**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

(Citations are from *The Presenter’s Fieldbook* 3rd Edition by Robert Garmston, 2018)

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| **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 |  |  |  |  |
|  |  |  |  | • Monitor the audience and adjust the  presentation |  |  |  |  |
|  |  |  |  | • Select from a repertoire of maps, moves and  strategies to teach and transform |  |  |  |  |

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| **Frequency** | | | | **COMMUNICATION** | **Proficiency** | | | |
| **1** | **2** | **3** | **4** |  | **1** | **2** | **3** | **4** |
|  | | | | ***VERBAL*** |
|  |  |  |  | • pauses, pp. 91, 109, 123 |  |  |  |  |
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|  |  |  |  | • poses questions, p. 167 |  |  |  |  |
|  |  |  |  | • chooses appropriate voice, pp. 76, 121 |  |  |  |  |
|  |  |  |  | • uses plural forms |  |  |  |  |
|  |  |  |  | • uses tentative language |  |  |  |  |
|  |  |  |  | • uses positive presuppositions, pp. 5, 16 |  |  |  |  |
|  |  |  |  | • asks open-ended questions |  |  |  |  |
|  |  |  |  | • gets attention before speaking, p. 75 |  |  |  |  |
|  |  |  |  | • projects voice for size of group |  |  |  |  |
|  |  |  |  | • redirects resistance, p. 95 (2nd ed., p. 130) |  |  |  |  |
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|  |  |  |  | • above-pause-whisper |  |  |  |  |
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|  |  |  |  | • nervousness, pp. 50, 59-60 |  |  |  |  |
|  |  |  |  | • listens, p. 118 |  |  |  |  |

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| **1** | **2** | **3** | **4** | **STAGING** | **1** | **2** | **3** | **4** |
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|  |  |  |  | • clarity of outcomes, pp. 29, 70-71 |  |  |  |  |
|  |  |  |  | • acknowledge resistance, p. 95 (2nd ed., p. 130) |  |  |  |  |
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|  |  |  |  | • commitment |  |  |  |  |
|  |  |  |  | • foreshadow |  |  |  |  |