# Vholono The Secrets of High 3 Engagement Presentations

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#### **FORWARD**

We wrote this e-book because it's the book we wish we could have read when we started presenting. Although there are some very good books out there that can help with presenting, they can often seem overwhelming, and you may finish reading and still be unclear about how to make one small change at a time.

What we hope to do with this e-book is inspire people who want to make their presentations more interactive and support them in trying something new. While we call this e-book **The Six Secrets of High Engagement Presentations**, it's unlikely that anyone will want to try to take on and implement all six secrets at once, the first time around. The way most people learn is by making one small change, and then adding another small change onto that. It is through this process that, over time, major changes happen.

Wherever you start making change is the right place. We've tried to give you simple and easy ways to try some different approaches and strategies that won't require large amounts of preparation time.

We'd love to hear from you about your experiences, and we're happy to respond to any questions.

#### Who we are:

Ms. O'Neill applies strengths based approaches to change in her work with individuals and groups. She is passionate about activating positivity, building resiliency, and creating conditions for authentic learning, growth, and collaboration. She blends her experience working in large systems, her knowledge of best practices in system change, experience teaching and using coaching skills and whole system methods such as Appreciative Inquiry, with her knowledge of the brain research and learning. Each one of us is born loving to learn and is an expert in the creative process. Ms. O'Neill helps individuals and groups rediscover their creativity, love of learning, and intuitive voice.

**Ms. Griffiths** applies strengths based approaches to change, whether the change is at the individual, organizational, collaboration or system levels. She helps to create processes and conditions for supporting change, and blends her knowledge of brain research, coaching and best practices in systems change with whole system methods, such as Appreciative Inquiry, World Café and Open Space Technology. All of us can change and grow. Ms. Griffiths, once a teacher, now brings the lens of learning to focus on creating positive change.

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#### SECTION I Introduction

We once heard a presenter in the field of early childhood say, "I just don't know if the people in this room can learn anything." Although she was obviously frustrated, this quote draws attention to a couple of issues we need to pay attention to when presenting:

- 1. Everyone has the capacity to learn. How can we present in a way that supports learning?
- 2. We often blame individual people when they struggle with the materials presented, like our presenter blaming the participants in her training. How can we present in a way that benefits multiple individual learning styles and speeds?

This e-book has been designed to help people who present information to groups answer these questions. It has been designed by drawing on two major resources—our combined 40 years of presenting experience, and what the research says about the brain and the way people learn. We have taken our findings from these resources and through them created **The Six Secrets of High Engagement Presentations**.\*

<sup>\*</sup>All sources referenced in this e-book are listed in Section VII—References and Additional Resources.

## SECTION II What you need to know before getting started

Before we move on and explain the Secrets, it is important to understand a few fundamentals:

- What is the traditional lecture style of presenting?
- What is learner-centered presenting?
- What are the key differences between the traditional lecture style and learner-centered presenting?
- Why is the learning environment important?

#### What is the traditional lecture style of presenting?

The traditional presentation style that many of us grew up with could be called a lecture style—the presenter is an "expert" who lectures (often using PowerPoint). It is characterized by the following:

- The expert conveys the knowledge.
- Questions, if and when they are asked, are asked by individuals and answered in the whole group setting.
- There is little time for processing.
- There is little participant engagement.
- The presentation style is "information driven"; the main function of a traditional presentation is to convey information.
- At the end of the presentation, class or lecture series, an evaluation is given that asks people to rate different aspects of the presentation using numerical ratings.

The traditional lecture style is designed based on the assumptions that all people learn the same way and that the lecture style is sufficient for knowledge transfer and application. However, new research invites us to explore these assumptions. We now know that traditional methods of presenting are not well aligned with how the brain works. Our brains have a hard time listening for long periods of time. PowerPoint doesn't help. In fact when we pause for a moment and think about the traditional lecture style, we can see that it is information driven, not learning driven; the goal of the lecture is to transfer a set amount of material from the head of the expert to the head of the learner. The goal is not to maximize understanding or retention.

Ever hear the saying in "one ear and out the other"? That's what happens in many lectures.

