

## Presntation Keys

**SPEAKER:** So my question for you all is, "What are some keys for you all? What are some things that you really need to do in order to make sure that you have an outstanding presentation? What do you need to do?"

**NEW SPEAKER:** Practice.

**SPEAKER:** Okay, you need to practice, absolutely. What else do you need to do?

**NEW SPEAKER:** [INDISCERNIBLE] all the points and get proper time.

**SPEAKER:** Okay, make sure that I've got these points, these really big points that I wanna hit on. I wanna make sure that I hit those and make sure I really clarify them. Those are big parts of my lesson, what else?

**NEW SPEAKER:** Having moved up the road, make sure you know where you're going.

**SPEAKER:** So in other words I need to make sure I have, "What am I doing, what am I preparing..."

**NEW SPEAKER:** Organizing.

**NEW SPEAKER:** Organizing.

**SPEAKER:** You're organizing, you're preparing, and what do you have to help you do that?

**NEW SPEAKER:** [INDISCERNIBLE].

**SPEAKER:** Very nice. That's so huge, it's so key. What else can you do?

**NEW SPEAKER:** Also being if you have questions that help lead the discussion forward that you have--like the answers will help get what you want.

**SPEAKER:** Right.

**NEW SPEAKER:** It can really help you.

**SPEAKER:** Now, again, I'm gonna talk effective about questions later on today but I can tell you right now nervousness and asking effective questions, there is a link. You get up here and, especially, if you're a new instructor, you have so many things that you're trying to do that I see some instructors they get lost. What am I talking about? What am I talking about? What does that mean "there so many things going on that instructor get lost?"

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**NEW SPEAKER:** They're trying to pack everything in there. I mean everything you're supposed to do that you can't even really [INDISCERNIBLE] your teacher.

**SPEAKER:** Absolutely. So how is that related to your discussion and your questions?

**NEW SPEAKER:** It kind of gives you a break. It takes the focus off you, you can get it yourself and hope you can ask the questions and stay within the parameter of the--

**SPEAKER:** He's absolutely correct but there is a danger associated with that. If you asked a question to your students and you use that time yourself to as I like to say, "fake it" that you're doing what?

**NEW SPEAKER:** Listening.

**SPEAKER:** Yeah, because you asked a question but you're doing what with your mind?

**NEW SPEAKER:** You're organizing.

**SPEAKER:** Yeah. Okay, yeah, I'm gonna fake listening. In your mind you're thinking--you're shaking your head and you're going, "Yeah, next I need to make sure I turn my PowerPoint slide and then I need to make sure I ask a question over here and I need to look and make sure I got eye contact over here. Yeah." And you totally missed what?

**NEW SPEAKER:** What the question was.

**SPEAKER:** Absolutely. Okay. Be prepared. Be prepared. All those things that we just talked about, is there anything else you can do to be prepared? Lesson plans, what else can you do?

**NEW SPEAKER:** Practice.

**SPEAKER:** Okay, practice, we actually have that up here. Let's talk about that for a second, what does that mean you gotta practice? What do you mean you gotta practice?

**NEW SPEAKER:** Timing.

**SPEAKER:** I'm sorry?

**NEW SPEAKER:** For timing.

**SPEAKER:** Yes. Yeah, you gotta time it. How do you do that?

**NEW SPEAKER:** Knowing to clock?

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**SPEAKER:** Okay. All right, but there's gonna be a problem. I guarantee you when you practice there's gonna be a problem. There's no what?

**NEW SPEAKER:** [INDISCERNIBLE].

**SPEAKER:** How does that impact your timing?

**NEW SPEAKER:** The discussion and questions.

**SPEAKER:** Absolutely. Now, rule of thumb, if you think it's gonna take you--I'm gonna say an hour. You tell your coordinator I need an hour in the design--I need an hour to teach that lesson. I'd be willing to bet you one of two things is gonna happen; what are those two things that's probably gonna happen?

