



PROGRAM EVALUATION DIVISION
NORTH CAROLINA GENERAL ASSEMBLY

Effective Legislative Presentations

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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/nlpedownloads.html>



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

Briefing the Joint Study Committee: What Can Go Wrong?



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

Briefing the Joint Study Committee: What Can Go Wrong?

The Recent Experience. The Legislature of the State of Eochin faces a "murder" provision that repeals the Food Market Development Authority effective December 31 of this calendar year. The Authority is a state agency, funded in part by general funds, that promotes consumption of catfish, red meat, and poultry. The Legislature did not deal with the December 31 termination issue during the recently ended regular session. The meat industry persuaded the Governor to call a special session in November to consider the fate of the Authority. The Speaker of the House and Senate President believed that there was no objective information on Authority programs. Both agreed to refer the matter to the **Joint Committee to Review the Food Market Development Authority** that the Legislature created three years ago in anticipation of the sunset provision.

Joint Committee Expectations. The Joint Committee met briefly for organizational purposes three months ago. The minutes state the following:

Senator Jesse Bevel, Chair, reported that the Bureau of Legislative Research had assigned Mr. Robin Turcotte and two other legislative analysts to visit the Joint Committee.

The Joint Committee assigned questions by Representatives Karen Clark and Senator Joseph Smith to the staff:

- Determine the costs and benefits of Authority programs including a geographic breakdown. (By legislative district if possible) of meat industry employment and employees of the Authority.
- Answer Senator Dick Clinton's question: Given the volatile demand for beef, is it not economically sound for the state to promote the consumption of beef? Do these promotional nearly cause consumers to switch from one type of meat to another and in effect create a perpetual "chickening out" effect? and,
- Develop a list of policy options for the Committee's consideration including but not limited to an option recommended by the staff concerning whether the Authority should be terminated.

The Chair announced that Mr. Turcotte would present the staff report in three months.

Briefing Day Three Months Later

You are a member of the Joint Study committee. At 10:00 a.m. today, Mr. Turcotte will make the staff's presentation. Because of the presentation, you declined an invitation to a hometown brunch that will be attended by prominent political supporters. You left your hometown at 4:45 a.m. this morning and drove 362 miles in a steady rain. Upon arrival, you attended two and a half legislative meetings. At noon, you are meeting an important area customer threatening to cancel her account with your business. You promised your family that you would buy a portable TV on sale at "Capital Wholesale Club" before making the drive home. You cannot find your checkbook but are nearly positive it is in the glove compartment in your car. You are leaping because your new shoes don't fit. Your cellular phone has rung four times in the last half hour (two wrong numbers, the Chair of the Joint Study Committee reminding you to attend the meeting, and Mr. Turcotte also reminding you to attend). After taking a cup of de-caf that you thought was real coffee, you take your seat in the committee hearing room. You say to yourself, "Things have to get better. Thank goodness we made it due to Turcotte in the meeting what we want. I should be out of here in a few minutes."

Take Care of Legislators

Empathy



The Public Policy Environment

Your Presentation

- Information
- Distractions
- Truth
- Fiction



Source: Dr. Max Arinder, Mississippi PEER Committee

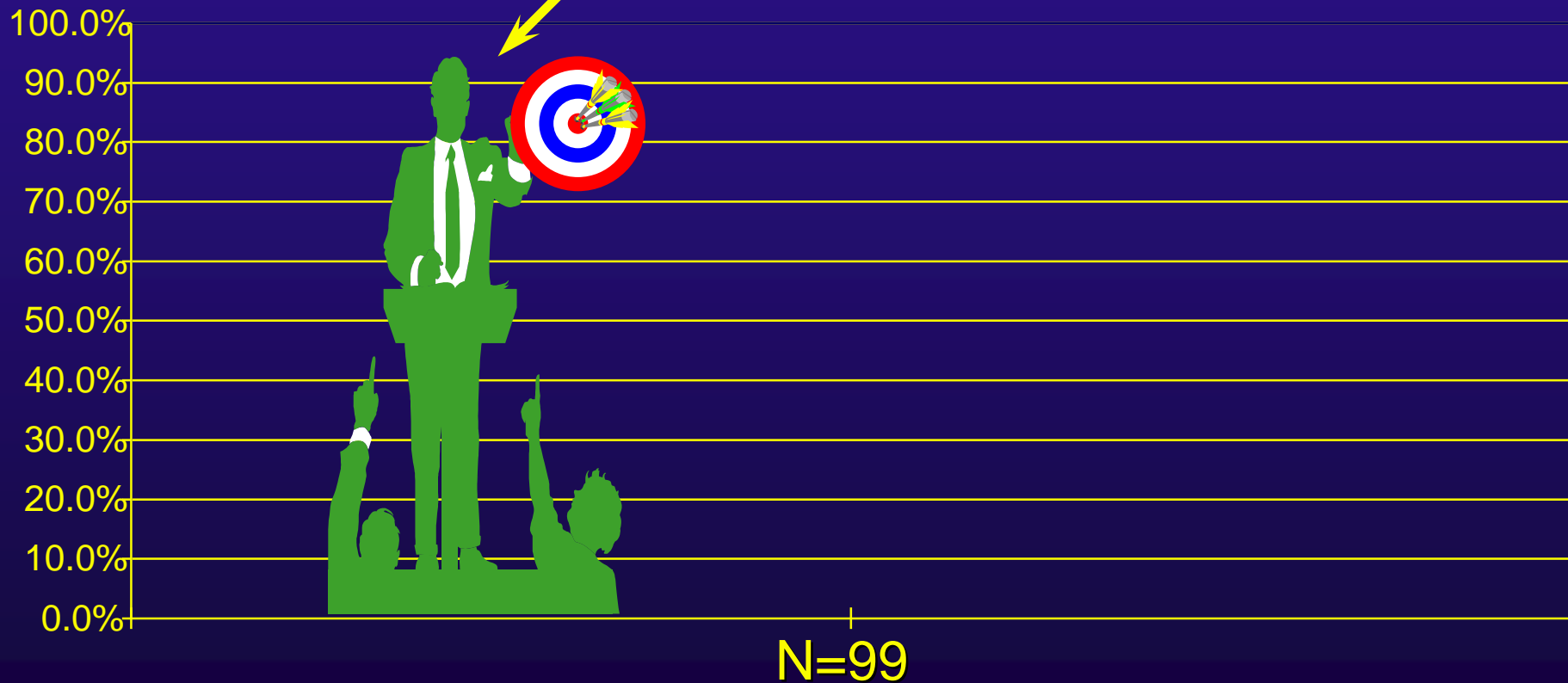
Behold the Presenter Paradox!



