
MONTREAL – ATLAS III Plenary: Personal and Public Presentations
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DAVID KOLB:

I'm glad this is a three- or four-day training, because our numbers are dwindling each morning. The people trickle in, so I think if we had six days, the room would just be empty, and we could just call it good at that point.

This morning, if you advance the slide, please ... We've covered a lot of ground. I've got to say, it's a challenging format to try to cover what we've covered. Please know that many of these topics, we would spend a day, two days on that topic alone. For example, today, on presence and Pyramid Principle, we could spend the entire day just on that, and work on multiple presentations, and have coaches working with you individually, and things like that. But we're touching on these things.

So, my suggestion, going forward, is when you see a topic in this list that really captured your attention—whether it's coaching, of conflict and influence—go deep on that. Read farther on that, and find out how can learn more, so you're not trying to take on this entire agenda and come out saying, "Okay. I am now a thought and change leader for At-Large." Look at those pieces you can work on. We'll talk more about this tomorrow in the wrap-up, in terms of what to do going forward.

That said, I wanted to talk a little bit about where we've been and where we're going today, because this is really our last day of content. I don't

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know if your day is as busy today as it was yesterday, but there's still a lot going on, just given it's an ICANN meeting.

Day one, and a little bit yesterday, we talked about thought and change leadership as a general concept—as a general model—and then went into effective communication. That's where we had our first breakout. In the first breakout, you were with your tribe—the seven tribes of the Galaxy Network.

Then, we went into conflict and influence yesterday, and either you were in groups that represented different tribes, or you were in groups where you were assigned different points of view to talk about—so you could experience some conflict, and experience some influence as well. Then, we did our intercultural awareness conversation and observation. It was a fascinating discussion on what you observed when you were in the GAC and Board meeting. Then, we ended the day with coaching.

So, where we're headed today is we've got five buckets here. Personal presence is where we'll start this morning. We'll do a discussion on that and some content around that as well, then presentations using something called the Pyramid Principle. My hope is that the Pyramid Principle translates well. I'll do my best to go slow and say it two or three different ways, so that we can get it in translation.

Then, later on today, we'll look at time management delegation and meeting facilitation, knowing that those three topics alone, we could spend a day on versus 45 minutes. We'll do the best we can, thinking about that, and also knowing that we come with different perspectives

on time, too. So, when we say “time management,” we already begin with, “Huh?” I don’t know. How I view time may be a little bit different, so managing the time is going to look a lot different, too. Then, finally, meeting facilitation, of just what does an effective meeting look like? What do we need to do to run effective meetings?

I had some feedback on when you have questions, or when you have comments, I’m not seeing all the tent cards because I’m standing up here, so I’m going to try to get deeper into the room. But if you’ve got a question, hold your tent card up, just to catch my eye, so I can see that that’s over here, especially in the back. Then, that works. Fatimata had a whole cadre of people around her the other day that all held up their tent card and pointed to her. If you want to do that and make it a team effort, you can do that as well. Sometimes it’s hard to get my attention, so I apologize in advance if I missed you yesterday on some of that.

And please understand, I’ve got to manage the time with 46 people. So, if you felt like I cut you off, or I didn’t ... I did, because we needed to move in terms on the content at the end of the day. But if you’ve got something for me on break, or if you want to have some one-on-one conversation, feel free to pull me aside when you can.

Without further ado, let’s get started. If you’ll advance slide, please—actually, two slides. There we go. I want to start with a conversation, because you’ve had your coffee. You’re in your seats. You’re ready to go. We want to talk about personal presence this morning. I want you to get an idea of how you would define that yourselves.

So, with personal presence, I want you to ... You can either work with people around you like we have been. Get native speakers, if you're French or Spanish. Otherwise, too, find people that you haven't worked with, and just have a conversation with maybe three people. In that conversation, I'll give you three questions.