**NEW SPEAKER:** [INDISCERNIBLE].

**SPEAKER:** Okay, it's probably gonna be way under because you didn't have all the discussions and exercises in it or it could be what?

**NEW SPEAKER:** Way over.

**SPEAKER:** Way over, absolutely. So there you have it. So you gotta keep those factors in mind, exercises, discussions, all of those things are gonna impact your time, all right? And a lot of times what some instructors think--they tend to think that they can get it all in 15 minutes and what happens usually is they'll get through half the lesson plan and an hour is already gone. Yeah, always give yourself--it's better to have more than less. All right, this is a fun one to talk about, incorporate your style, what does that mean? We've kind of mentioned it a little bit. [PH] Sheila's mentioned it, [PH] Carol's talked about it a little bit, I've mentioned it. What does that mean style?

**NEW SPEAKER:** You're--if you're a visual person?

**SPEAKER:** Oh, no, your fine, keep going, what do you mean? Work it. Work it. Work it.

**NEW SPEAKER:** Well, I'm talking--if you're a visual learner, you have your visuals.

**SPEAKER:** Okay, absolutely, absolutely. Your style might be to have lots of pictures and lots of photos and lots of good PowerPoint things like that, what else?

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**NEW SPEAKER:** Well, [INDISCERNIBLE] your style with humor or sense of humor. For me like, I like the ironic humor a little bit so I'd probably do that and sometimes it could go well and sometimes people are like, "What?"

**SPEAKER:** Right. Yeah, because somebody like me I'd be like, "What?"

**NEW SPEAKER:** Yes, sir.

**SPEAKER:** And you're probably sitting there going, "What's he doing? Man, that's boring." Yeah, I'm silly slapstick, you're ironic humor, my wife is very dry humored. Does anybody like that kind of humor, the very dry type? What other kinds of styles? There are humorous styles but what other kinds of styles do you have?

**NEW SPEAKER:** Professional?

**SPEAKER:** What do you mean?

**NEW SPEAKER:** If you're going to present to doctors, that's gonna be different than how you present maybe to somebody of a different profession.

**SPEAKER:** Very nice, very nice. I tell you what, let's go ahead and let's get you--are you ready? Are you ready, [PH] Mark? Let's do it, here we go. Are you ready? Come on, Mark. Let's go buddy. Come on, Mark. Come on, Mark, Mark. I mean, come on look we got--thanks a lot, [PH] Bob. I've seen him out on Saturday night. Trust me, it's his style. All right very nice, very nice. What other kind of styles?

**NEW SPEAKER:** A more relax or laid back--casual.

**SPEAKER:** Yeah. Maybe you've got some people that just wanna sit down and all they wanna do is just get a whole lot of what going on.

**NEW SPEAKER:** [INDISCERNIBLE].

**SPEAKER:** Yeah, [INDISCERNIBLE] a lot of conversation, a lot of talking. Can a presentation be just as effective with somebody that's very serious?

**NEW SPEAKER:** Yeah.

**SPEAKER:** Have you ever enjoyed somebody that had a style where they were just very interesting?

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**NEW SPEAKER:** Yeah.

**SPEAKER:** But how do you make--what style would that be? Well, how could you make yourself interesting? What do you have that makes you interesting?

**NEW SPEAKER:** Credibility.

**SPEAKER:** Okay, you have credibility, you have knowledge.

**NEW SPEAKER:** Experience.

**SPEAKER:** Experience but that experience has to be expressed how? Through what kinds of things can you do?

**NEW SPEAKER:** Word.

**NEW SPEAKER:** Story.

**SPEAKER:** Stories. Yeah, nobody's gonna crack a smile or laugh at all but you can tell--and a lot of times what will happen is, a lot of people don't mean to do it but when they stick to their style, they stay within their limits and they tell a story, generally they wind up doing what without even knowing it's gonna happen.