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

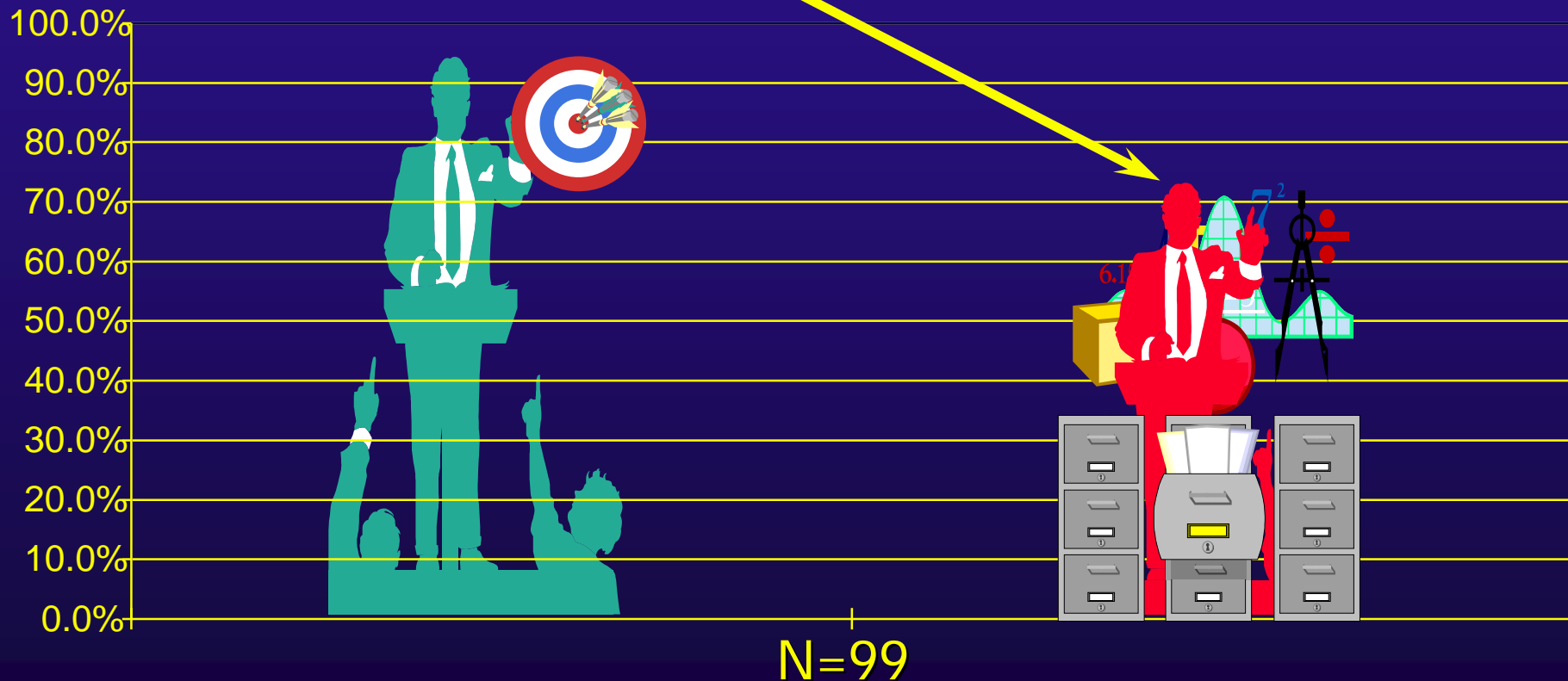
Presentation Variable	Our Tendencies	Listeners Want
Length	60-90 Minutes	20 Minutes
Conclusions and Recommendations	At End and Covered by Caveats	Unequivocal and at the Beginning <u>and</u> End
Mechanics	Read a Long Speech Filled with Audit Lingo	Draw Me A Picture and Just Tell Me in English

**While 93% of Public Managers
“Appreciate Speakers Who Get to the
Point” --**



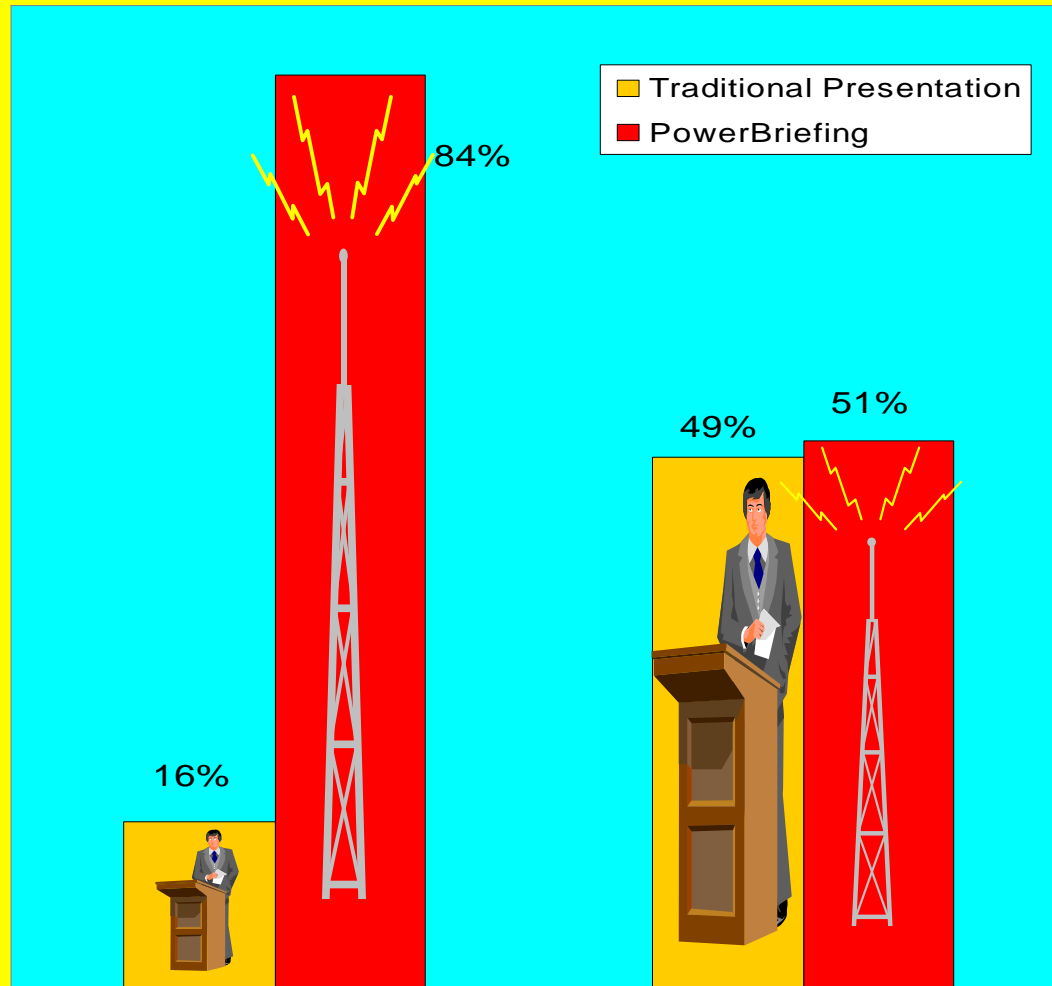
John Turcotte, Survey of Certified Public Manager candidates,
Mississippi State Personnel Board, April 1994 through December 1995

73% Also Believe “Speakers Should Describe Data and Methodology in Detail Before Expressing Findings and Recommendations”



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

Experiment Results: When Staff Role Play, "Legislators" Overwhelmingly Prefer Power Presentations But Presenter "Analysts" Are Far Less Likely to Use Power Style



Legislators Would Prefer **Analysts Would Deliver**

Source: Participant survey by John Turcotte administered to four sessions: NCSL Skills Development Seminar and legislative staffs in Arizona, Ohio, and Washington (1998).

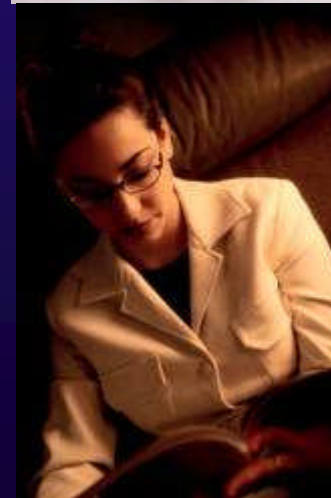
Turcotte divided participants randomly into two role assumption groups (1) *Legislators* about to receive a presentation and (2) *Analysts* about to give that presentation.

Both groups were given an identical case but different roles to assume.