#### What is learner-centered presenting?

Learner-centered presenting is the sharing of materials in a more meaningful and impactful way. For deeper learning, engagement strategies must be used that:

• Create opportunities throughout the presentation for participants to engage with the material and each other, to make meaning of what they are learning, and to connect it to what they already know.

- Take into account the different learning styles in the room—Auditory, visual, and kinesthetic.
- Take into consideration what we now know about how the brain works—Recent brain research has revealed that when people are stressed or anxious they cannot access their higher level thinking skills. During times of stress, chemicals are released in the brain. These chemicals prevent access to the neo-cortex, where higher-level thinking takes places. We think best and learn best when we are engaged, but not stressed.
- Allow time for rest and reflection—Insights require a quiet mind. The working memory (required for change and new learning) takes more energy than doing routine things. The higher level thinking part of the brain is "metabolically expensive" to run—it takes a lot of energy. When your brain is tired you lose focus and need to take a break—refueling is an important part of learning.
- Do not overload the participants—Because of the limits of working memory only seven pieces of
  information should be presented before participants have a chance to process the information; no
  more than five in highly technical presentations. Plan to have processing time every 10 minutes
  of presenting time. This will lead to increased learning and retention.
- Allow for people to engage with materials as learners, drawing attention to the four stages of learning:
  - o Unconscious incompetency—I don't know I don't know
  - o Conscious incompetency—I know I don't know
  - o Conscious competence—I know, but I have to think about it
  - o Unconscious competency—I know it so well I don't have to think about it
- Align with what is known about skills acquisition— A second model of skill acquisition is the Dreyfus model. In this model there are the following five stages: novice, advanced beginner, competent, proficient, and expert. There is a period of time in which skills develop. There is no way to skip to expert the first time you try a new skill or behavior.

Learner-centered presenting takes more planning and design up front. It also takes willingness on the presenter's part to do things that may be new for them. We invite people to think of presenting as facilitation, rather than lecture. You are a facilitator of learning, supporting your group of participants in engaging in new learning.

## What are some key differences between traditional presentation approaches and learner-centered approaches?

The presentation design process described in this e-book and the outcomes achieved are aligned with and were informed by the following:

- Positive psychology and neuroscience research about how to create positive sustainable change. We make this connection because adult learning often requires changing the way we think.
- Accelerated Learning (A.L.), "a total system for speeding and enhancing both the design process and the learning processes." It is based on the latest brain research and builds upon the way we all naturally learn (The Center for Accelerated Learning, www.alcenter.com).
- Strengths based approaches that promote resiliency and build on strengths rather than traditional deficit approaches.
- Carol Dweck's work studying the growth and fixed mindsets. A person believing that we each have the capacity to change, grow and learn, that the brain is like a muscle, characterizes the growth mindset. People with a fixed mindset believe abilities are basically static, that we may just not be the type of person who can dance, or sing, or be positive, for example.

Growth Mindset	Fixed Mindset
People with a growth mindset stretch themselves. They tend to take risks, accept feedback, and take the long-term view. They are comfortable with the type of failure required to learn a new skill—not failure in the final outcome, but failure along the way.	People with a fixed mindset tend to avoid challenges. They may feel threatened by feedback and can't stand the type of failure that is necessary when trying something new or learning something.
People who have a growth mindset believe that abilities are like muscles; they can be built up with practice. With a growth mindset, people tend to accept more challenges despite the risk of failure.	People who have a fixed mindset believe that their abilities (and those of others) are basically static. They believe that your behavior is a good representation of your natural ability

The goal of learner-centered approaches is that people "get it". That they are able to apply, use and retain the knowledge. Using this approach may mean that less content is covered, but the content you cover will stick.

#### Why is the Learning Environment Important?

The learning environment matters and can have an impact on learning outcomes. According to the Center for Accelerated Learning (www.alcenter.com) the following components cultivate an "optimal learning environment":

**A Positive Learning Environment.** People learn best in a positive physical, emotional, and social environment, one that is both relaxed and stimulating. A sense of wholeness, safety, interest, and enjoyment is essential for optimizing human learning.