**NEW SPEAKER:** Making people laugh.

**SPEAKER:** People will laugh. Yeah, when I was out in the field I was doing this inspection on this well and all of a sudden you know this hopped out in front of me and scared the hell out of me or whatever happened and people will just laugh, yeah, just tell them a good story. All right, does anybody really know what your style is? What is your style? How many people have instructed already? What's your style? Has it been working for you? What have you been doing?

**NEW SPEAKER:** You just [INDISCERNIBLE], I mean, I don't know if I try to make a style or not, I just [INDISCERNIBLE].

**SPEAKER:** Should you try to make a style?

**NEW SPEAKER:** No. No, I think you just be you.

**SPEAKER:** Yeah.

**NEW SPEAKER:** [INDISCERNIBLE].

**SPEAKER:** So the rule is what?

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**NEW SPEAKER:** Be yourself.

**SPEAKER:** Be yourself, very nice. Now, we've already talked a little bit about practicing, we'll talk a little bit more but I wanna talk about this thing, "learning to listen." Master instructors are master listeners. But there are two types of listening we really need to focus on. One is known as-- anybody? How do you need to listen?

**NEW SPEAKER:** Active listening.

**SPEAKER:** All right, let's talk about that. What does that mean active listening?

**NEW SPEAKER:** [INDISCERNIBLE].

**NEW SPEAKER:** If somebody says something to you, you go and say it back to them, you rephrase it a little bit.

**NEW SPEAKER:** There we go.

**NEW SPEAKER:** You show that you know the [INDISCERNIBLE] what they said.

**SPEAKER:** All right, anybody else? So she's saying something to me, I need to make sure that I understand her as an instructor, why?

**NEW SPEAKER:** To validate--

**NEW SPEAKER:** So that you can give the right response.

**SPEAKER:** So I can give the right response but what else can I do--what else can I not do if I don't listen to her?

**NEW SPEAKER:** People turn it into this [INDISCERNIBLE].

**SPEAKER:** Yes, but I can't ask any what?

**NEW SPEAKER:** Follow-up question.

**SPEAKER:** Yeah, I may wanna ask her a question. I may wanna ask a follow-up question. I may wanna ask somebody else a question. But if I'm not listening to her or you're not listening to her, can you do that?

**NEW SPEAKER:** No.

**NEW SPEAKER:** No.

**SPEAKER:** Absolutely not.

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**NEW SPEAKER:** If he feels, too, [INDISCERNIBLE]...

**SPEAKER:** Yeah.

**NEW SPEAKER:** ...blow me off or answer the wrong question.

**SPEAKER:** You will get feedback in your courses, every once in a while students will say comments. You know I did not feel like what I said at times really counted. I guarantee you that's because the instructor did what?

**NEW SPEAKER:** Blow them off.

**SPEAKER:** Blow them off. Yeah, it was a plop, it was a flop. Something came out of their mouth and then I've seen instructors do it. Have you ever seen an instructor--soon they'll say something and they'll be looking at them and they'll say, "Well, anyways, APDs..." and they're over there sitting, they're going--how does that make you feel? How does it make you feel? What impact will that have on your students throughout the remainder of that course?

**NEW SPEAKER:** They may not ask any questions.

**SPEAKER:** I'm not gonna play anymore. What's the point, all right? Now, you have active listening so you need to listen to learn and can instructors learn?

**NEW SPEAKER:** Yes.

**NEW SPEAKER:** Oh, yeah.

**NEW SPEAKER:** Oh, yeah, you have to.

**SPEAKER:** I guarantee you and I've heard--our management team here talks about it, I've heard students talk about it. A magical thing will happen, you're an expert. That's why you're up there as an instructor--a guess instructor for the NTC. A funny thing happens when you instruct and you teach--you yourself start to become what?

**NEW SPEAKER:** A student.

**SPEAKER:** Not only are a student but your learning tends to generally do what?

**NEW SPEAKER:** [INDISCERNIBLE].

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**SPEAKER:** It skyrockets, has that happen to anybody? What am I talking about? What am I talking about? What does that mean to you? What does it mean your learning is gonna skyrocket, how does that happen?