How Adults Listen and Learn

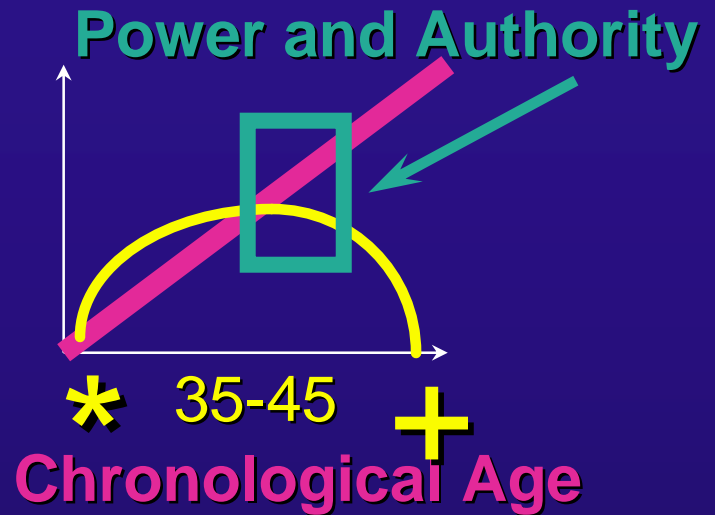


Listener: Not Your Twin





Physical Facility



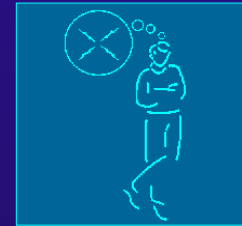
- **Adults lose auditory and visual facility with age**
- **Adults must feel in control of learning situations**
- **Adults must see practical value of business information**

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



Personality Types As Listeners: Myers Briggs

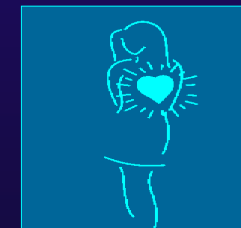
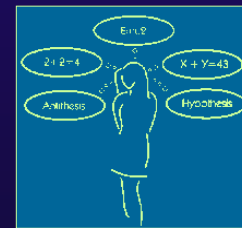
■ **I**ntrovert/**E**xtravert



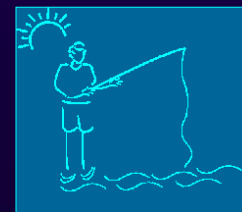
■ **I**Ntuitive/**S**ensing



■ **T**hinking/**F**eeling

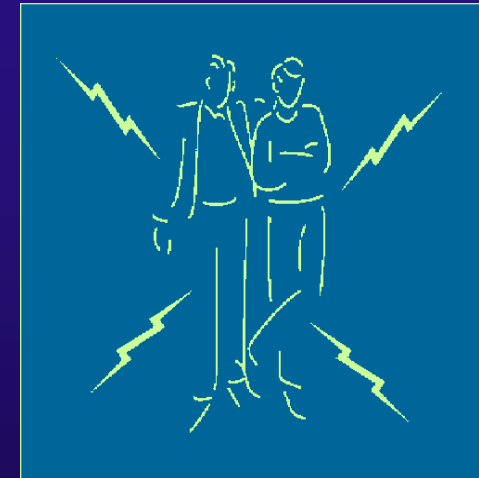


■ **P**erceiving/**J**udging

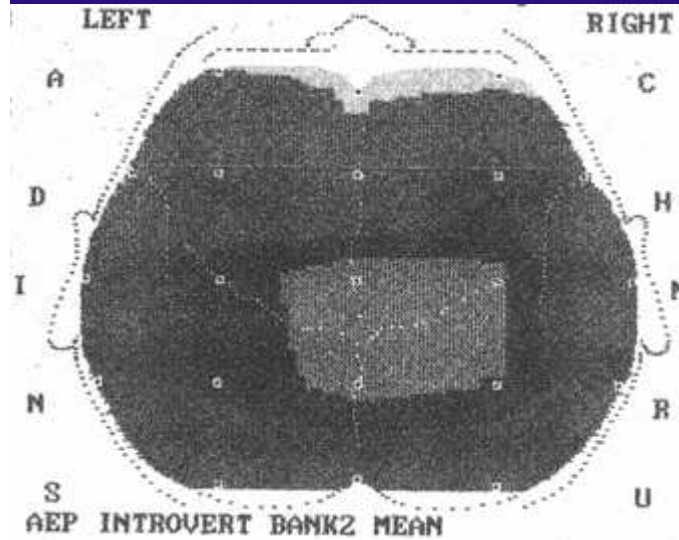


Introvert/Extrovert *Energy Preference*

- Extraverts draw energy from other people
- Introverts lose energy when interacting with others

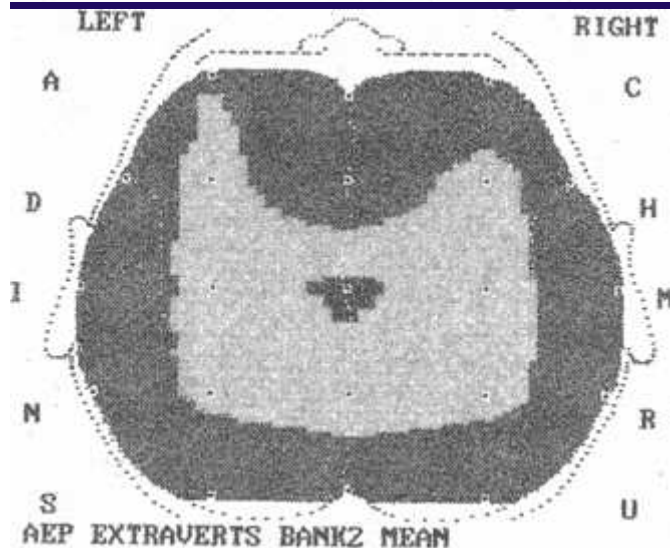


Neurocognitive Psychophysiological Evidence of Dichotomies in Brain Activity Patterns of Introverts and Extraverts in 17 INTP and 16 ENTP Subjects



Introverts

- When performing the same audio tone discrimination task, introverts demonstrate significantly more cortical arousal than extraverts ¹



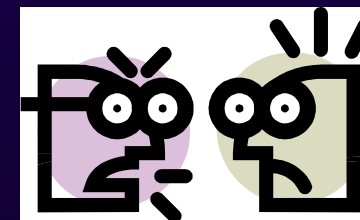
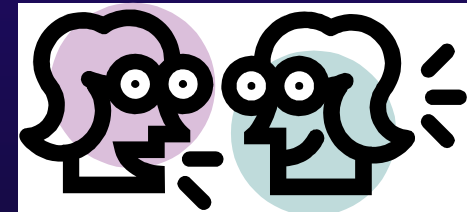
Extraverts

- “...Introverts...may be threatened by overarousal and seek out peaceful pursuits in solitude and tranquility. Extraverts seek excitement in order to avoid underarousal.”²

¹Scans 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.

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



When Speaking to Extraverts

- **Be enthusiastic about your topic—but 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**



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.***



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



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

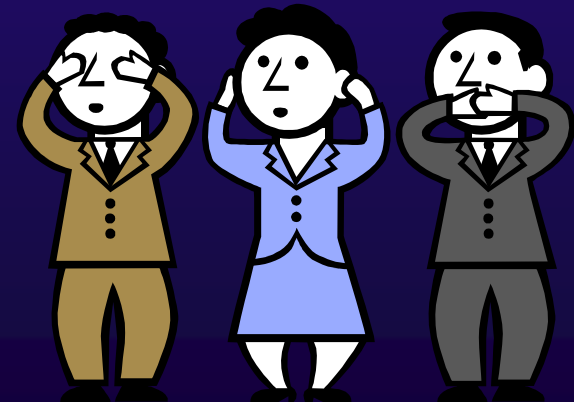


NOW



Reconciling N/S Conflict: A Critical Task for Presenters

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



Reconciling N/S Conflict: A Critical Task for Presenters

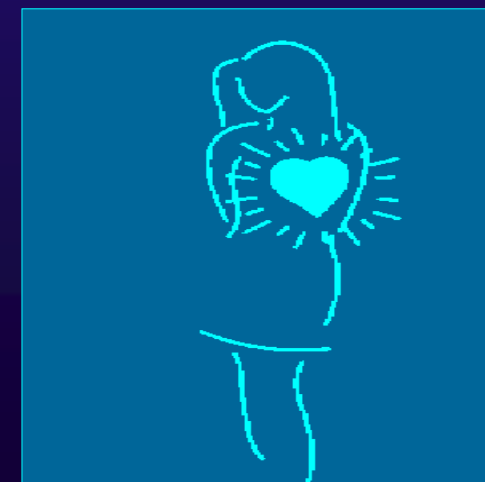
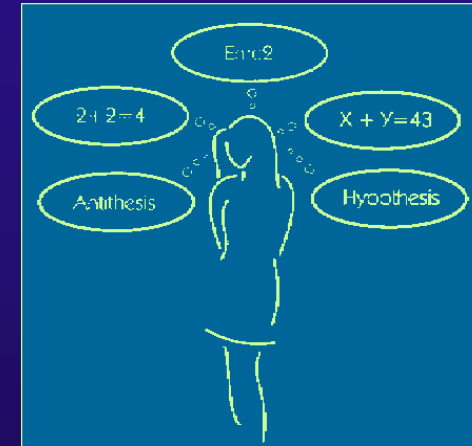
- **Immediately show the sensing type why and show the detail.**
- **Sensing types need props, exhibits, cases, maps, appendices, breakdowns, equations, algorithms.**