**Total Learner Involvement.** People learn best when they are totally and actively involved and take full responsibility for their own learning. Learning is not a spectator sport but a participatory one. Knowledge is not something a learner passively absorbs, but something a learner actively creates. Thus A.L. tends to be more activity-based rather than materials-based or presentations-based.

**Collaboration Among Learners.** People generally learn best in an environment of collaboration. All good learning tends to be social. Whereas traditional learning emphasizes competition between isolated individuals, A.L. emphasizes collaboration between learners in a learning community.

**Variety That Appeals To All Learning Styles.** People learn best when they have a rich variety of learning options that allows them to use all their senses and exercise their preferred learning style. Rather than thinking of a learning program as a one-dish meal, A.L. thinks of it as a results-driven, learner-centered smorgasbord.

**Contextual Learning.** People learn best in context. Facts and skills learned in isolation are hard to absorb and quick to evaporate. The best learning comes from doing the work itself in a continual process of "real-world" immersion, feedback, reflection, evaluation, and reimmersion.

Source: www.alcenter.com

## SECTION III The Why, the Who, the What

Using **Six Secrets of High Engagement Presentations** will only be successful if you do your homework first. We call this pre-planning—what you need to think about before you apply the **Six Secrets of High Engagement Presentations**.

This pre-planning description is followed by a summary chart that asks prompt questions. It will help you track your answers and make sure you're ready to apply the **Six Secrets of High Engagement Presentations**.

#### Pre-Planning—What you need to know before you begin to plan:

Your first job as a presenter is to clarify:

#### 1. The Why—the purpose of the presentation

Understand the motivation. The questions to ask are as follows: Have participants been told to attend or are they self-selected? Why are resources being committed to this? Who made the decision to apply the resources, is it the people in the presentation or someone else? What is the motivation to pay for it or make time for it?

#### 2. The Who—who will be attending

Know your audience. The questions to ask are as follows: How many people? Who is attending? What is their experience? What are they coming to learn? How will they be able to use this information? Are they being required to participate or is it voluntary? What languages do they speak? What are their literacy levels? What is the diversity among participants? What do they already know about this topic? What misconceptions might they have?

Some presenters survey their audience in advance, asking them these questions via survey monkey or at a meeting. Sometimes, it isn't possible to do this because you don't know who will be coming, like when you present at a conference. The best presentations meet people where they are, and this is easiest when you know who is in the audience and what they already know.

#### 3. The What—the learning outcomes for the presentation

Clarify the expectations. The questions to ask are as follows: What is the purpose of the training/presentation? What would a successful presentation look like? Who has had input? What do participants need to leave having, knowing or feeling (learning goals or outcomes)? Who is determining these learning goals or outcomes? How will participants be able to use the information? What is their work situation or context? Where will the information learned be applied?

Before you design your presentation, you need to know what you want people to leave with. These are your learning goals. The learning goals for this e-book could be as follows:

#### **Learning goals/outcomes: e-book participants will:**

- Examine mental models of presenting (In the words of Peter Senge: "Mental models are deeply held internal images of how the world works, images that limit us to familiar ways of thinking and acting.")
- Learn The 6 Secrets of High Engagement Presentations
- Process the new learning and develop ideas on how to start using The Six Secrets of High Engagement Presentations

#### **Pre-planning summary**

The table below has been designed to help you through the pre-planning process. By answering the questions in the boxes you will become clear on **the why, the who, and the what**. You will be ready to start planning and exploring **The Six Secrets of High Engagement Presentations**.

Questions	Answers
<ul> <li>The Why:</li> <li>Why are resources being committed to this?</li> <li>Who made the decision to apply the resources, is it the people attending the presentation or someone else?</li> <li>What is the motivation to pay for it or make time for it?</li> </ul>	
<ul> <li>The Who:</li> <li>How many people?</li> <li>Who is attending?</li> <li>What is their experience?</li> <li>What are they coming to learn?</li> <li>How will they be able to use this information?</li> <li>Are they being required to participate or is it voluntary?</li> <li>What languages do they speak?</li> <li>What are their literacy levels?</li> <li>What is the diversity among participants?</li> <li>What do they already know about this topic?</li> <li>What misconceptions might they have?</li> </ul>	
<ul> <li>The What:</li> <li>What is the purpose of the training/presentation?</li> <li>What would a successful presentation look like?</li> <li>Who has had input?</li> <li>What do participants need to leave having, knowing or feeling (learning goals or outcomes)?</li> <li>Who is determining these learning goals or outcomes?</li> <li>How will participants be able to use the information?</li> <li>What is their context; where will the information learned be applied?</li> </ul>	

Once you have answered the why, who and what questions, you have a set of learning goals, a clear purpose and knowledge about your audience. Now you can start planning the presentation and applying **The Six Secrets of High Engagement Presentations**.

