by saying, “Let me think about that.”

Set aside the need to always respond from the expert stance. While there are times when a straightforward question deserves a straightforward answer (e.g., “Could you give me an example?” “Yes, here are three examples…”), responses
may also be given from the mediator’s stance. Offering a paraphrase, then waiting for the participant to respond, for example, empowers a person to answer her own question. Following a paraphrase with a question, such as “What's your experience with that?”, or turning to the audience and asking, “How are other people handling that?” supports the belief that answers lie within the learning community.

3. To Monitor the Audience and Adjust the Presentation

A foundational tenet of Neuro-Linguistic Programming is that in any group situation, the person with the most flexibility has the most influence, (Dilts, 1998, p.6). Rigid adherence to an agenda may lead to frustration for both audience members seeking to learn, and presenters seeking to teach and transform.

Premier presenters are consistently seeking formative assessment data from their audiences, which implies multiple processing opportunities and strategic debriefing after selected activities to closely “listen in.” Adaptive Schools trainers Kendall Zoller and Claudette Landry suggest ongoing attention to the nonverbals of the audience to gauge the appropriateness of pace and level of content (Zoller & Landry, 2010, p. 48).

On the one hand having a charted public agenda that is “artfully vague” (i.e., offering major chunks of content/ themes without specifics) and on the other hand having a very detailed private agenda that offers options and choice points, facilitates this capability (Garmston & Wellman, 1992, p.14).

Bob Garmston suggests that we are not only monitoring and modifying audience and presentation; premier presenters are also “monitoring and modifying SELF and presentation. We change persona through adopting different stances, strategies in the moment and in how we respond to feedback” (Garmston, private communication, 2013).
4. To Navigate Presentation Maps, Tools, and Strategies

Premier presenters have mental models, frameworks, or containers which guide their presentations: The Design Map, Nested Levels of Learning, What-Why-How, Four Audiences, and Collaborative Learning Cycle, are examples that serve as metacognitive templates for both design and delivery of the presentation.

They also have a toolbox of verbal and non-verbal moves that do not live on an agenda, but are inside the presenter for improvisational use whenever needed. Choosing voice, visual paragraphing, and decontaminating problem space are among tools or “moves” a presenter may call upon.

Strategies are activities the presenter uses to invite the audience to construct meaning by connecting topics to their circumstances, practicing skills, and deepening understanding. Paired reading, First Turn/Last Turn, and jigsaw structures are part of an ever-expanding repertoire of interactive strategies the presenter might offer.

Premier presenters grow in their craftsmanship by becoming increasingly intentional; practicing the discipline of set-asides; continually reading an audience and flexing to their learning needs; and unceasingly developing a repertoire of maps, tools, and strategies.

*In addition to specific citations offered below, the “Capabilities of Premier Presenters” are based on the foundational work of the Cognitive CoachingSM Capabilities (Costa & Garmston, 2002, pp. 63-67), and the Group-Member Capabilities of Adaptive Schools (Garmston & Wellman, 2009, pp. 27-30).

Along with thanking our mentors—Art Costa, Bob Garmston, and Bruce Wellman—the authors thank Jane Ellison, Carolee Hayes, and Mark Ravlin for their thinking on this topic. We also thank the modeling of Carolyn McKanders,
and all that we’ve learned from Adaptive Schools, Cognitive Coaching\textsuperscript{SM}, and Habits of Mind Training Associates.

**References**