Thinking/Feeling

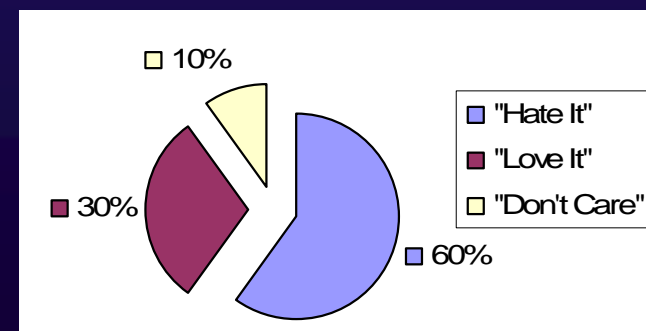
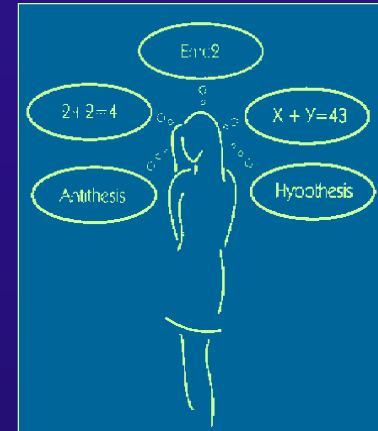
Decision Preference

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



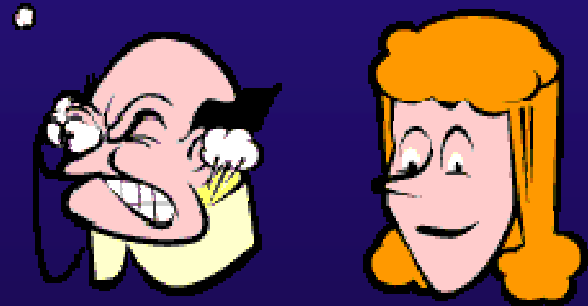
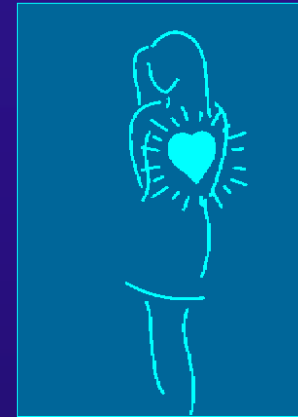
When Speaking to Thinkers

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



When Speaking to Feelers

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



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**



Judging/Perceptive **Type of Life Preference**

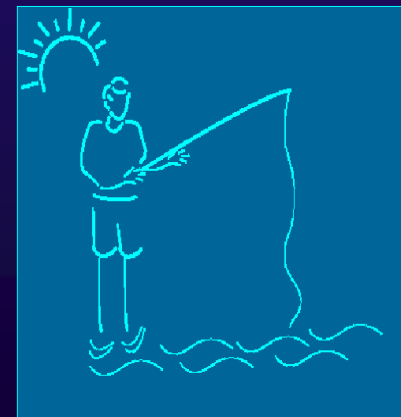
- **Judging types form conclusions quickly.**

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.

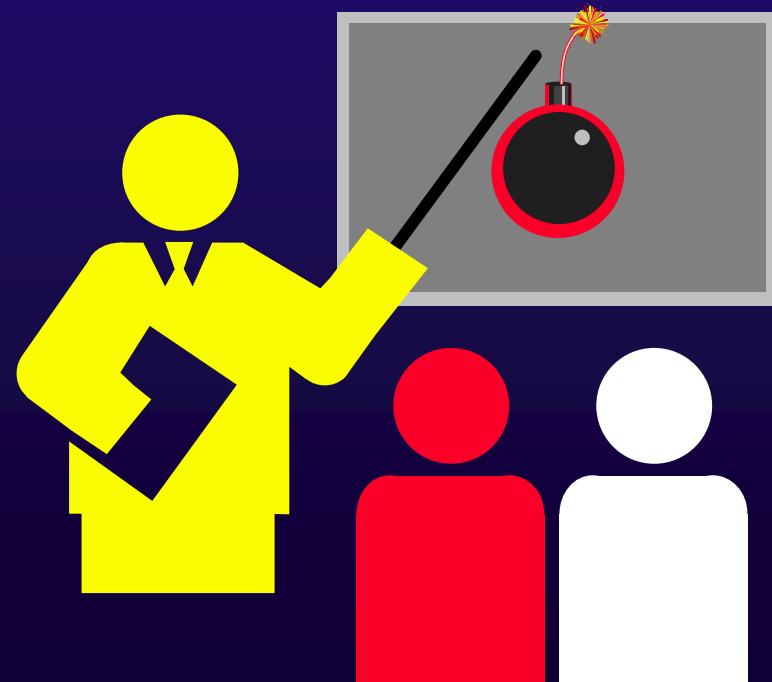
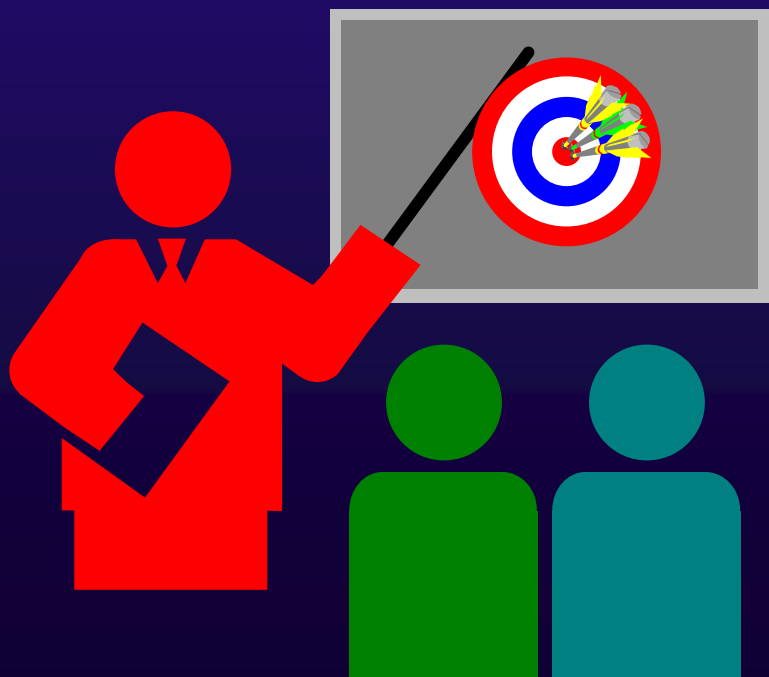