**NEW SPEAKER:** [INDISCERNIBLE].

**SPEAKER:** Very nice, very nice.

**NEW SPEAKER:** [INDISCERNIBLE].

**SPEAKER:** Yeah. Amazing stuff happens when you, your--if you yourself have to explain something and you have to facilitate discussions, what do you have to do prior to all that?

**NEW SPEAKER:** Prepare.

**SPEAKER:** You've got to prepare. So when you're doing that--when you're reading things in manuals and technical--all these different things you're reading, your sitting there--and then your students will teach you. I guarantee I've caught myself in the middle of a lesson going, "Wow. Wow, that's pretty cool." In other words, what happened?

**NEW SPEAKER:** The light bulb went on.

**SPEAKER:** Yeah, the light bulb went on, absolutely. Okay, how much practice? How much? Is there too much, is there too little? Where do you practice? Where do you practice?

**NEW SPEAKER:** You practice in front of a mirror.

**SPEAKER:** Well, if it works for you. For me, it doesn't. I kind of get a little--its very tough for me, I'm sitting--I can't think about what I wanna say. All right but you can try it. Is that weird for any of you, practicing in front of a mirror?

**NEW SPEAKER:** Yeah.

**NEW SPEAKER:** I don't do it.

**SPEAKER:** Who came up with that? Was that something that come up--somebody came up with that in the '50s or '60s when we finally got mirrors or something--to practice in front of the mirror.

**NEW SPEAKER:** Robin Williams as a boy.

**SPEAKER:** What?

**NEW SPEAKER:** No, he did, actually.

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**SPEAKER:** Oh, did he really?

**NEW SPEAKER:** He tried to project the voice of the character through facial expressions and stuff so he constantly did it in front of the mirror and then he recorded his--he played it back--

**SPEAKER:** I'm not discouraging--does anybody--does it work for anybody, does anybody do that? Does it work for you? No? Yeah, it's hard to do. All right, can you over practice?

**NEW SPEAKER:** Yeah.

**SPEAKER:** What do you mean--what do I mean, sorry. What do I mean?

**NEW SPEAKER:** [INDISCERNIBLE] what you expect with the outcome of [INDISCERNIBLE].

**SPEAKER:** And what have become--how does your--what does that do to your lesson presentation?

**NEW SPEAKER:** It would be robotic.

**SPEAKER:** Yeah, absolutely. It does very mechanical as we like to say in the business. All right, yes?

**NEW SPEAKER:** I'd like to say sometimes if I practice too much then I'm concentrating on most trying to read the script and I actually make myself more nervous. As a result because then you're not like, "I can't remember it. I can't remember it." At certain point you just have to say, "I'm good enough"

**SPEAKER:** Yeah, I understand some of you are gonna deal with technical stuff, that's understandable. But you know what don't try to over practice so much that it does--it does become very mechanical and your students aren't gonna enjoy that. You know, try to stay as loose as you can, think about the main things you wanna talk about and I guarantee you, most--more times than not a lot of stuff is gonna come out how?

**NEW SPEAKER:** Okay.

**SPEAKER:** Very naturally. It's gonna be all right, okay? Fantastic. All right, now, there's one other type of listening that we didn't talk about and I wanna make sure I hit it before we go. Is there such a thing as non-verbal listening?

**NEW SPEAKER:** Yes.

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**SPEAKER:** What am I talking about?

**NEW SPEAKER:** The body language.

**SPEAKER:** The body speaks doesn't it?

**NEW SPEAKER:** Yeah.

**SPEAKER:** Is there something you didn't understand, [PH] Mitch? It's good that we talk about this though because you're gonna have students that are gonna give you some gestures. They're gonna give you facial expressions, things like that, they're gonna cross their arms. Some of you-- some of them might be nodding off. All right. Now, so let's talk about that for a second, what do you do when they're doing those things? I got arms crossed, Bob's sleeping, what's going on?