## SECTION IV The Six Secrets of High Engagement Presentations

Now that we have looked at the principles behind **The Six Secrets of High Engagement Presentations** and have spent time on the pre-planning stage, it's time to dive in.

First we will share **The Six Secrets of High Engagement Presentations.** Then we will explore activities that can be used in each secret area and ways of putting the secrets into practice.

- Secret 1: Focus/activate positivity
- Secret 2: Share learning goals
- Secret 3: Activate prior knowledge
- Secret 4: Deliver new content in an interactive manner and with processing time
- Secret 5: Check for understanding
- Secret 6: Help participants reflect on their learning

Once you know you're going to be presenting, you have a choice. Do you plan a lecture with power point slides, or develop a plan to start using **The Six Secrets of High Engagement Presentations** and become a high-impact presenter? The choice is yours.

#### The Six Secrets and ways to do them

#### The beginning of the presentation—Secrets 1, 2 & 3

#### **Secret 1: Focus/activate positivity**

At some point you want to activate positivity within the group, the earlier this can be done the better. Begin your presentation with an activity that helps people clear their minds and focus on the learning.

#### Ways to do this:

- **Strategy A**—Have participants interview each other in pairs using an Appreciative Question. Appreciative Questions help people connect to a positive experience and success. For example, an appreciative question on the topic of presenting might be:
  - "Describe an experience when you felt that your presentation really made a difference to the people in the audience. A time when participants left feeling inspired by what they learned. What happened? What about this experience was different?"

For a list of Appreciative Questions you can look at *Appreciative team building: Positive questions to bring out the best of your team.* 

• **Strategy B**—Use cards like Daniel Levin's Zen Cards or Inspired Mastery's Pause: 52 Ways to Shift Any Outcome in Less Than a Minute Cards. There are many possible card sets on the market and

many bookstores carry a selection. Invite people to take a card, read it, and make a connection between the words on the card and the subject of the presentation. People can then share as a whole group, small group, or in pairs.

• **Strategy C**—Have people share a quality they are bringing to the presentation. We have heard people say openness, flexibility, courage, joy. The list is endless.

#### **Secret 2: Share learning goals**

When you complete the pre-planning activities one outcome is a set of your learning goals for the group. However, it is important also to understand the expectations of the participants. What would make this presentation successful from their perspective? The following four-step process will enable you, as the presenter, to hear participant's learning goals and to assess whether the agenda you have planned will meet their needs (it's better to know this at the beginning than the end!).

- The Learning goal 4-step process:
  - 1. Share your learning goals for the group (on a white board, black board, flip chart sheet, handout, or Power Point).
  - 2. Allow people time to individually identify their own learning goal for the presentation (what would make it a good use of their time, what would they leave knowing, feeling or having, what would make this the best presentation from their perspective?). Each participant writes their individual goal on an index card or sticky.
  - 3. Have participants share their goal. This can be sharing with a partner, in a small group or the whole group, depending on how many people are in the group. Once the presenter has heard the individual learning goals and has put them on a flip chart for everyone in the room to see (if possible), it is time to share back to the group how the individual goals align with what was planned for the presentation. Here there are three possible scenarios:
    - o First, there is alignment between what people said they wanted and what is planned. This is most often the case and it is great to be able to this share back with a group.
    - o Second, there is a relatively small difference between what is planned and what people want, and the presenter feels able to make the necessary adjustments.
    - o Third, there is a big difference between what was planned and what people want and the presenter can't adjust. In this case, it is very important to be clear to the group, and the faster this discrepancy is identified and clarified, the better. When possible, it is helpful if the presenter can identify a person, process, or time that will allow the group to get what they want. Clearing this up quickly can help people be able to focus on what you had planned.

