Fri May 3 2019, 9:00am–10:15am

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<u>Outcomes</u>

Before you give any presentation, ask yourself what your goals are. Begin with "WHY."

Do you want to encourage juniors to visit campus? Seniors to apply? To deposit?

You should also think about ways to connect with your audience, and what emotions you want them to feel. Do you want them to feel excited about particular opportunities on campus and abroad? Ease concerns about safety? Relate to a current student's journey?

The Top Six Presentation Styles for Admission Officers

As you're watching these six clips of presenters, think about the following:

- Which presentation style is closest to your own?
- Which presentation style is the most effective? The least effective?
- Is there another presentation style that you could build into your own sessions?

No one style is BEST, and multiple styles can be effective in getting the same outcome.

Visual Style: Your slides are clean, simple, and don't display statistics or complex graphs. You're the main focus of your session, but your slides complement what you're saying. *Example: Steve Jobs*



Opportunities:

- A great way to inspire particular feelings and emotions
- Reinforce your statistics
- Your audience can engage with your presentation.
- Great for large sessions, the visuals typically resonate across demographics

Challenges:

- The images that you choose are very important. You want to make sure that they're being useful and not distracting your audience.
- Without many statistics on your slides, you won't have prompts to help you hit all of your key points.

| Notes: | | |
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Free Form Style: Your presentation involves improvisation, often includes memorable short stories, and feels like a conversation. The speaker is focused on relaying key messages to the audience. *Example: Sir Ken Robinson*

Notes:

Opportunities:

- A great way for your families to remember your key points
- A conversation style can put your families at ease
- You can change course easily if necessary do to the improvisation
- This is a great style for presenters with smaller sessions.

Challenges:

- You can get side-tracked and lose track of time
- Your key points can get lost in the weeds of your stories

Instructor Style: Your presentation often includes complex concepts, graphs, and facts, making it feel more like a teacher's presentation. This is an effective way of covering a lot of content, and often people who aren't as comfortable public speaking will prefer this style. *Example: Al Gore*



Opportunity:

- Your presentation displays your statistics for you you can focus on your messaging
- A great way to ensure you stay on track throughout your session
- Great for new counselor learning new information in a short period of time

Challenge:

- Audiences could focus on your statistics instead of your key messages
- It's possible to overwhelm your audience with too many statistics and losing their interest

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Fri May 3 2019, 9:00am–10:15am **Coach Style:** This style deliberately involves listener interaction to make the audience feel involved and engaged with what is happening. *Example: Linda Edgecombe*

Opportunity:

- Great for large crowds

the stroke

- By having the audience participate, you're ensuring their engagement
- You can ask questions the audience might have and go ahead and answer them. This is a great way to pivot and drive your presentation forward.

Challenge:

- Can feel awkward if audience refuses to participate
- Requires a great deal of energy to engage the audience with this style, may be more taxing for introverts or those less comfortable with public speaking



Opportunity:

- Great to be used by current students, alumni, faculty, parents of students, and reps with their own personal stories about the university
- Stories about current students excite prospective students, and allows them to picture themselves on campus/ as a part of the campus community
- Hone in on emotions and draw on feelings

Challenge:

- If the story doesn't directly relate to a student, they may tune you out
- Staying on message
- Possible rambling if stories are not fine tuned

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Fri May 3 2019, 9:00am–10:15am **Connector Style:** A blend of other styles, the connector style often uses personal anecdotes and deliberately interacts with the audience to elicit feedback from them. This style often feels like a conversation. *Example: Connie Dieken*



| Opportunity: Great for small audiences Shows a mastery of the content, and sense of comfort with the audience that effectively conveys the message and taps into emotion Allows you to get feedback from the audience and truly ask them a question | Notes: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Challenge: You may experience the challenges of other styles in this style (personal anecdotes not resonating with the audience, getting side-tracked, etc. May be difficult to connect with a diverse audience based on their varied experiences, backgrounds. Oncampus large info sessions may not utilize this style as much | |

Best Practices in Information Sessions:

Planning Considerations - Months/Weeks Ahead

- Factor the time of year into your information sessions (fall, spring, summer)
- Decide what is important for various audiences and where they are in their college process
 - freshmen and sophomores compared to juniors and seniors
 - prospects, applicants, admitted students
- Remember that you are bridging the gap between providing realistic guidelines for admissions, campus life, and academic experience. You want students to have the tools to make the right college selection based on academic, social and financial fit.
- Use notes from previous years to guide your planning, especially if you're in a new territory

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| For high school visits: Have relevant stories to validate the claims you make about your school and the opportunities available. Periodically check in with current students for great stories about student life. Know your high schools! What classes are offered, grading scale, noteworthy programs etc. | How can you improve your presentation planning? |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| For on-campus presentations: Do you involve other parts of the university for larger events? Some great resources for your families are financial aid advisors, student services, student organizations, housing/dining, police/security, athletics, the marching bands, veteran's services, diversity & inclusion etc. Consider bringing a student voice into your presentation - either through videos or bringing a live student to your session. | |

Preparation Best Practices

Consider things that you can do closer to your presentation, or right before you walk into your information session to help make the best impression.