Reconciling J/P Conflict: A Critical Task for Presenters

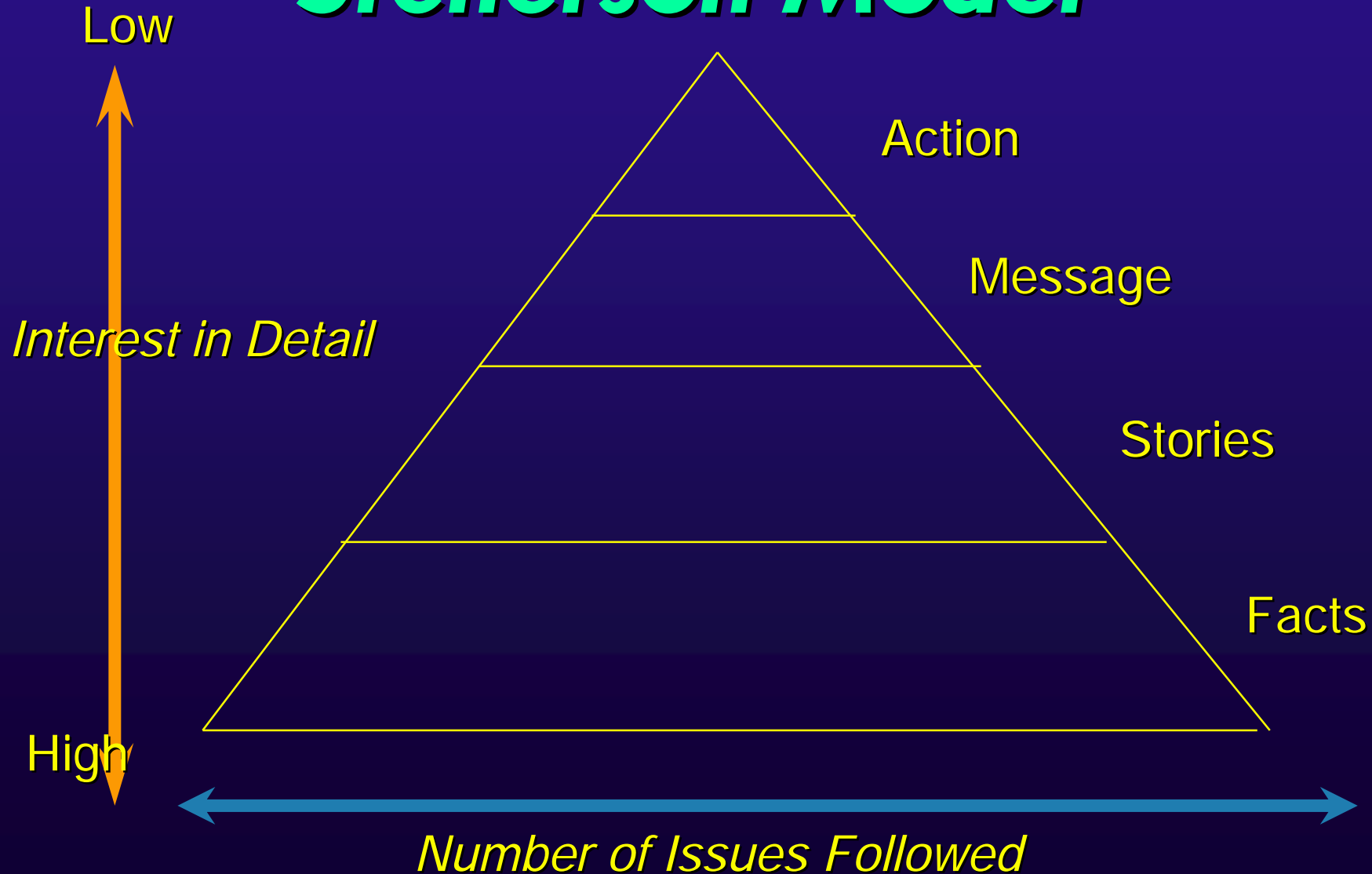
- **Assuage judging types. Stress that your presentation will end with an answer; THEN**
- **Assuage perceptive types. Stress that other options were explored and that there will be time for questions and discussion.**