#### **Secret 3: Activate prior knowledge**

Activating prior knowledge means allowing people time to think about and share what they already know about a topic. This helps the presenter to learn more about the current level of knowledge, and helps the participants prepare to connect new learning with what they already know.

#### Ways to do this:

- **Strategy A**—Invite people to share something they know about topic X with a partner. Pairs can then share with the group.
- **Strategy B**—If you have tables in the room, ask small groups to make flip charts listing what they know about topic X, and what they want to know about topic X.
- **Strategy C**—Put two charts up on the wall—what we know about X and what we want to know about X. Have people write what they know and want to know on small stickies and then invite them to post them on the wall charts.

• **Strategy D**—Ask participants to share and examine beliefs and assumptions about the topic. Give each participant a small sheet of paper or index card. Ask them to write either a belief about (topic X) or an assumption about (topic X). These can be shared either in pairs, or small groups, or cards from one group can be swapped with those from another, with each group reviewing the new set of cards and reflecting on the implications of those.

#### The middle of the presentation—Secrets 4 & 5

## **Secret 4: Deliver new content in an interactive manner and with processing time**Research shows that if you stop delivering new material every 10 minutes and let people talk for 2 minutes about what they're hearing and their thinking, the learning and retention will greatly increase. This is the easiest way to start making changes to how you present. There are many ways to deliver new content in a more interactive way. What follows are four of our favorites:

#### Ways to do this:

- Strategy A—Posters for a gallery walk: Making posters in advance with the content you want delivered allows a gallery walk to be used to deliver information. The advantage is that it is very engaging. Display the posters around the room and invite people to walk from poster to poster (activating kinesthetic learning), look at posters, which have different colors, images or shapes (activating visual learning), and use stickies to write questions and comments to put on the posters. Using the gallery walk allows people to see how others are responding to the information, as well as sharing their personal responses. If you can play music while people are doing this you can also activate auditory learning.
- Strategy B—Develop a quiz (can also use for checking for understanding): We developed a quiz on presenting that we've used both to deliver content and to check for understanding. There is room on the Quiz sheet for two answers, and we give instructions for people to ask two other people what they think the answer to each question is. When the group has their sheets full, we ask the group to share the answers they heard. Using this method means that no one feels defensive, because they don't have to share what they think. For each question we write all the answers heard on a flip chart, so everyone can see. When all the answers to a given question are heard and written up, we reveal the answer. Often there is one specific correct answer, like a number. When this is the case we circle it on the flip chart. People often gasp when the answer is different from what they thought. An example of this is a quiz we developed for teaching about grants. One question in the quiz asks what percent of submitted grant proposals are funded. Generally people in the training offer a range of answers, suggesting that somewhere between 10% and 50% of grant proposals are funded. 50%! The actual average is 5%. This reveals some important assumptions that are being made.
  - Appendix A shows an example of a quiz we developed about presenting. It includes the question and answer sheets. You can use it as is or as a template to develop your own quizzes.
- Strategy C—Have participants read and reflect (participants read the same content): We often have participants read some resource document in small chunks, a paragraph at a time or a page at a time, and then give them a chance to talk to someone sitting next to them about what they read. This allows the group to read and process new information.
- Strategy D—Have participants read different content and share learning (Jigsaw): If the content is larger and more complex, then splitting it up and having people read different parts is useful. For example, we have done this with a framework on system change. We split the large group into smaller groups and give each group one section to read about, discuss, and make a poster to

share with others. You can have people share with the whole group through a gallery walk and/or presentation, or have people form new small groups with one "expert" from each content chunk to share what they learned.

However you choose to deliver your content, a complete and full set of all materials, including sources, should be emailed, or a hard copy given, to all participants. This allows participants to refer back to the materials and extend their learning independently, should they choose.

#### **Secret 5: Check for understanding**

Checking for understanding is essential and finding out what the group understands is critical before moving on to more complex or new material.

#### Ways to do this:

- **Strategy A**—You can have people summarize their learning on posters and present them to the group.
- **Strategy B**—Use the quiz strategy and have people share what they heard.