When you think of presence—when you think of someone that has good presence—they come into the room, and they have a good presence there. It's not that they dominate the room, but there's something about them that's approachable—that's ... I'll say commanding, but I don't mean that in a negative way—meaning they can command the audience. They can really take over the room, and do a good presentation, or just work the room well, if you will. They have this presence about them.

How do you know when someone has that? I want you to think about that behaviorally. What is it that they do or say that indicates to, "Wow, that's person's got good presence?" Think about it from a behavioral standpoint.

And then, think about your own presence, when you've done presentations, or you've been in front of a room, or you've been teaching—whatever that may be. What causes you to lose your presence? What is it that happens, that triggers the, "Oh, I just—" and suddenly things change, and I've lost it. I no longer have this command, or this presence, or feeling confident in the front of the room.

And then, how do we regain it—those three questions. So, what does it look like? How do you know when someone has it—like, "I've got good

presence. They have good presence.” What causes you to lose it, and then how do you regain it? That’s your discussion. I’m going to give you three days to talk about that. But find some people you haven’t ... Question, yes?

ABDOLMONEM GALILA: Yes. I think the answer for all of this, if I have a good mission, a good vision, so I will have a vision. If I have vision, I will have a mission, so all of this will be accomplished with the vision and mission. Thank you.

DAVID KOLB: Okay. When we get into our discussion about it, that kind of preparation is definitely important, when we think about presentations. So, that’s a good way to think about how do we know that someone has it. For you, there’s a clear vision/mission that they’re discussing. So, find two or three people. Have a quick discussion. I’ll give you about 10 minutes or so to talk about those three things. Ready? Go.

Another two minutes to discuss, and then we’ll get started again.

Okay, come back to your seats, and let’s talk about presence. Go ahead and advance one slide.

Okay, let’s talk about presence. All of these pictures ... What it is about all these pictures? How many pictures do you need? This is the only equation that I’m going to give you for our workshop. I call it the presence equation. What we were trying to think about, when we were designing some work around presence, was to try to figure out what are

the elements of presence, if we try to break that down in a way that makes sense.

And so, a way to think about this equation ... I'll go through each piece of it, so you understand what it is. But, as you look at it, look at a piece and say, "That's what I need more of," or, "That's what I could ... Actually, I've got a lot of that, and I could do that a little less, and do this a little more." You can figure out what kinds of—not numbers you would plug into the equation, but where you fall on this, and what areas you need to work on.

First off, I'm going to go through briefly, and I want to talk about, then, how the equation is structured, to give you a bit more on that. Across the top, we've got these three elements of preparation, attention, and gravitas.

Preparation, I think, is fairly straightforward—so, being prepared. I say both internally and externally, because you know when you have a presentation coming up, or you're in front of a group, you have to have this internal state that's calm, or at least trying to be calm. And then externally, how you are dressed that day, how you are feeling ... All those things go into the internal/external state on preparation. We'll also talk about, with preparation, preparing yourself, preparing your audience, and preparing your content. We'll go deeper into that when we get into the Pyramid Principle. So, preparation is one element there.

Attention—so, attending to your internal state—to be present for others, and your external behavior, so that others will be attentive to you. That's a long sentence, and the intention of that sentence is just

knowing if I'm nervous inside, I'm going to be wearing it outside. I'm going to be showing that I'm nervous in some way. I'll be tapping my foot. I'll be fidgeting. I'll be playing with something with my hands. And it shows that I'm anxious in some way, or I'm nervous in some way, internally. That's going to show up in an external behavior.

Have you ever been with someone in a group setting, where they're doing something distracting like that—where they're tapping the foot, they're playing with something, or their speech—not that they're on their phone. That's a given, and that's always distracting. But there's some behavior, and it's really hard to pay attention to them, because you're just watching their hand as they flip this pencil around in their fingers. Attention is knowing what's going inside and outside.

Gravitas, that's a harder concept, in that ... So, when we think of the concept of gravity, you think of gravity as having depth, and being heavy, and drawing things to you. Gravity draws things to itself, as a physical law. So, gravitas, that's the same root word in Latin. It's having substance, depth of personality, good taste in behavior and speech, in terms of how you present. You're doing that in a professional way that aligns well with the group.

