

# Effective Legislative Presentations



**PROGRAM EVALUATION DIVISION**  
NORTH CAROLINA GENERAL ASSEMBLY

## Effective Legislative Presentations

John Turcotte  
Director  
johnt@ncleg.net  
919-301-1399  
[www.ncleg.net/PED/](http://www.ncleg.net/PED/)

---

---

---

---

---


---

---

---

90 Minutes

## Overview



**Food Market Development Case: Briefing the Joint Committee: What Can Go Wrong?**

- Adults Learn Differently
- Killer Public Policy Environment
- Assuaging Conflicting Listening Styles
- Power Briefing Concepts
- Using the Briefing Preview Worksheet
- To download slides and handouts:  
<http://www.ncleg.net/PED/Resources/nlipesdownloads.html>

2

---

---

---


---

---

---

---

---



- Accommodate **legislator** listening preferences with a *message* delivered for easy recall
- Use *Power Briefing Preview* worksheet to increase presentation efficiency and ease your anxiety

3

---

---

---

---

---

---

---

---

# Effective Legislative Presentations

## Briefing the Joint Study Committee: What Can Go Wrong?



If you were this legislator, what kind of presentation do you want?

*Joint Study Committee: What Can Go Wrong?*

The following information is provided for your information. It is not intended to be a substitute for the actual presentation. It is intended to provide a general overview of the information that is available to the Joint Study Committee. It is intended to provide a general overview of the information that is available to the Joint Study Committee.

4

---

---

---

---

---

---

---

---

## Take Care of Legislators

# Empathy



5

---

---

---

---

---

---

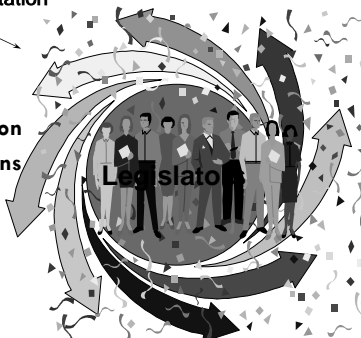
---

---

## The Public Policy Environment

Your Presentation

- Information
- Distractions
- Truth
- Fiction



Source: Dr. Max Arinder, Mississippi PEER Committee

6

---

---

---

---

---


---

---

---

## Effective Legislative Presentations

### **Behold the Presenter Paradox!**



**We tend to do unto our listeners as we would not want done to ourselves!**

Presentation Variable	Our Tendencies	Listeners Want
Length	60-90 Minutes	20 Minutes
Conclusions and Recommendations	At End and Covered by Caveats	Unequivocal and at the Beginning <u>and</u> End
Mechanics	Read a Long Speech Filled with Audit Lingo	Draw Me A Picture and Just Tell Me in English

7

---

---

---

---

---

---

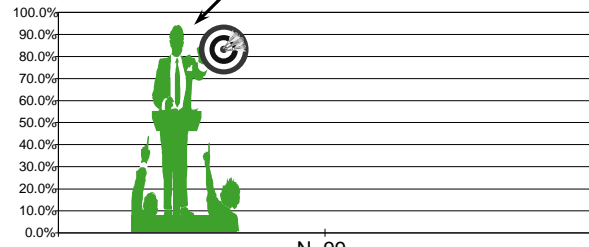
---

---

---

---

### **While 93% of Public Managers "Appreciate Speakers Who Get to the Point" --**



N=99

John Turcotte, Survey of Certified Public Manager candidates, Mississippi State Personnel Board, April 1994 through December 1995

8

---

---

---

---

---

---

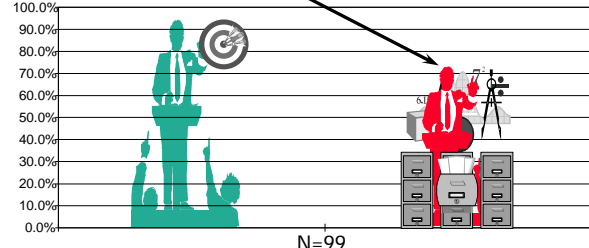
---

---

---

---

### **73% Also Believe "Speakers Should Describe Data and Methodology in Detail Before Expressing Findings and Recommendations"**