#### The end of the presentation—Secret 6

#### Secret 6: Help participants reflect on their learning

Reflection allows us to own new knowledge. It is the glue that helps us to connect new knowledge to what we already know, and to our world. Reflection also helps us think through application and cements the thinking process, thereby helping us to access new knowledge in the future. Reflection builds learning.

#### Ways to do this:

- **Strategy A**—Have people process individually, in pairs, or small groups what they are taking away.
- **Strategy B**—If you want to know what they are taking away you can have them make posters and do a gallery walk or present to the group.
- **Strategy C**—Use an individual reflection temple (Appendix B)

The following **The Six Secrets of High Engagement Presentations Organizer** has been designed to help you explore how the Six Secrets can apply to your next presentation.

#### The Six Secrets of High Engagement Presentations Organizer

Now you are familiar with the **Six Secrets of High Engagement Presenting** use the following organizer to help you apply them to your next presentation.

Secret 1: Focus/activate Positivity
How could I do this?
Secret 2: Share learning goals for the group and allow people to identify their own
How could I do this?
Secret 3: Activate prior knowledge
How could I do this?
Secret 4: Deliver new content in an interactive manner and with processing time
How could I do this?
Secret 5: Check for understanding
How could I do this?
Secret 6: Help participants reflect on their learning
How could I do this?

## SECTION V Putting it all together

The following High Engagement Presentation Planning Sheet puts together the why, the who, the what and The Six Secrets of High Engagement Presentations. Use it to plan your next high engagement presentation.

#### **Presenting Planning Sheet**

Purpose of presentation:	
Total time available:	Number of people attending:
Consider the purpose of the presentation (refers	back to the "Why" section):
Consider this particular group of learners/partic	ipants (refers back to the "Who" section):
Learning Outcomes for Group (refers back to the	e "What" section):

Presentation Component	Things to think about related to this presentation—i.e Time, size of room, etc.	Ideas for engagement or learning strategy for this section—pairs, small groups, processes, report outs. See list of options in Appendix C.
Welcome and introductions	Who will speak first and welcome?	
	What context setting would be useful?	
	How will introductions be done?	
	How many people will be there?	
	How much time is there available for this?	
<b>Secret 1:</b> Focus/activate positivity	How much time is there available for this?	
	What other strategies are planned so far?	
<b>Secret 2:</b> Share learning goals – The four stages of	How much time is there available for this?	
the learning goals process	How will I do it?	
<b>Secret 3:</b> Activate prior knowledge	How much time is there available for this?	
	What other strategies are planned so far?	
	What are participants likely to know?	
	What assumptions, beliefs, and mental models will be in the group?	
<b>Secret 4</b> : Deliver new content in an interactive	How much time is there available for this?	
manner and with processing time	What other strategies are planned so far?	
Secret 5: Check for understanding	How much time is there available for this?	
	What other strategies are planned so far?	
<b>Secret 6:</b> Help participants reflect on their Learning	How much time is there available for this?	
	What other strategies are planned so far?	
	What documentation of the reflection process might be useful?	

Notes:

#### SECTION VI Next steps

Now that you have completed this e-book we hope that you will be able to begin to put **The Six Secrets of High Impact Presentations** into practice. What we have shared are first steps that a presenter can take to make their presentations more engaging. This is not, of course, an exhaustive account of every strategy that could be used, but rather an introduction to some tried and tested presentation strategies. We hope you will enjoy putting them into practice.

The appendices that follow include additional materials and a reference list for you to extend your knowledge.

Please do contact us and let us know how your presentation practice changes. We'd love to hear from you.

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We offer workshops and webinars on how to increase engagement in presentations and meetings. Here's what three people shared after attending our **Six Secrets of High Engagement Presentations Workshop:** 

One participant shared that after using Secret 2, Share Learning Goals, she found that everyone in the room became engaged, including a man who was just going to wait for the workshop to be over so he could go grocery shopping with his wife. During the course of her presentation, people continued to share, and she gave us several examples of how people in the group talked about their experiences, knowledge, and resources with other participants. She also added that by changing her own mental model from "expert presenter" to "facilitator of learning", she unlocked her own resources. She was then able to share these with the group. Just using one of the Six Secrets completely changed her experience of presenting.