Predicting Presentation Scenarios



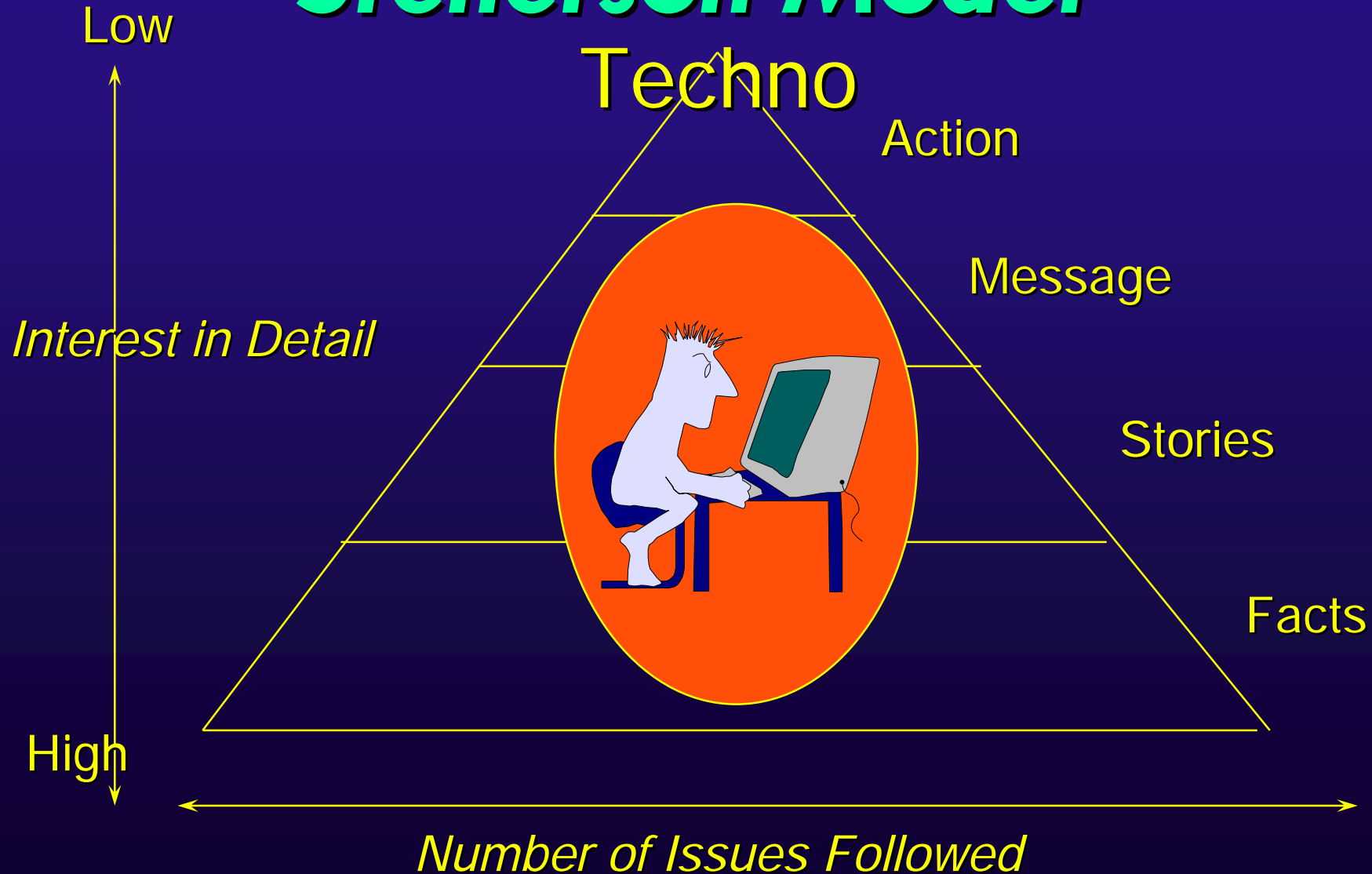
Turcotte Adaptation of Stenerson Model



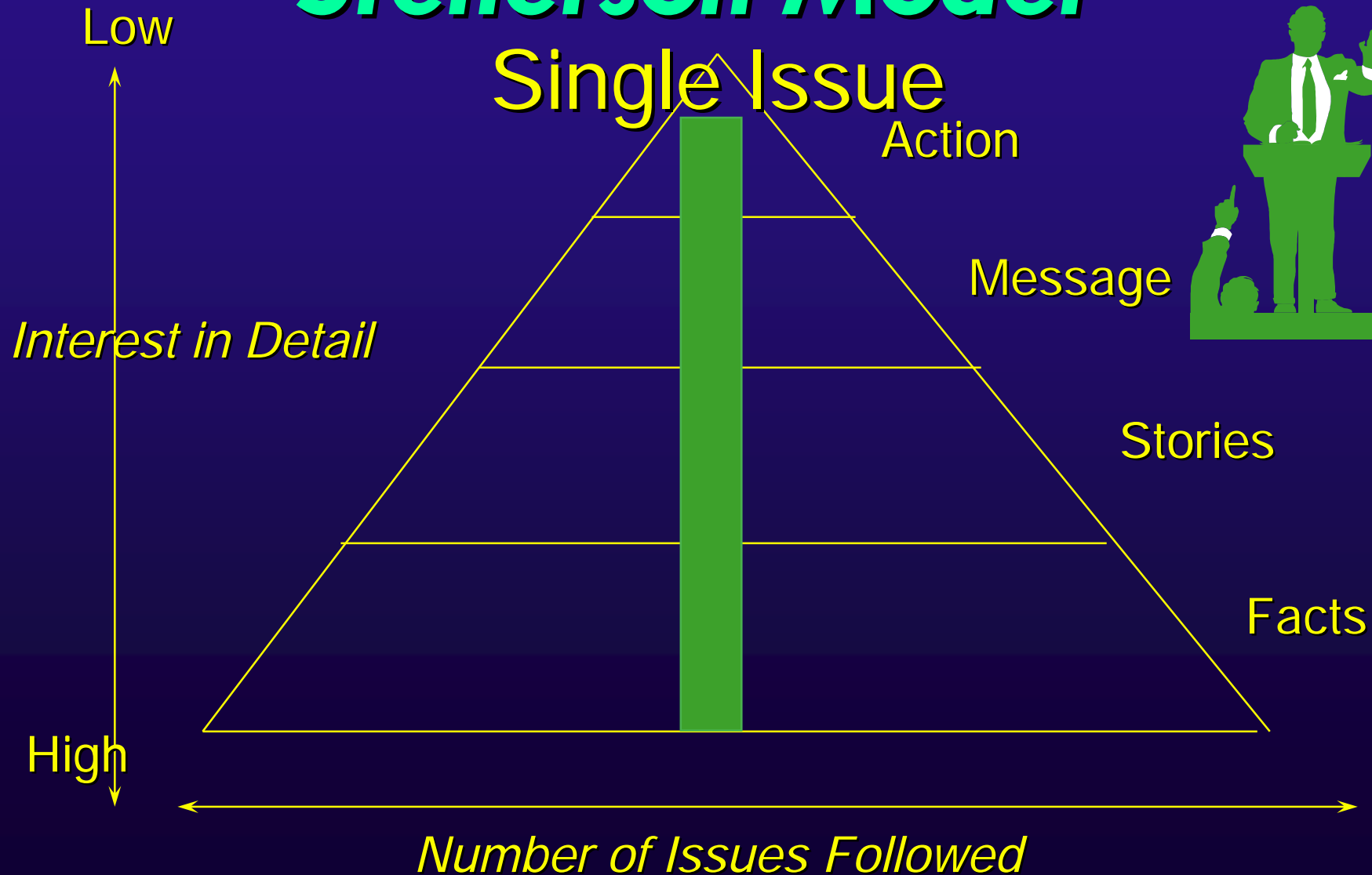
Turcotte Adaptation of Stenerson Model



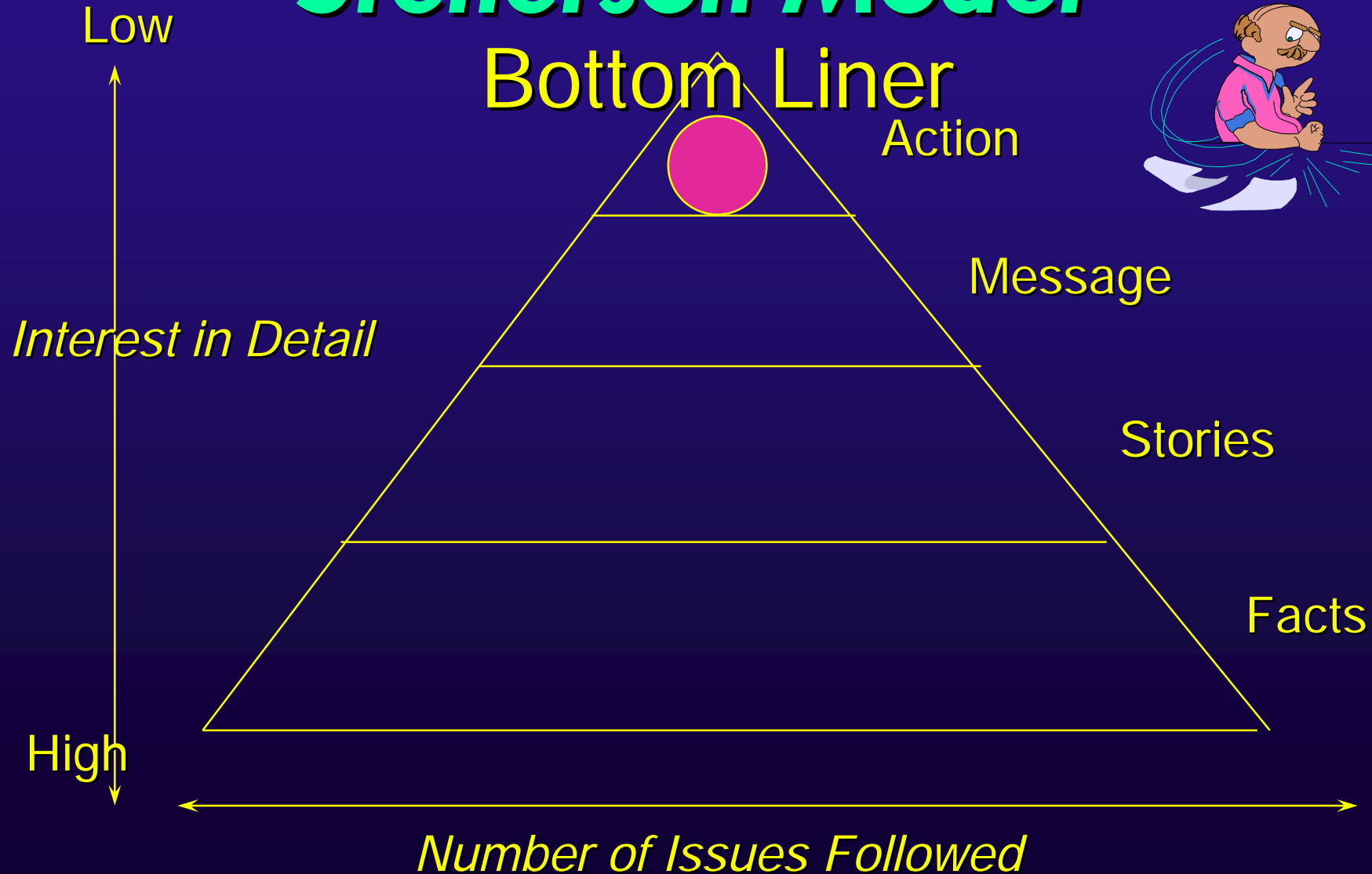