For example, in ICANN, I always think about, "What should I wear when I'm presenting to the group?" I've come to this smart business casual look, because if I showed up in a tuxedo with tails, that could be a bit much. But if I showed up in frayed cut-off shorts, and a t-shirt, and Birkenstocks, that'd be really comfortable, but that might be too little. It's finding that where I can align with a lot of people in the audience.

Part of that is just what your appearance is, and that goes toward your gravitas.

And then, the final thing—and this is what I wanted to point out. We’ve got preparation, attention, and gravitas across the top. Those add. They create a sum. Wouldn’t it nice if that was it—we could put those three times across the top? But we’ve got this little thing on the bottom that’s a divisor, and makes it more powerful than the things on the top. That’s your inner critic. The inner critic is that voice inside your head that judges you and doubts you. It’s either partially true or not true at all, but it’s that self-doubting internal voice. So, let’s look at each of these ...

But that does divide. So, when we think about presence, I think the questions you were answering of what causes us to lose it, a lot of times it’s the internal critic. One of the things that my internal critic does in ICANN presentations like this is I’m always thinking, “Okay, slow down. You’re talking too fast. You got excited. The translators are throwing bullet eyes at you, because they’ve got to catch up. I’m not even going to make eye contact with them.”

But its, “Slow it down,” because I get excited, and suddenly I’m just going too fast. I’ve got to slow that down. But, my inner critic’s like, “You’re going too fast! You’re going too fast! Slow it down! Slow it down! Now you’re going too slow, going too slow!” That’s happening, and that’s going to affect my presence overall. Advance slide.

So, with preparation, one of the things is to think about in a given presentation ... I guess I’ll frame this as presentations or meetings that

you might be facilitating, or that you're in charge of. Think about what kind of situations, or the people. What are triggers? What's going to trigger your inner critic, or trigger a lack of presence for you? What are those things that might upset you? You don't have all your materials there. The participants didn't read what you sent out to them in advance, so everybody showed up not prepared. What are those—that may really set you off—that you expect to have happen, but they didn't happen?

Then, reframe if anxious. What I mean by that is when you think about those statements of, "They're going to judge me. They're not going to like me. I feel like I don't really know the material. I'm an imposter. I can't believe they put me in this position, when I really don't know anything about anything." Those are the kinds of things that happen internally. So, how do you reframe that.

Instead of, "They're going to judge me," you think, "I have information that's going to be helpful to them." One of the best reframes I ever received was from my graduate professor. I was going into a dissertation defense. I said, "What advice can you give me?" And he said, "The best thing I can give you is that right now, in this moment ... It may change in 15 minutes, but at this moment, you are the world's foremost expert on the topic of research that you did for your dissertation," because it has to be original research. He said, "So, think about the committee as peers—as colleagues—and you're educating them on this piece of research."

I thought, "Gosh, that's so much better than, 'They know so much more than I do on this.'" It was a great way to have more of a peer-like

discussion, versus a defense—just by the name of it. It's your defense. Oh my gosh. That's a trigger right there.

Know in your preparation, too, that you do carry the message to my story. Right now, in that moment, you've been selected for a reason to be giving that presentation. So, you're carrying the message to the group. And by the way, they probably want to hear your message in some form. There might be pushback. There might be healthy discussion. There might be criticism. But you're carrying the message for this. That's your responsibility.

Breathe. This is an important one. Breathe. Right now, in this moment, we're going to do a quick breathing exercise. Are you ready? Don't count out loud, because that would look really strange, if somebody walked into the room. But I want you to do a four-second inhale, a four-second hold, and a four-second exhale, four times. Go. Low in the body, low in the body. Breathe in your belly, four times.