N=99

John Turcotte, Survey of Certified Public Manager candidates, Mississippi State Personnel Board, April 1994 through December 1995

9

---

---

---

---

---

---

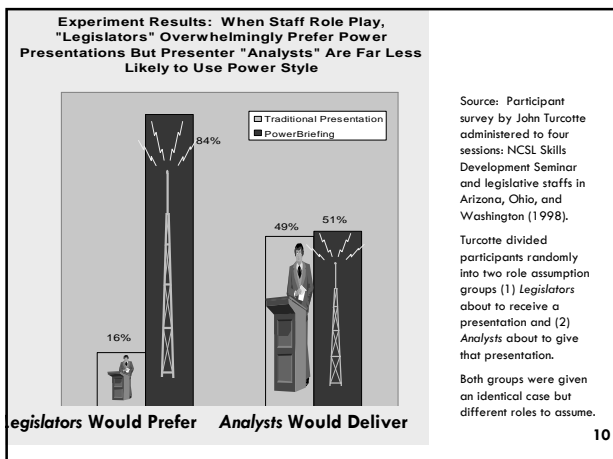
---

---

---

---

# Effective Legislative Presentations




---

---

---

---

---

---

---

---

---

---

## How Adults Listen and Learn

Need to Know

---

---

---

---

---

---

---

---

---

---

## Listener: Not Your Twin

---

---

---

---

---

---

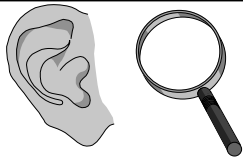
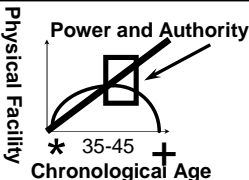
---

---

---

---

## Effective Legislative Presentations

- Adults lose auditory and visual facility with age
- Adults must feel in control of learning situations
- Adults must see practical value of business information

13

---

---

---

---

---

---

---

---

***Adjust the Style and Content of Presentations to Accommodate Varying Listening Styles***



14

---

---

---

---









---

---

---

---

***Personality Types As Listeners: Myers Briggs***

- **I**nvert/**E**xtravert  
- **I**ntuitive/**S**ensing  
- **T**hinking/**F**eeling  
- **P**erceiving/**J**udging  

15

---

---

---

---

---

---

---

---

## Effective Legislative Presentations

### Introvert/Extravert Energy Preference

▪ Extraverts draw energy from other people



▪ Introverts lose energy when interacting with others



16

---

---

---

---

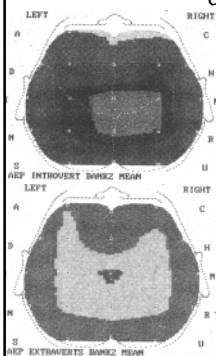
---

---

---

---

### Neurocognitive Psychophysiological Evidence of Dichotomies in Brain Activity Patterns of Introverts and Extraverts in 17 INTP and 16 ENTP Subjects



Introverts

• When performing the same audio tone discrimination task, introverts demonstrate significantly more cortical arousal than extraverts <sup>1</sup>

• "...Introverts... may be threatened by overarousal and seek out peaceful pursuits in solitude and tranquility. Extraverts seek excitement in order to avoid underarousal."<sup>2</sup>

<sup>1</sup>Scans generated by M.W. Alcock. Based on A Topographic Study of Differences in the P300 Between Introverts and Extraverts, M.A. Wilson and M.L. Languis, 1990. Reproduced by Turcotte with permission.