Another participant described her experience and learning at the presenting workshop as "transformational". She began the workshop feeling afraid of presenting, because she defined it as public speaking. After realizing that she could reframe "making a presentation" to "facilitating learning", she felt completely differently. This one-day workshop allowed her to shift her own thinking so dramatically that in the closing reflection and evaluation she said, "I feel transformed".

Finally, one participant shared, "I'm not going to give two hour lectures anymore."

# SECTION VII Appendices

#### Appendix A: Quiz: what do you think about presenting?

Walk around the room. For every question find two different people to give you an answer. Record the answers. Try to get answers from as many different people as possible. Have Fun!

Question	Answer for Person # 1	Answer for Person # 2
Question 1. What % of what people learn in training ever gets applied on the job?		
Question 2. What is the least effective way to convey information to people in a presentation?		
Question 3. What is the most effective way to convey information to people in a presentation?		
Question 4. When is the peak time of retention for someone attending a training?		
Question 5. What % of people are visual and kinesthetic learners?		
Question 6. What is the maximum time that the brain can work hard at a stretch without a break?		
Question 7. What is the biggest impediment to new learning?		
Question 8. What % of communication is the actual words?		

#### **Resources used:**

The Presenters Fieldbook: A Practical Guide The 7 Levels of Change: Different Thinking for Different Results Implementation Research: A Synthesis of the Literature

#### What do you think about presenting? Answer sheet

Question	Answer and Reference
Question 1. What % of what people learn in training ever gets applied on the job?	Ten percent of what is learned in training is used on the job. The National Implementation Research Network's Monograph, Implementation Research: A Synthesis of the Literature, Wallace 2005
Question 2. What is the least effective way to convey information to people in a presentation?	Trick question. It depends on the learning style, but we know that almost 90% of people are visual and kinesthetic learners, so lecture won't be very effective for them. www.makemark.com
Question 3. What is the most effective way to convey information to people in a presentation?	Trick question. It depends on the learning style. www.makemark.
Question 4. When is the peak time of retention for someone attending a training?	The five minutes right after the presentation. The 7 Levels of Change: Different Thinking for Different Results
Question 5. What % of people are visual and kinesthetic learners?	Almost 90%. www.makemark.com
Question 6. What is the maximum time that the brain can work hard at a stretch without a break?	20 minutes. From a podcast called the The Neuroscience of Leadership. <i>Podcast, http://www.guerrillaprojectmanagement.com/leading-projects-with-the-brain-in-mind-the-neuroscience-of-leadership</i>
Question 7. What is the biggest impediment to new learning?	Incorrect information that people think is correct. The Presenters Fieldbook: A Practical Guide
Question 8. What % of communication is the actual words?	7%. Cognitive Coaching Foundation Seminar: Learning Guide (eighth edition)

#### **Appendix B: Reflection template**

Name:\_\_\_\_\_ What aha's did I have? What were some of the things I learned that are most exciting and interesting? What would I like to learn more about? What specific strategies /ideas would I like to experiment with? What will be my first steps? What support will assist me? What questions do I have?

#### Appendix C: Menu options of learning and engagement strategies

#### **Secret 1:** Focus/activate positivity

Strategy A – appreciative question

Strategy B – using cards

Strategy C – sharing a quality

### **Secret 2:** Share learning goals for the group and allow people to identify their own

Participants identify individual learning goals and can share goals - in pairs, small groups, or with the whole group

#### **Secret 3:** Activate prior knowledge

Strategy A – partner share

Strategy B – tables make flip chart

Strategy C – whole group posts stickies

Strategy D – surface assumptions/beliefs

## **Secret 4:** Deliver new content in an interactive manner and with processing time

Strategy A – posters for gallery walk

Strategy B – develop a quiz

Strategy C – read and reflect same material

 $Strategy\ D-jigsaw$ 

#### **Secret 5:** Check for understanding

Strategy A – make posters to summarize learning

Strategy B – develop a quiz

#### Secret 6: Help participants reflect on their learning

Strategy A – partner share

Strategy B – make posters and share

Strategy C – reflection template

#### **SECTION VII**

#### References and additional resources

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