It's always fun doing that exercise, because as I look around the room, your faces start like this—like, "Okay, he's got us." It's almost like sad eyes. "He's got us in this ... Really, we're breathing? Okay." And then, it goes ... Essentially, breathing is a great thing to do. One, it keeps you alive. Two, it keeps you from passing out, just short of being alive. But three, it relaxes you, especially if you go low in the body. This isn't a big touchy-feely session on how to breathe, and we're going to go into a meditation exercise, but meditation helps as well.

But breathing like that ... Remember when we talked about the amygdala releasing adrenaline? When you breathe lower in your body—

longer inhales, longer exhales—it can't do it. It just can't release adrenaline, because you're somewhere else in your brain. You've changed the blood flow in your brain. So, breathing really helps in terms of thwarting that fight, flight, or freeze response.

When you're getting ready to present, and you're getting ready to have a discussion, and I would say—and we didn't talk about this with conflict—when you're in a conflict, just breathing deeply like that helps calm you and helps you resolve that, or at least be in that conflict in a better space. So, breathe. Breathe is part of your preparation.

And then finally, pause. It gives time for the breathing to take effect, and it allows you to regroup. There's nothing wrong with, if I'm in a presentation like this, and I ask you a question or I make a point, and I pause. That was about five seconds, which is the Western length of pause. In some Asian cultures, 10 to 15 seconds can be a comfortable length of pause—probably not in a presentation, but in a conversation. But just pausing is okay, because you can make a point, and let it sit, and let it sink in. Allow people time to think about it. Pausing is a great tool as part of your preparation and as part of your presentation, too. So, preparation. Advance slide.

The second piece of this is attention. One of the things that happens with your inner critic, when we talk about that, is that's all happening internally. People can't see that unless you start to get nervous about it. But you want to be other-focused. Focus on the group.

Something that I've done in the past three days is ... It's funny. If I want reassurance—if I'm thinking about something, and I want to see if

things are going, I know ... Don't stop doing this, please, because I point it out. I know the people that nod at this point, and where they are in the room. So, I'll look over—because he started nodding. I'll look over, and I'll get the nod. The nod's like, "Yeah, I'm understanding this. I'm connected. I'm attending to this." That helps me continue on. I find where those people are in the audience, and I'll look around to see if I'm connected in some way.

Being other-focused helps you to do that. Read the cues, like nodding, body language, tone, atmosphere. In larger groups like this, it's difficult. We have scheduled breaks, but if everyone starts to look like they have sad eyes, and that flat affect before the breathing, it's time to take a break, or it's time for me to put you into a discussion, or time for you to have a turnaround discussion, or ask a question to get something back. You've got to be attentive to what the cues are that are happening in the audience. Respond appropriately. Just talked about that.

Shift mindset—so, take on other perspectives. Consider how you're limiting yourself with how you're thinking about things. I've got to open up. What I mean by that is opening up how I'm thinking about that question. Sometimes, I'll throw a question out, create a discussion exercise, and I'm thinking, "Maybe I need to ... That question wasn't right," or I start to question. But then, as I walk around, I hear that it's working, or I can reframe it for a group, but I can change the mindset on it.

Listen and ask good questions, paraphrase, and suspend your agenda. Listen to respond. My agenda is I want to move you through some

content, and I've got to stay with that, but I can also put that aside so we can have a deeper discussion on a particular issue that has a lot of emotion around it, or has a lot of meaning around it.

So, preparation, plus attention—next slide—and then gravitas. I talked about this a little bit more, but here's some elements of gravitas. They're confident—so, the behaviors that look confident. Let me ask you the question. What behaviors look confident, or give you the impression that someone has gravitas? What do they do or say that makes you think that? That was one of your questions. Let's get some comments. Please.

UNIDENTIFIED MALE: The person doesn't rush in replying to the question—is just giving the impression of thinking, and then answering.

DAVID KOLB: Okay, thank you. Please.

[JOHN GROSSEN:] Hello. Talk, and the person with eye-to-eye, so they make [concentration—might be] to listen. It's a very important thing.