17

---

---

---

---

---

---

---

---

### When Speaking to Introverts

- Give I's time to reflect
- Don't assume I's are disinterested when they are quiet
- Understand that I's would prefer a one-on-one briefing
- Never interrupt an introvert—this is offensive



18

---

---

---

---

---

---

---

---

## Effective Legislative Presentations

### When Speaking to Extraverts

- Be enthusiastic about your topic—but controlled!
- Don't pause too long before responding
- Allow the Extravert to think out loud
- Extraverts often interrupt because they support what is being said—accept this as a compliment



19

---

---

---

---

---

---

---

---

### Intuitive/Sensing Attending Preference

- Intuitives need the superordinate:  
*Why are we looking at this data?*  
*Where are we headed here?*
- Sensing types need the parts. *Let's not jump to conclusions. Let's see the detail first.*



20

---

---

---

---

---

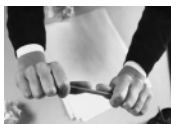
---

---

---

### When Speaking to Intuitives

- Present the global before the microscopic
- Intuitives are impatient, even mean when shown excessive detail
- Intuitives appreciate challenges, possibilities and contrasts
- Intuitives are prone toward the sudden "AHA!" outburst



21

---

---

---

---

---

---

---

---

# Effective Legislative Presentations

## When Speaking to Sensors

- Sensors accept the global **ONLY** after provided sufficient evidence
- Sensors expect documentation
- Assure sensors that “new” does not mean “radical.” Connect with the known
- Be careful with terminology



Then



22

---

---

---

---

---

---

---

---

## Reconciling N/S Conflict: A Critical Task for Presenters

- Tell the intuitive the conclusions up front
- Intuitives need metaphors, captions, summaries, “overviews,” etc.; **THEN**



23

---

---

---

---

---

---

---

---

## Reconciling N/S Conflict: A Critical Task for Presenters

- Immediately show the sensing type why and show the detail.
- Sensing types need props, exhibits, cases, maps, appendices, breakdowns, equations, algorithms.



24

---

---

---

---

---

---

---

---



## Effective Legislative Presentations

### **Thinking/Feeling**

#### **Decision Preference**

- **Thinking** types decide logically.
- **Feelers** use their emotions.



25

---

---

---

---

---

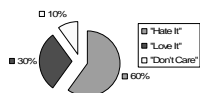
---

---

---

### **When Speaking to Thinkers**

- Brief, concise, logical
- Intellectually critical
- Balance pros and cons
- Present emotions as facts to be weighed



26

---

---

---

---

---

---

---

---

### **When Speaking to Feelers**

- Be personable and affirming
- Recognize that Feelers can be mean or nice
- Share impacts on people—tell “Little Timmy” stories



27

---

---

---

---

---

---

---

---

# Effective Legislative Presentations

## Reconciling T/F Conflict: A Critical Task for Presenters

- **Assuage thinking types** with logic, evidence, and precision; **THEN**
- **Assuage feeling types** with cases, stakeholder analysis, and sensitivity about who gains and loses



28

---

---

---

---

---

---

---

---

## Judging/Perceptive Type of Life Preference

- **Judging types** form conclusions quickly. Implication--Want early closure and become irritable if presentations run on. Prefer one best way. Prefer a planned and organized life.
- **Perceptive types** form conclusions slowly. Implication--Want to leave options open until satisfied and will change their minds frequently. Prefer an unstructured life.



29

---

---

---

---

---

---

---

---

## Reconciling J/P Conflict: A Critical Task for Presenters

- **Assuage judging types.** Stress that your presentation will end with an answer; **THEN**
- **Assuage perceptive types.** Stress that other options were explored and that there will be time for questions and discussion.



