

THINKING COLLABORATIVE PRESENTATION SKILLS 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

Frequency				CAPABILITIES	Proficiency			
1	2	3	4		1	2	3	4
				• Know one's intentions and choose congruent behaviors				
				• Set aside unproductive patterns of listening, responding, and inquiring				
				• Know when to self-assert and when to integrate				
				• Know and support the group's purposes, processes, topics and development				

Frequency				COMMUNICATION	Proficiency			
1	2	3	4		1	2	3	4

				VERBAL				
				• pauses, p. 96/109, 123				
				• paraphrases /p. 93				
				• poses questions /p. 167				
				• chooses appropriate voice, p. 123/121				
				• uses plural forms				
				• uses tentative language				
				• uses positive presuppositions /p. 29				
				• asks open-ended questions				
				• gets attention before speaking /p. 76				
				• projects voice for size of group				
				• redirects resistance, p. 166/95				

				NONVERBAL, p. 119/115				
				• freeze body, p. 127/124				
				• ready position				
				• visual paragraph, p. 97/77, 109				
				• above-pause-whisper, p. 125				
				• break and breathe				
				• third point, p. 129/125				
				• nervousness, p. 148/58				
				• listens, p. 153/118				

1	2	3	4	STAGING	1	2	3	4
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				PREPARE THE ROOM, p. 39				
				• arrival /p. 50				
				• room arrangement /p. 53				
				• charting, p. 182/136				
				• technology, p. 199/51, 155				
				• dress/appearance, p. 21/19				

				OPEN THE CURTAIN				
				• build rapport /p.73				
				• establish credibility /p. 73, 121				
				• inclusion /p.15				
				• clarity of outcomes /p.25, 29				
				• acknowledge resistance				
				• activate and engage strategies /p.36				
				DELIVERY				
				• opening, p. 70/68				
				• transitions, p. 92/106				
				• What, Why, How, p. 92/76				
				• directions, p. 93/75				
				• recording, p. 93/106				
				• break-time returns, p. 93/65, 113				
				• audience tune-in, p. 96/108				
				• respond to questions, p. 103/91				
				• storytelling				
				• humor, p. 79/81				
				• audience types, p. 10/8				
				• three modalities				
				• monitors and adjusts, p. 94				
				• recovers				
				• important content, p. 45/33				
				• content- process ratio, p. 50/34				
				• four hats, p. 6				
				• content knowledge				
				• skill with strategies				
				• use of space /p.52, 77				
				• empowers audiences, p. 17/15				
				• nested levels of learning, p. 13/11				
				• asks taxonomy questions, p. 16				
				• customizes presentation, p. 20/18				
				• collaborative learning cycle, p. 36/36				
				• co-presenting, p. 169/129				
				CLOSING, p. 111/97				
				• application				
				• reflection				
				• celebration				
				• commitment				
				• foreshadow				