DAVID KOLB: Excellent. Please.

[CHRISTINA]: You can't be nervous.

DAVID KOLB: Say it again. I'm sorry.

[CHRISTINA]: I'm sorry?

DAVID KOLB: Yeah, one more time.

[CHRISTINA]: You can't be nervous. You should be calm, and the body language should be visible to everybody.

DAVID KOLB: And so, what does calm look like? I know what nervous looks like, but what does calm look like?

[CHRISTINA]: It's somehow the same.

DAVID KOLB: Okay. It looks like nervous, but it's calm?

[CHRISTINA]: I [can't imagine].

a question and you're discussing something. But when you stand, to your point, the eyes will follow your movement. You have their attention for those two or three seconds that you just stood up. And then, you can take control of the conversation, just by moving your body and standing. Please.

UNIDENTIFIED MALE:

Dressing—the business appearance—the mode of dressing. Some people are very good at what they wear, and how they present themselves. They're corporately dressed at any occasion. So, that could stand them out—could add to the gravitas to people. And then, the person's outspokenness—if the person's outspoken, and put his points across when he's discussing. That's another way, too.

DAVID KOLB:

Thank you. Please.

UNIDENTIFIED MALE:

I understand these points. I don't usually maintain eye contact in a normal conversation. Secondly, I also happen to be quite distracted, and sometimes absorbed in something. Is it always prone to be misunderstood as a lack of respect? Is it misunderstood as lack of respect by the other person, or in a typical group?

DAVID KOLB:

I'd say we should never use the term "always." Sometimes, and it depends on how extreme it is. Culturally, as we talked about that, eye

contact is not necessarily a good thing for prolonged conversation. If I'm doing this, there's 46 people that I'm not making eye contact with in this context. If we're one-on-one even, sometimes it's nice to break eye contact, and to look away, to think about something. Especially if you're more of a visual learner, you need to picture your response, and then bring it back, and have that conversation. So, that's one.

And then, on the distraction, I think you can be distracted with something. You're playing with a piece of paper on your desk, or a pencil, but it can be distracting if it's noisy or if it's too visually ...

UNIDENTIFIED MALE:

I'm not talking about distracting. I'm talking about being distracted—absorbed in some other thoughts of ...

DAVID KOLB:

I get lost in thought. Sometimes I call that alien abduction. Have you ever had a conversation, and then suddenly you say, "Oh my gosh! The last 30 seconds are just gone. I'm missing time." In that situation, I'll come back to the person and say, "Sorry. I got distracted with something. Tell me again where we were with that," just to reframe the conversation. But you don't want to do that every 30 seconds with them, because that sends a message, too. Let me get Humberto, and then I'll come over here.

HUMBERTO CARRASCO: Thank you very much, David. I'm going to speak in Spanish. I believe it is very important to review the place I am going to do something in— conference, presentation, whatever. Has to do with cultural aspects, and also the group I am targeting. May be that I go to a meeting where everybody thinks that dressing formally is relevant, and if I show up without a tie, my self-reliance will be impacted. And when I am overdressed, on the other hand, I will also feel out of place, and suffer an impact in my self-reliance.

That is perfect, gravitas, in the sense that you have your problems sorted out as to the environment you're acting in. You already know it. It so happens in ICANN here. The first time we come, we don't know how to dress, what the meetings will be like, if everybody would be formally dressed. But if they tell you you have to talk to an audience, you also are nervous because you are not acquainted with it. But when you have this intuitive feeling of where you are, you feel more self-relied and more relaxed.

You have to be careful, that it shows a lot when someone is nervous, in the way they move their hands. It's happened to me, people talking and their hands stand shaking. So, you can immediately tell that the individual is extremely nervous, and you will feel sorry for that person keeping on talking, because they keep on shaking as well. So, I believe that all those aspects that are intuitive, and you can help us also apply all these aspects. These things need to taken into account by all of us.

DAVID KOLB: Thank you. Please.

