**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 |  |  |  |  |
|  |  |  |  |  • paraphrases, p. 93  |  |  |  |  |
|  |  |  |  |  • 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) |  |  |  |  |
|  | ***NONVERBAL*, *p. 115***  |
|  |  |  |  |  *•* freeze body, pp. 69, 176, 24 |  |  |  |  |
|  |  |  |  |  • ready position, p. 68 |  |  |  |  |
|  |  |  |  |  • visual paragraph, pp. 77-78, 109 |  |  |  |  |
|  |  |  |  | • above-pause-whisper |  |  |  |  |
|  |  |  |  |  • break and breathe, p. 125 |  |  |  |  |
|  |  |  |  |  • third point, p. 125 |  |  |  |  |
|  |  |  |  |  • nervousness, pp. 50, 59-60 |  |  |  |  |
|  |  |  |  |  • listens, p. 118 |  |  |  |  |

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| **1** | **2** | **3** | **4** | **STAGING** | **1** | **2** | **3** | **4** |
|  | ***PREPARE THE ROOM, p. 49*** |  |
|  |  |  |  |  • arrival, p. 50  |  |  |  |  |
|  |  |  |  |  • room arrangement, p. 53 |  |  |  |  |
|  |  |  |  |  • charting, p. 137 |  |  |  |  |
|  |  |  |  |  • technology, pp. 51, 155 |  |  |  |  |
|  |  |  |  |  • dress/appearance, p. 19 |  |  |  |  |
|  |  ***OPEN THE CURTAIN*** |  |
|  |  |  |  |  • build rapport, pp. 73, 119 |  |  |  |  |
|  |  |  |  |  • establish credibility, pp. 69, 73, 121 |  |  |  |  |
|  |  |  |  |  • inclusion, p. 126 |  |  |  |  |
|  |  |  |  |  • clarity of outcomes, pp. 29, 70-71 |  |  |  |  |
|  |  |  |  |  • acknowledge resistance, p. 95 (2nd ed., p. 130) |  |  |  |  |
|  |  |  |  |  • activate and engage strategies, pp. 36-37 |  |  |  |  |
|  | ***DELIVERY*** |  |
|  |  |  |  |  • opening, p. 68 |  |  |  |  |
|  |  |  |  |  • transitions, p. 106 |  |  |  |  |
|  |  |  |  |  • What, Why, How, p. 76 |  |  |  |  |
|  |  |  |  |  • directions, p. 75 |  |  |  |  |
|  |  |  |  |  • recording, p. 106 |  |  |  |  |
|  |  |  |  |  • break-time returns, pp. 106-107 |  |  |  |  |
|  |  |  |  |  • audience tune-in, pp. 108-110 |  |  |  |  |
|  |  |  |  |  • respond to questions, pp. 91-95 |  |  |  |  |
|  |  |  |  |  • storytelling |  |  |  |  |
|  |  |  |  |  • humor, pp. 81-89 |  |  |  |  |
|  |  |  |  |  • audience types, pp. 8-11 |  |  |  |  |
|  |  |  |  |  • three modalities |  |  |  |  |
|  |  |  |  |  • monitors and adjusts, p.66  |  |  |  |  |
|  |  |  |  |  • recovers |  |  |  |  |
|  |  |  |  |  • important content, p. 34, 109 |  |  |  |  |
|  |  |  |  |  • content- process ratio, pp. 34-36 |  |  |  |  |
|  |  |  |  |  • four hats (2nd ed., pp. 6-9) |  |  |  |  |
|  |  |  |  |  • content knowledge |  |  |  |  |
|  |  |  |  |  • skill with strategies |  |  |  |  |
|  |  |  |  |  • use of space, pp. 52, 77 |  |  |  |  |
|  |  |  |  |  • empowers audiences, p. 15 |  |  |  |  |
|  |  |  |  |  • nested levels of learning, p. 11 |  |  |  |  |
|  |  |  |  |  • asks taxonomy questions (2nd ed., p. 16) |  |  |  |  |
|  |  |  |  |  • customizes presentation, p. 18 |  |  |  |  |
|  |  |  |  |  • collaborative learning cycle, pp. 36-38 |  |  |  |  |
|  |  |  |  |  • co-presenting, pp. 129-136 |  |  |  |  |
|  | ***CLOSING, p. 97*** |  |
|  |  |  |  |  • application |  |  |  |  |
|  |  |  |  |  • reflection |  |  |  |  |
|  |  |  |  |  • celebration |  |  |  |  |
|  |  |  |  |  • commitment  |  |  |  |  |
|  |  |  |  |  • foreshadow  |  |  |  |  |