**NEW SPEAKER:** Take a break.

**SPEAKER:** You could take a break but do you have a question in your mind as an instructor?

**NEW SPEAKER:** Why?

**NEW SPEAKER:** Why?

**SPEAKER:** Why?

**NEW SPEAKER:** Yeah.

**SPEAKER:** Yeah, yeah. And I'll notice those things all the time with my students and not only that but sometimes you'll get stuff like this, look at this. You'll be up here talking, what if a student does this?

**NEW SPEAKER:** They're confused.

**NEW SPEAKER:** They're confused or they've got questions.

**NEW SPEAKER:** They're just praying.

**SPEAKER:** They got a question, they might be confused.

**NEW SPEAKER:** Gas.

**SPEAKER:** They got gas? Get out. What could you ask that student?

**NEW SPEAKER:** Do you have a question?

**SPEAKER:** Yeah.

**NEW SPEAKER:** Do you understand?

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**NEW SPEAKER:** Do you understand?

**NEW SPEAKER:** Or maybe just overall does anybody [INDISCERNIBLE].

**SPEAKER:** You could, you could but if you do that there's a danger because--think about it, a lot of times a natural tendency for people--remember what you said, adults don't wanna be what?

**NEW SPEAKER:** Singled out.

**NEW SPEAKER:** Singled out.

**SPEAKER:** Singled out or embarrassed. You could do that and still they won't what?

**NEW SPEAKER:** Open up.

**NEW SPEAKER:** Won't answer.

**SPEAKER:** Because why wouldn't they ask a question?

**NEW SPEAKER:** They might think it's stupid.

**SPEAKER:** Yeah, absolutely. You know, [PH] Terry, I noticed you kinda--and I do this all the time. You know, Terry, I notice you kinda scratched your eyes a little bit, do you have a question?

**NEW SPEAKER:** Uh-uh.

**SPEAKER:** Okay, no problem then. All right and I move on. Is there anything wrong with pointing that out? I just wanna make--you think so?

**NEW SPEAKER:** Well, yeah, because people doesn't really have a thing for--[INDISCERNIBLE] have been zoning out and get embarrassed [INDISCERNIBLE] and everybody does it [OVERLAPPING].

**SPEAKER:** I just wanna make sure and I can tell you right now, in my 20 plus years of instructing, I've never had a student do that. Has never said, "You know, why are you singling me out in the classroom, you know?" I've never had that but a lot of times what I have had is, is when I say, "Hey, Terry, you look like you've got a question or is there something that you don't understand?" Now, I don't necessarily go, "Hey, Terry, you got your arms crossed, you look like your mad to be here, what's up, dude?" You know, I'm just very polite and I just--that's a great rule of thumb, isn't it? Always be what with your students.

**NEW SPEAKER:** Polite.

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**SPEAKER:** Polite. And by all means, whatever you do, never ever, ever lose you're what?

**NEW SPEAKER:** You're cool.

**NEW SPEAKER:** Temper.

**SPEAKER:** I've seen it happen. What happens when you lose your cool?

**NEW SPEAKER:** [INDISCERNIBLE].

**SPEAKER:** Yeah, I've seen instructors--one of the very first courses I ever went to up in Farmington. I won't tell you the instructor, I won't tell you the course but I will tell you this, some of the students started talking about this handbook about VRM. And some of them were saying, "Well, you know, at Farmington we can't do that VRM stuff that you all in D.C want us to do and here's why," and the instructor lost his mind. I couldn't believe it. I was sitting in the back and all of a sudden he was like this, "Then don't use that VRM handbook, 62.4.5 the handbook was developed by Washington, D.C" And I was sitting there going--I'm not kidding you, that's the way it was. He lost his mind. I had to tell the GS-14 on break to cool it, dude. And you're--why can't you do that? How did that impact the rest of that course?