30

---

---

---

---

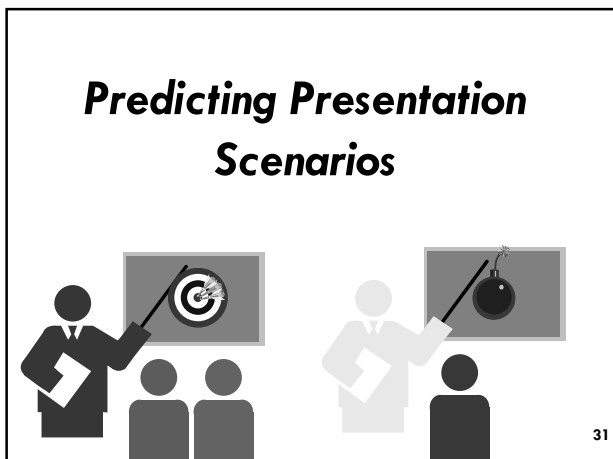
---

---

---

---

# Effective Legislative Presentations



---

---

---

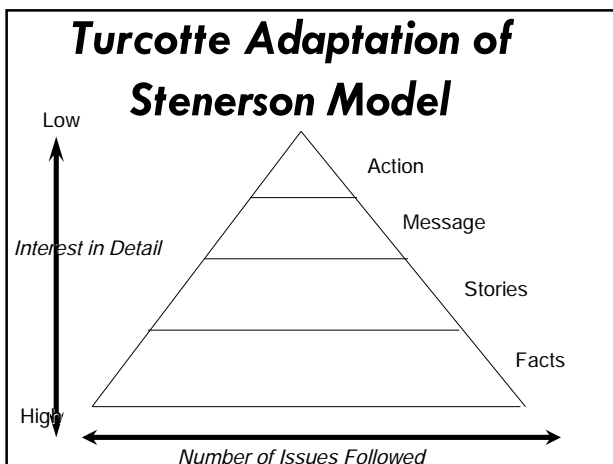
---

---

---

---

---



---

---

---

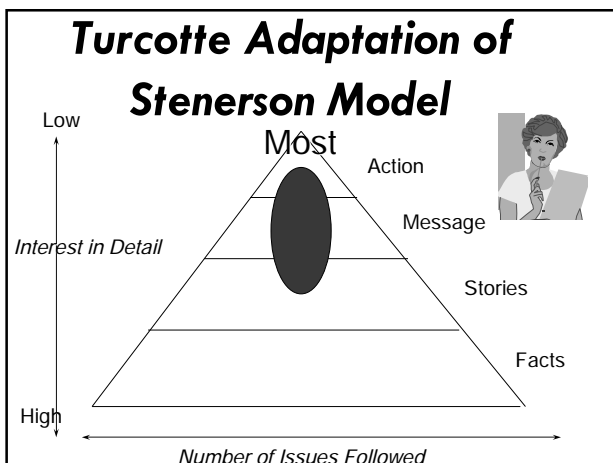
---

---

---

---

---



---

---

---

---

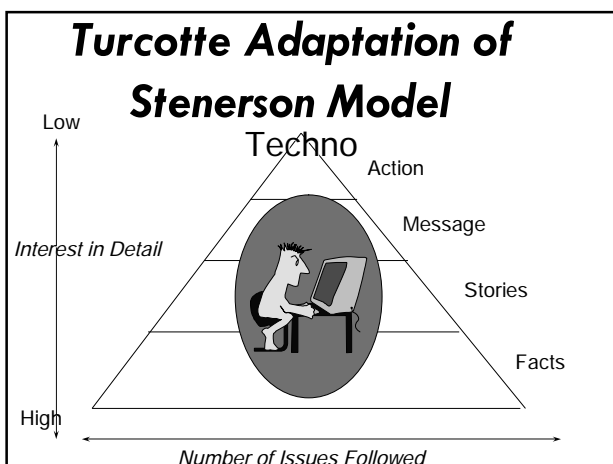
---

---

---

---

# Effective Legislative Presentations



---

---

---

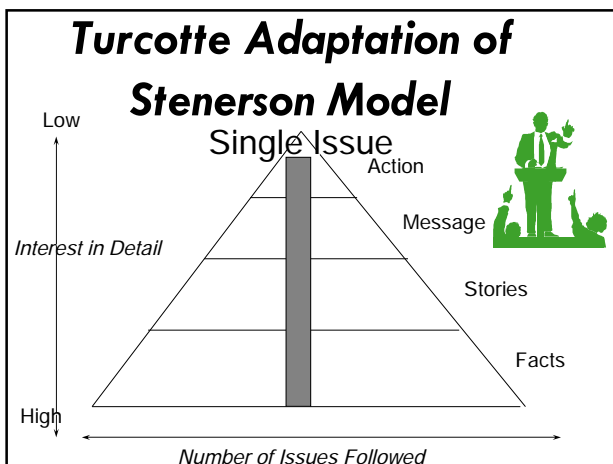
---

---

---

---

---



---

---

---

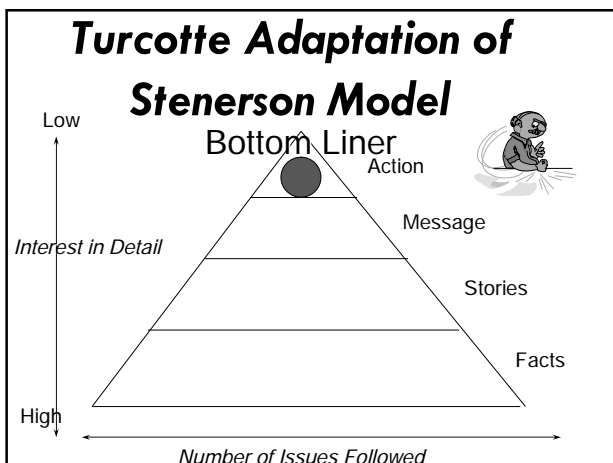
---

---

---

---

---



---

---

---

---

---

---

---

---

## Effective Legislative Presentations



**Types might change temporarily due to circumstances.**

37

---

---

---

---

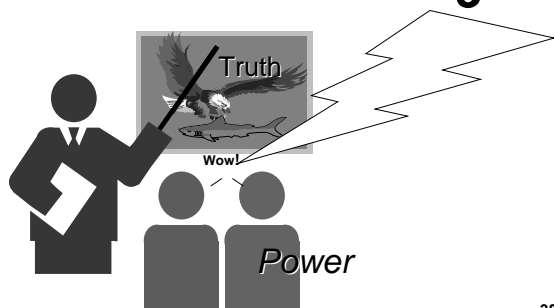
---

---

---

---

### ***The Power Briefing***



38

---

---

---

---

---

---

---

---

### ***Have the Proper Attitude***

- ***You are an expert!***
- ***They expect your information or advice***
- ***No time for subtleties, shyness, or puzzles***



39

---

---

---

---

---

---

---

---

## Effective Legislative Presentations

### ***Pin Down Time and Know the Site***



40

---

---

---

---

---

---

---

---



### ***Know the Audience***

- Pronunciation of names of officials (Ostalkiewicz, Eggleton?)
- Know occupations, policy positions, and issue interests

41

---

---

---

---

---