| For high school visits: | What will you do to better prepare |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| • Prepare to bring the campus to life and have stories on hand. | for your future presentations? |
| • Review specific information of relevance to counselors: | |
| admit history, current applicants, how current students are doing. | |
| • Be prepared to answer the questions "Tell me about your school" and "So what's new?" | |
| • Counselors can use your updated information to bring new students your way, and students can use this info to reflect on how your school is a fit. | |
| • Have appropriate materials. | |
| For on-campus presentations: | |
| • Know your audience. Families? Students only? A few counselors? Alumni? Is this their first visit? | |
| • Do you want your audience to leave with materials? Fee waivers? Swag? | |

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Presentation Best Practices

Address your own public speaking pit falls. Practice your session alone in front of a mirror, and practice it with someone you trust. Keep an eye out for filler words that you use: Like and um!

| high school visits: | What will you do to ensure you |
|------------------------------------------------------------------------------|--------------------------------|
| • Do not assume anything! Ask questions so that you can | have more effective HSVs? |
| tailor your presentation. | |
| • It's entirely possible that a student at a STEM | |
| high school has an interest in the humanities. | |
| • Has a student already visited? | |
| • Remember that you represent the school quite literally | |
| for the student. You need to build a picture of the | |
| school community while also enabling the student to | |
| visualize what it would be like for them to be a student | |
| there. | |
| • You may be on your third visit of the day, but do not go | |
| on autopilot or lose your zeal Remember for the | |
| student this is their first impression of you, and maybe | |
| of your university and the first time they are getting this | |
| presentation. | |
| • Reiterate messages that are important to your institution | |
| (even if you think students already know or have | |
| visited), there may be students who are just hearing of | |
| your university for the first time even if they are quiet | |
| and do not ask you questions. | |
| Do not let one student dominate the session, and be sure | |
| to bring up topics that students are likely curious about | |
| but might be too nervous to ask. | |
| Use what you know about the high school and help the | |
| student draw parallels between their high school and | |
| college experience. | |
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| • Similarly, you can put a positive spin on the differences | |
| between a student's high school experience and your | |
| university experience. Help them wrap their mind | |
| around how can they can make that transition to your | |
| school and love it. Ex. city to rural or suburban setting. | |
| Large high school to small college or vice versa. | |
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For on-campus presentations:

- Ensure that you have the right venue, technology, and accommodations for the physically impaired and hearing impaired. Have a contingency plan for when the technology fails.
- Think about having handouts, brochures, or folders for families to follow along.
- Offer additional opportunities if it's likely that a lot of families will be sticking around campus.
 - Info sessions offered by colleges or programs
 - Tours of the residential halls
 - Tours of the recreational centers
 - Sit downs with student services (greek life, multicultural affairs, disability services etc)
- What would be the impact of having a student voice in the presentation via video or in person?
 - Be cautious of using tour guides for college panels. They are taught to be the shiniest example of what your college has to offer (an avatar). Tour guides can sometimes have trouble talking about the areas of improvement or challenges on campus.
- Don't assume that every family will complete a tour, so be sure to touch on some important aspects that will be covered on the tour.
- Tour guides shouldn't be repeating your session points they should be speaking from their own experience. Some examples of what tour guides can elaborate on or focus on include...
 - Safety
 - Dining and housing facilities
 - Relationship with professors
 - Access to the community, city, region
 - Internship, research, career services
 - Sports
 - Student organizations and campus involvement
- It is important for families to know more about the surrounding area of campus. Highlight local attractions, historical or fun things to do, location to nearest mode of transportation (metro, airport, bus etc), and hotel accommodations.

How can you build upon your oncampus session?

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Follow-up

So how do you confirm you have gotten the outcome you were looking for?

- Always get students to fill out inquiry cards when possible to be able to follow up with them. Email the student(s) directly if it was a small presentation, or use your **CRM** to help follow up.
- Details, details, details go above and beyond what your marketing team is doing. Utilize current events, new streams, university info that you come across to share with students based on their interest.
 - Consider sending out brochures that pertain admissions information regarding a certain state of region. Some even include past data and enrollment statistics from the specific high school

• After a student has been admitted, try to connect with them again. Possibly during a visit, admitted student reception, coffee hours, informal chats etc.

 Many representatives have stepped out of the norm of meeting at Panera or Starbucks and found creative spots that are enticing to students (ice cream shops, top golf, co-working spaces.) follow-up?

What do you do well in terms of

• Handwritten notes still go a long way with students!

Other Tips

Keep track of your thoughts on a session for future reference, and for help in future planning!

| Read your audience. Gauge whether it's helpful to elaborate or be short and sweet on a topic. Be okay with saying that you don't know the answer and you will get back to them. Stay confident in the midst of a tough question "I know a little about a lot of things" | Additional tips to improve your session? |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Additional thoughts: | |
| • Collect feedback from info sessions! | |
| • Be mindful of how representation of the admission | |
| counselor can impact the message and program (ex. | |
| Spanish Speaking counselor at a NHCF, or at a majority | |
| Hispanic high school.) | |

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