**NEW SPEAKER:** Basically, [INDISCERNIBLE] they've lost--

**NEW SPEAKER:** Forget it.

**SPEAKER:** They had no respect or credibility for him anymore. Plus--

**NEW SPEAKER:** [INDISCERNIBLE] a good entertainer to me.

**SPEAKER:** What's that?

**NEW SPEAKER:** It sounds like a good entertainer.

**SPEAKER:** It was scary. I mean, we look back on it now and we laugh but man, I tell you what--because every time I see him now I'm like, "[INDISCERNIBLE] the VRM handbook." And he's always--

**NEW SPEAKER:** [INDISCERNIBLE] appreciates that.

**SPEAKER:** Yeah, he always laughs. He's like, "Gary, thanks a lot."

**NEW SPEAKER:** [INDISCERNIBLE] I always tell [INDISCERNIBLE] no question is stupid. There is no such thing as--

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**SPEAKER:** Absolutely. I think that you will probably have a lot less problem, you know, initially in your courses it's tough but as soon as you establish a what with your students?

**NEW SPEAKER:** A rapport.

**SPEAKER:** And you build what?

**NEW SPEAKER:** Credibility.

**SPEAKER:** The credibility and what else?

**NEW SPEAKER:** Trust.

**SPEAKER:** Trust. They know you're not gonna freak out or embarrass them or put them on the spot. Well, go ahead.

**NEW SPEAKER:** What about opposite? What if the instructor gets blown off by the students because you're in a class and you've got this thing going and the next thing that go is, "Oh, [INDISCERNIBLE] you get this things fixed, we'll work on it, we'll be able to use it the way it suppose to be used."

**SPEAKER:** Oh, in other words--

**NEW SPEAKER:** And they're blowing your whole presentation [OVERLAPPING].

**SPEAKER:** You know what, again, rule number one what?

**NEW SPEAKER:** Stay calm.

**SPEAKER:** Stay calm. All right?

**NEW SPEAKER:** Don't be scared.

**SPEAKER:** Trust me, I've had that happen to me in my leadership courses. I've had students in the Air Force just come right out and say, "Well, you know, Gary, that all sounds well and good but that's not the way it works out in the real Air Force."

**NEW SPEAKER:** What about--

**SPEAKER:** Yeah, so I just simply say, "Okay, I understand that and I respect that and you're right." A lot of times some of the other stuff goes on but here's the thing, you are a professional. And you have a responsibility to yourself and to the BLM to do it the right way and that's what I'm teaching and I would appreciate it that when you leave here you do it the right way because it's

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gonna save the BLM money. Go back to your hook. Go back to your hook. Don't focus on them or the behavior because then it's gonna drag the whole course down and it's gonna ruin your credibility. And then if you have to, if it's bad enough do what [PH] Sheila said and do what on break?

**NEW SPEAKER:** Nothing.

**SPEAKER:** Yeah.

**NEW SPEAKER:** [INDISCERNIBLE] don't really believe [INDISCERNIBLE].

**NEW SPEAKER:** No.

**SPEAKER:** Get out. All right, any question so far? All right, we've talked a little about active listening, we've talked about eye listening, looking for those non-verbal. Don't be afraid to ask your students but don't make the actual behavior the focus, just ask them, "You look like you might have a question, is there anything you wanna ask? Is there anything you don't understand? Feel free to be open, that's okay all right?" All right, so now that we've covered the keys to listening, a little bit about practice. You are gonna get your videos, we talked about the presentations. We've gonna videotape them all right but they're for you. Nobody else is gonna see them, all right? And you're gonna get feedback during your presentations today from your instructor but you're also gonna get feedback from your peers and your coordinator. It's very short, it's very sweet, it's very pain free, trust me. We're not gonna belittle, we're not gonna embarrass you, it's gonna be very professional, you're not gonna have anything to worry about. But we would ask you like today, if we give you any feedback please correct it and that way when you go to teach in your courses, you're gonna have all those different things and elements in your presentation that you need to have that we talked about. All right.

[END AUDIO]