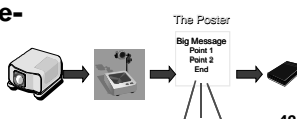
---

---

---

### ***Prepare for Contingencies***

- Schedule nothing before the presentation and leave earlier for work
- Prepare to summarize
- Prepare to skip around by making each point free-standing
- Backup "high" with "lower" tech



42

---

---

---

---

---

---

---

---

## Effective Legislative Presentations

### Know Current Events

- Discuss pending issues with colleagues and staff close to the members—don't be surprised
- Review late breaking news, email, voicemail, anything that relates to your briefing



43

---

---

---

---

---

---

---

---

### Rehearse

- Assemble a candid group
- Simulate roles. Not a joking matter
- Have no pride of authorship



44

---

---

---

---

---

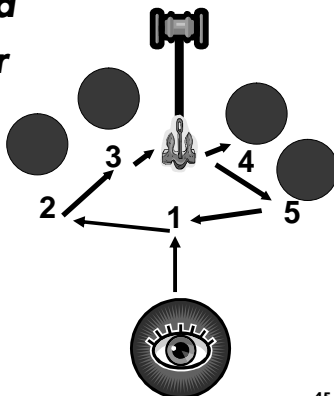
---

---

---

### Tactics and Demeanor

- Support authority of Chairperson
- Make eye contact by "sweeping" each official and anchor eyes on chairperson
- Go through Chair first before responding



45

---

---

---

---


---

---

---

---

# Effective Legislative Presentations



**Briefing Content**

46

---

---

---

---

---

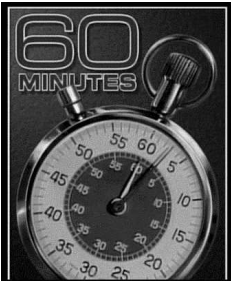
---

---

---

## The Power Briefing Establishes:

- **Ethos**—Who you are?
- **Pathos**—That you care about legislators needs and want to know how much time the briefing will take?
- **Logos**—What you are going to tell them?



