



Choreographing Influential Learning Experiences for Maximum Engagement and a Lasting Impact

Developed and Presented by Raelene Ostberg, M.Ed.
from the insightful book "The Choreography of Presenting: The 7 Essential Ability of Effective Presenters" by Kendall Zoller and Claudette Landry

Objectives:

- Identify strategies to increase participant engagement in a training you provide
- List methods to address challenges such as distraction, lack of engagement, and questions that just fall flat.

Agenda:

- Take the "covert" and make it "overt" and the "implicit" and make it "explicit"
- Consider strategies you might implement to choreograph a presentation for a maximum lasting impact
- Explore ways to gain buy in, establish credibility, build rapport, and increase engagement
- Collect strategies to address common challenges

*What did I do? What did I say? *HOW* did I do it? What was the result?

Your Opener – Your most important 3-5 minutes.

What do you say when you start a training or coaching session? What is in your introduction?

What do you do?

Gain Buy In

- Create intrigue
- Acknowledge resistance
- Does the training have boring material? If so, name "boring" as the culprit and reframe the content from a compelling perspective that your group could not ignore.

What might you add to your training based on your learning up to this point? (What else might you say? What else might you do?)

Establishing Credibility

*Includes being perceived as intelligent, competent, believable, and as having expertise

*It is given or assigned by the group

*You can orchestrate your nonverbals to be perceived as credible and build trust

*To be credible, make sure your nonverbals match your verbals and the message you want to send

What does it look like and sound like when a presenter is credible? Think of an example from your experience...what did they DO?

| Component | Continuum | |
|--|--|---|
| Voice | Credible Voice Goal: Authority Less range in pitch, steady Drop in pitch at end Want to be definitive Sending information Giving instructions Get across important content | Approachable Voice Goal: Seeking information More range in pitch Rise in pitch at end Rhythmic Questions Considering idea Connect and explore |
| Match intention with voice | Credible Head still Chin drops at end of sentence Gestures more still Palms down Blink less Straight posture | Approachable Head bobs Chin rises Gestures more fluid Palms facing up Blink more Learns forward |
| The “Powerful Pause”... with frozen gesture | *Pause after main points *A frozen hand gesture, when it matches your verbal pause, makes you appear more credible. | |
| Breathing | Pause in silence + Closed mouth + Calm breathe = Audience that is calm and receptive More high breathing, the less your audience perceives you know. | |

Your takeaway? What is useful for you implement in this area?

Build a Rapport

*For learning to take place, tension must be present

*Tension comes from realizing they do not know something and also publicly revealing they do not know in front of others

*The key is to manage it, taking the association from emotional threat to *cognitive challenge*

*The goal = Create a receptive brain. Listening creates a receptive brain.

*We can choreograph intentionally to reduce emotional threat and increase trust which = cognitive challenge

How you give participants the sense of feeling safe enough to divulge their thinking to the group?

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|---|
| <p>Read your group</p> <ul style="list-style-type: none"> • Consider how familiar your group is with each other <ul style="list-style-type: none"> • Familiar? Can jump into large group • Unfamiliar? Start safely. |
| <p>Protect Individual Safety</p> <ul style="list-style-type: none"> • First pair/share (easier and feels safer to do than with 3-4 people) • Ensure safety during the report back • “What did you and your partner discuss about ___?” |
| <p>Know what to pay attention to</p> <p>Watch for the <i>pebbles</i> that will cause a ripple in the pond to anticipate group needs</p> <ul style="list-style-type: none"> • “I’m bored” sigh • “I need to move” and “I need a break” seat wiggle |
| <p>Foreshadow</p> <p>Provide a “Yellow light” - Beginning of training to set the stage</p> <ul style="list-style-type: none"> • Before, letting them know what to expect • Prep the group if something will possibly make them uncomfortable • Provide it ten minutes before q and a <p>Before going into or during group work</p> <ul style="list-style-type: none"> • Have the instructions written visually on chart paper or a PPT slide • Prep regarding future expectations - “Be prepared to share your learning with the whole group...” • Roam the room, listen and when you hear noteworthy ideas, ask the group if they would feel comfortable sharing with the larger group. <p>Strategic break</p> <ul style="list-style-type: none"> • “At your tables, share what you are learning so far and be prepared to share out with the whole group.” • Write on easel paper, “Most Important Learning”. Give a break asking participants to write their collective learning on the sheet at break. |
| <p>Plan for your own training!</p> <ol style="list-style-type: none"> 1) What are two points in the training where you want the following to occur: <ul style="list-style-type: none"> • Participants will share their thinking • You will let participants know they will be doing some hard thinking. 2) Create a narrative and choreo to serve as foreshadowing while maintaining rapport. |
| <p>Your takeaway? What is useful for you implement in this area?</p> |

| Increase Engagement | |
|--|---|
| <p>Design for all: Learn about and think about your audience. Do you have scientists, professors, inventors, or friends? Incorporate and balance cooperation, collaboration, academic references, data, and exploration</p> | |
| <p>Search for and address the “why”</p> | |
| <p>Why is the participants looking sleepy or on their phone?</p> | <p>Strategies you might use?</p> |
| <p>Why is your coachee not following through?</p> | <p>Strategies you might use?</p> |
| <p>Why are they not answering your question?</p> | <p>Strategies you might use?</p> |
| <p>Asking questions</p> | <ul style="list-style-type: none"> • Do you really want to get an answer to this question? If so. send clear verbals and nonverbal language. • Did you wait up to 45 seconds for their brain to catch up? • Did you create a question location? • Did you sit still, breathe low, and maintain direct eye contact until question is complete? |
| <p>Your takeaway? What is useful for you implement in this area?</p> | |