Turcotte Adaptation of Stenerson Model



Turcotte Adaptation of Stenerson Model



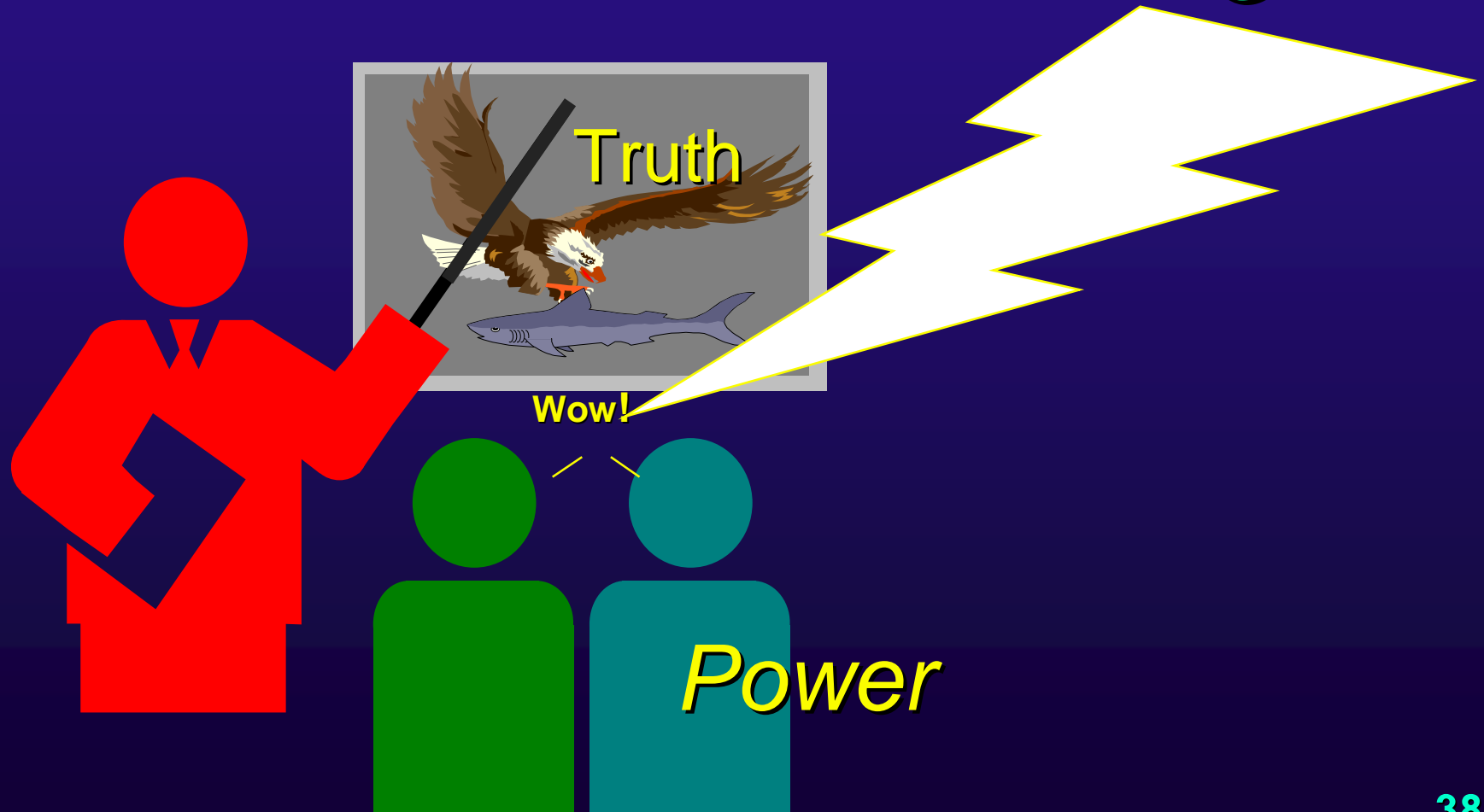
Turcotte Adaptation of Stenerson Model



CAUTION

Types might change temporarily due to circumstances.