47

---

---

---

---






---

---

---

---

## Power Briefing Has Three Parts

- 1. Preview**
  - **Frame** 
  - **Message** 
  - **Quickly List Summary Points** 
- 2. Sustain the Message By Expanding Each Summary Point** 
- 3. Answer Questions** 

Power Briefing Preview Worksheet

48

---

---

---

---

---

---

---

---



# Effective Legislative Presentations

John Turcotte, Director  
Bureau of Legislative Research  
20 minutes, then questions

## Economically Unsound Food Market Development Program Cost \$600,000 in State General Funds

- **Tab A** Annual Cost \$772,000 including \$600,000 from state general fund
- **Tab B** Economically unsound. Benefits accrue exclusively to industry and “cancel out.” (Requested geographic breakdowns, page B-6)
- **Tab C** Policy Options:
  - Terminate (staff recommendation); or
  - Limit state financing to catfish because most production is sold out of state

49

---

---

---

---

---

---

---

---

---

---

## Power Briefing Preview Worksheet

**Power Briefing Preview Worksheet**

1. Review your presentation. Example: "I've got a brief presentation about how you are briefing, e.g. Good morning, Mr. Chairman and members..."
2. State your name, position, and organization, e.g. I am William Jones, a Senior Program Specialist with the Program Evaluation Service.
3. State the duration of your presentation, e.g. My presentation will take about 20 minutes.
4. State when you will hand materials to committee staff when I appear before the Chair of the committee, e.g. I will need additional time to answer your questions prior to the committee hearing, and to bring your attention to the distribution of the materials.
5. Describe the highlights of your topic to the group, e.g. I will highlight one or two of the data, a central or two key points and supporting documents.
6. Write a closing sentence to thank the committee, e.g. Thank you and members, we look forward to your participation in...

Page 1 of 1

**Power Briefing Preview Worksheet**

2. Make the overview of your presentation. Example:
  - **Summary:** Over the next 20 minutes with the intent for delivering... (BRIEF) to the Chair and members.
  - **Objectives:** The main committee chair will be addressed by the chair.
  - **Content:** Present your committee's report to support the legislation.
  - **Goal:** The proposal will pass if it reflects a key general goal.
3. **Relate to your committee,** e.g. Mr. Chairman and members, thank you for the invitation to appear.

Page 2 of 1

**Power Briefing Preview Worksheet**

4. **Relate to each supporting point.** Example:
  - **Point 1:** The National Wildlife Refuge System is critical and essential to the nation's natural resources and wildlife.
  - **Point 2:** The National Wildlife Refuge System is essential to the nation's natural resources and wildlife.
  - **Point 3:** The National Wildlife Refuge System is essential to the nation's natural resources and wildlife.
5. **Relate to the bill presentation.** Example: Mr. Chairman and members, the committee's report will be presented to the Chair and members...

Page 3 of 1

50

---

---

---

---

---

---

---

---

---

---

## Preview Frame

Frame

- Greet the chair and show respect
- Identify yourself by name and by organization
- State the duration of the presentation, excluding questions
- Describe written materials and cross-referencing

51

---

---

---

---

---

---

---

---

---

---

# Effective Legislative Presentations

**1. Frame your presentation.**

- Write a brief greeting for panel that you are briefing,  
**Good morning, Mr. Chairman and members**
- State your name, position, and organization  
**I am John Turcotte, Director of the Bureau of Legislative Research.**
- State the duration of your presentation  
**My presentation will take about twenty minutes.**
- State when you will field questions in accordance with what is agreed to by the Chair of the committee,  
**I will need additional time to answer your questions and as the chairman has directed, I will be taking your questions at the conclusion of my remarks.**
- Describe any handouts and show them to the group  
**You have before you a copy of my slides, a summary of our report, and some supporting documents.**
- Write a bridging phrase to make a transition to your message,  
**Mr. Chairman and members:**

52

---

---

---

---

---

---

---

---

---

---

## Preview Message

- A powerful “verbal headline” that captures the essence of the presentation
- Types of messages
  - assertion
  - answer
  - closure--descriptive overview of dissimilar parts

53

---

---

---

---

---

---

---

---

---

---

**2. State the message of your presentation.**

**We found that the Food Market Development Program is economically unsound and cost the state General Fund \$600,000. Eliminating or substantially restricting its cost and scope can be done with little to no risk to the state economy.**

**3. Bridge to summary points,**  
**The information packet before you contains our findings and recommendations.**

54

---

---

---

---

---

---

---

---

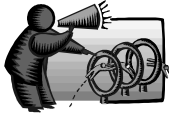

---

---

## Effective Legislative Presentations

### Preview Summary Points

- Encapsulate each key point of the presentation—don't digress
- Move briskly and in tempo
- Make each point meaningful  
 "Bureau operates too many cars"  
 NOT "Finding 1. Vehicle Problems"
- Avoid excessive modifiers, code, complex terminology, and acronyms

55

---

---

---

---

---

---

---

---

---

---

4. Briefly state each supporting point.

**TAB A details the cost of the program**  
**TAB B contains our reasoning for the conclusion that the program is economically unsound. Because of the inelasticity of demand for meat, the program's promotions have a cancelling out effect, with the exception of catfish promotions.**  
**TAB C contains requested policy options including our staff recommendation for termination of the program**  
**A termination alternative would be limiting the program's mission to marketing catfish only, because the state exports catfish to other states. Marketing catfish out of state does not affect instate consumption of meat.**

5. Bridge to the full presentation.

Mr. Chairman and members, the remainder of my presentation provides more detail about our findings and recommendations.

56

---

---

---

---

---

---

---

---



---

---

### **Remainder of the Presentation**

Sustain the Message

- Present each point by stating the point emphatically, then explain
- State the conclusion then reasoning, not reasoning then conclusion

57

---

---

---

---

---

---

---

---

---

---

# Effective Legislative Presentations

## Remainder of the Presentation

### Sustain the Message

- Develop points with examples and illustrations—don't beg questions with summary judgments.
- But limit and illustrations—don't grind boulders into sand.
- If legislators signal their understanding, move on.



58

---

---

---

---

---

---

---

---

## Answer Questions



- Distinguish between questions and commentary

Reason -- Unless requested, there is no need to respond to commentary.

- Questions stem from:
  - Need for affirmation of intuitive beliefs
  - Information gaps
  - Need for clarification

59

---

---

---

---

---

---

---

---

## Questions Legislators Ask

- Side effects?
- Are you sure?
- Cost?
- Funding?
- Support and opposition?
- Why do WE have to act?
- What have other jurisdictions done?



60

---

---

---

---

---

---

---

---

# Effective Legislative Presentations

## More About Questions



- If fearful of questions, consider a "question and answer" briefing format.
- Allow member to finish before answering. A question may become a comment.
- Answer "Yes" or "No." Pause, then explain. Don't think out loud before answering.
- Request opportunity to furnish facts later if unable to furnish them during presentation.

61

---

---

---

---

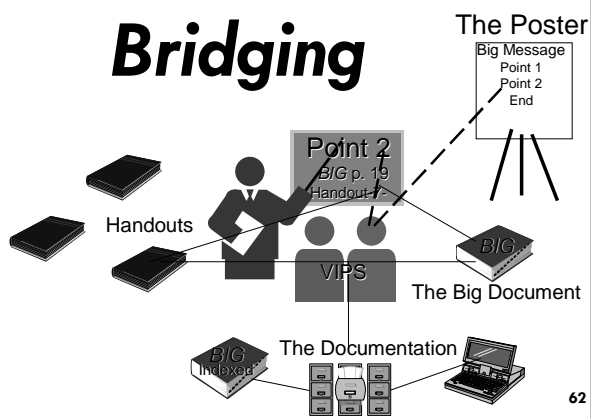
---

---

---

---

## Bridging



62

---

---

---

---

---

---

---

---