The Power Briefing

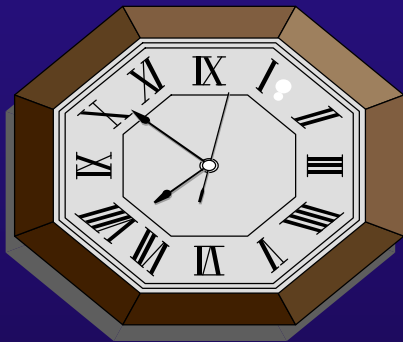


Have the Proper Attitude

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



Pin Down Time and Know the Site



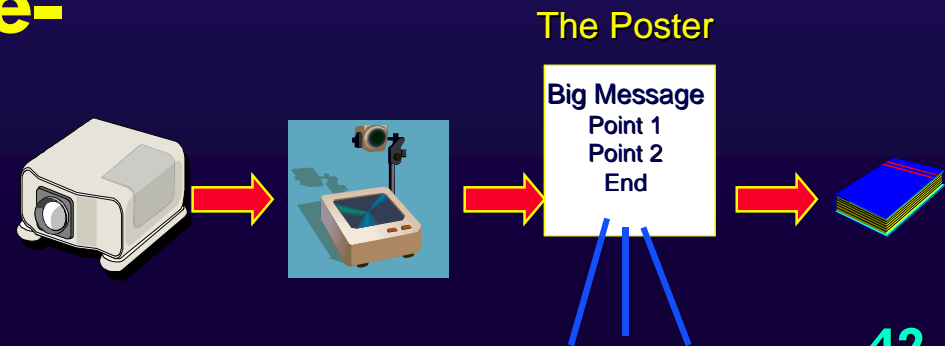


Know the Audience

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

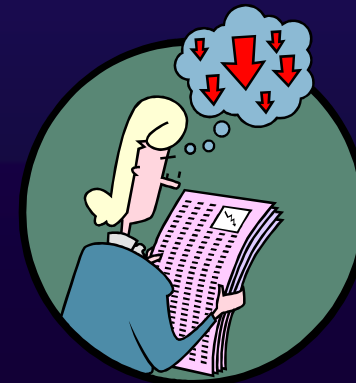
Prepare for Contingencies

- 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



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



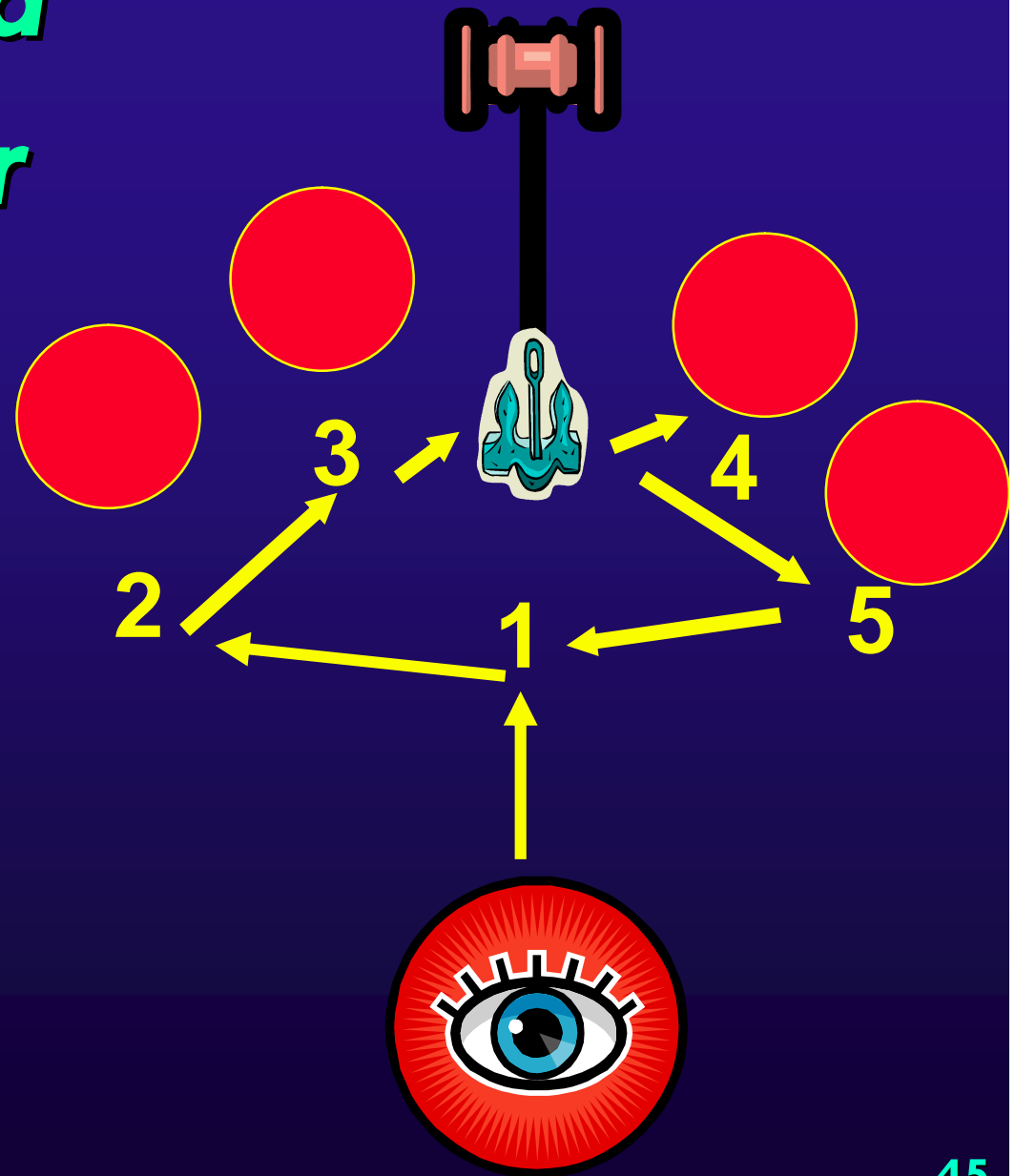
Rehearse

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



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

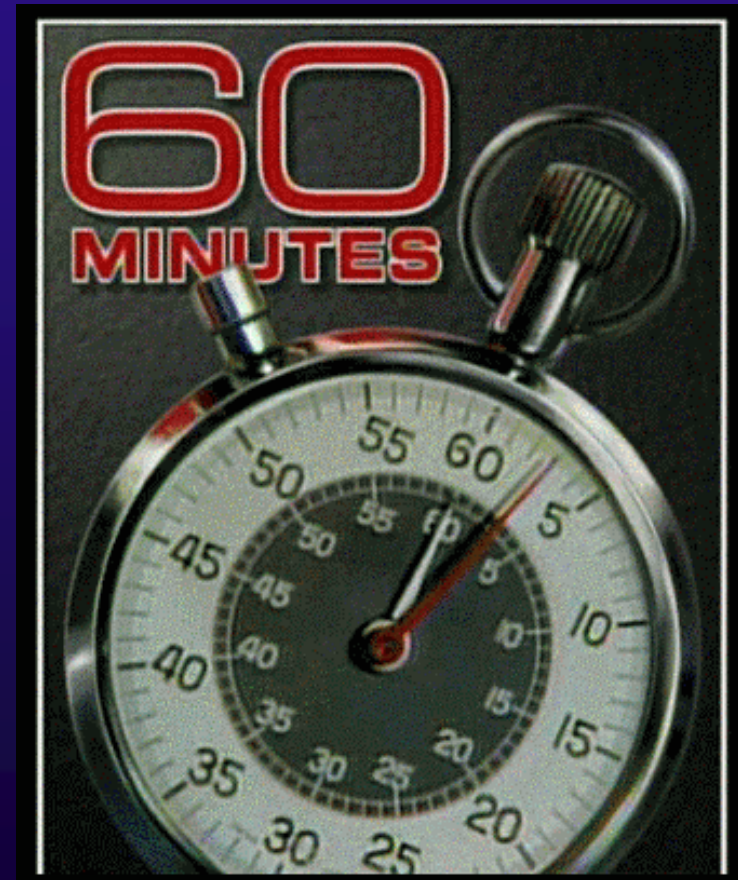


A photograph of a cracked coconut and a white flower on a bamboo mat. The coconut is on the left, with its white interior exposed. The flower is on the right, with five petals. The background is a blurred bamboo mat.

**Briefing
Content**

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?



Power Briefing Has Three Parts

1. Preview

- **Frame**
- **Message**
- **Quickly List
Summary Points**



Power
Briefing
Preview
Worksheet

2. Sustain the Message By Expanding Each Summary Point



3. Answer Questions



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**

Power Briefing Preview Worksheet

Power Briefing Preview Worksheet John W. Turcotte

1. Frame your presentation.

- Write a brief greeting for panel that you are briefing, e.g. *Good morning, Mr. Chairman and members*

- State your name, position, and organization, e.g. *I am William Jones, a Senior Program Evaluator with the Program Evaluation Division.*

State the duration of your presentation, e.g. *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, e.g. *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, e.g. *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, e.g. *Mr. Chairman and members, the most important consideration is...*

Page 1 of 3

Power Briefing Preview Worksheet John W. Turcotte

2. State the message of your presentation. Examples:

- Assertion. *There are major problems with the system for determining eligibility for Medicaid benefits.*
- Closure. *We have completed a draft bill that addresses the sixteen issues contained in your committee's interim report to the legislature.*
- Cost. *The proposal will save \$1.5 million in state general funds.*

3. Bridge to summary points, e.g. *Mr. Chairman and members, there are three key factors to consider...*

Page 2 of 3

Power Briefing Preview Worksheet John W. Turcotte

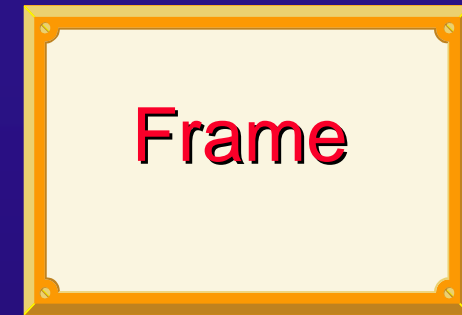
4. Briefly state each supporting point. Example:

- *First, the Medicaid eligibility form is obsolete and confusing*
- *Second, trainers are not using current information when training eligibility workers and*
- *Third, the Medicaid Administration has not conducted a process map to guide necessary streamlining.*

5. Bridge to the full presentation. Example: *Mr. Chairman and members, the remainder of my presentation provides more detail about our findings and recommendations. Our first finding is...*

Page 3 of 3

Preview 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**

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.

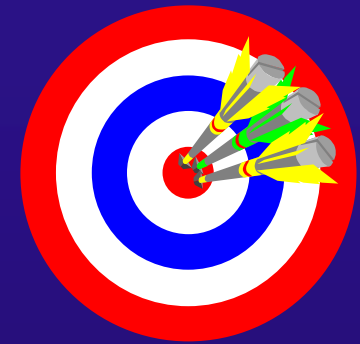
- Describe any handouts and show them to the group

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:

Preview Message



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

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.

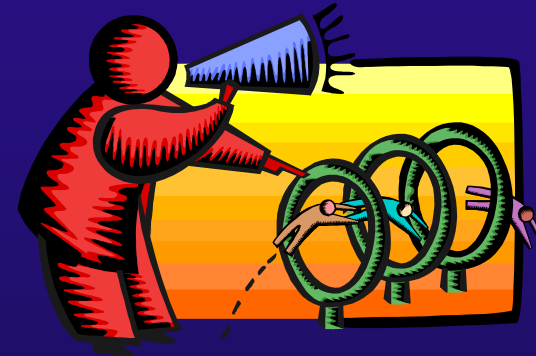
3. Bridge to summary points,

The information packet before you contains our findings and recommendations.

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



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.

Remainder of the Presentation

Sustain the Message

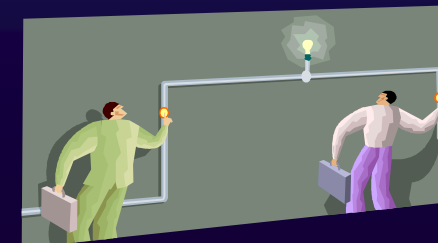
- Present each point by stating the point emphatically, then explain
- State the conclusion then reasoning, not reasoning then conclusion



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.**



Answer Questions



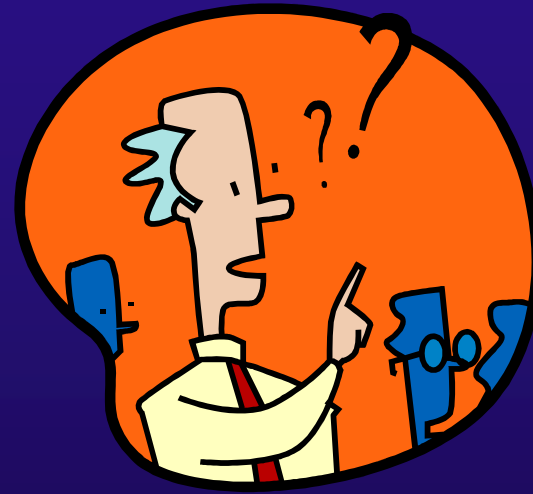
- **Distinguish between questions and commentary**

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

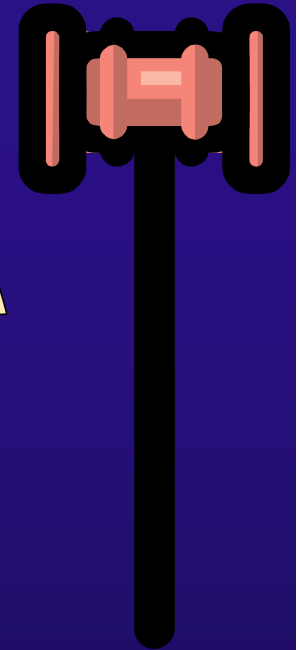
- **Questions stem from:**
 - **Need for affirmation of intuitive beliefs**
 - **Information gaps**
 - **Need for clarification**

Questions Legislators Ask

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



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.**

Bridging

The Poster

Big Message
Point 1
Point 2
End

Point 2
BIG p. 19
Handout 7-

Handouts

VIPS

The Big Document

The Documentation