[DANIEL]:

I'll give an example, based on my own personal experiences, especially when I'm talking to people. There are points whereby if I'm to give my full concentration, it will not be like full concentration. I'll just simply get diverted away. But if there is something that is extra, that I happen to be doing simultaneously, then I will be on track, and it will be very hard to get me off track.

But on top of that, I look at life examples. I draw the common point—the intersection point of what my audience understands best. If they understand a certain subject so well, that will be where the audience's confidence is going to be derived, to be able to contribute effectively to the key discussion. But I do not know whether it varies from different persons, especially when they're gaining confidence on a given respective subject.

Could you clarify the issue of multitasking? Because if you look at the ICANN community, this is a [point] whereby they are listening. Sometimes, they're referring to a specific document. They are reading that document in session. Sometimes, they're busy making a highlight on a point. And I think the highest level of multitasking can be seen within a respective ICANN meeting.

In case you're chairing, it's even [more], because the queue has got to be managed. You have to monitor the chat that is going on. You have to have your ears listening, and you have to be using your cognitive at a very high level. Probably that would also need some bit of elaboration. Thank you.

DAVID KOLB: I can so relate to that. I'll come back to it as we talk about preparation, for sure, because I've been through that too, with Zoom Rooms and Adigo bridges. Please.

UNIDENTIFIED MALE: It's rather a question. Sometimes, when you are making a presentation, you tend to repeat a word that lets you earn more time, or acquire more time, so as to chew on your ideas, to put them out. There are some people that take the floor and use the word "then." The word "then" gives them more time to be able to put forward their ideas and express them. What do you think about that in a presentation, when these people use these repeated words? Is there any distortion, or the presence of the individual in their presentation?

DAVID KOLB: Let me answer that, and then I'll come back around. I see other questions. I don't see any questions back here. I'm giving Sebastien a hard time. He has it on his head. To your point, I think it's great for emphasis to say ... Say for example I'm talking about gravitas. I'll say, "Confident ... trust in your knowledge and your capabilities—your knowledge and your capabilities." I repeat that for emphasis, and that works well unless I do it too often.

I used to have a professor that would repeat too often, and in every other sentence she'd say, "This is a really important point—important point, and as we move farther in our lesson, we're going to discuss this

at great depth—at great depth.” It became distracting in her presentation, rather than emphasizing in her presentation. So, it’s an effective technique when used in moderation, or when used sparingly. Let me come to Sebastien, then I’ll come over here. Please.

SEBASTIEN BACHOLLET:

Thank you very much. Two points. First of all, the question of the language and which language you use is extremely important. I defend the use of all languages we can speak at ICANN, but I also know that by using French, I lose maybe 50% of what I want to say, for me to be understood—not because the interpretation is not good, not because people don’t listen, but because you have so many elements that there’s something lost. But I do believe that we have to use our languages and other languages at ICANN, not only English.

Kind of a joke, I decided, starting from using end users, that I have no reason to wear a tie. I have no reason to wear a suit. The way I dress ... If you need a suit and a tie, it won’t be me. I won’t do it. But as you know, Olivier and [Tijani] are very well-dressed, and they’re so present and efficient in ICANN—thank you very much—because they wear a tie, of course.

DAVID KOLB:

A couple [comments] on that too ... You’re always going to be more confident in your native language—always. So, when at all possible, to Sebastien’s point, present in your mother tongue—your native language.

When we do roleplays in other groups that I work with, that are international audiences, I'll try to pair up people that have a common language, that's not necessarily business English, because that was what was called for in the program, because they're so much more confident, and animated, and present, because they're not busy with the multitasking of coming back to translate in their head, and then translating it back, and coming out.

I remember, it was a guy I was working with, and he didn't say this in a proud or ego sort of driven way. I said, "Maybe it's something in the translation. Maybe it's just the language." He said, "No, I've thought about it in all seven, and it still doesn't make sense." He was just thinking out loud. "I've thought about it in all seven." Please.

ALBERTO SOTO:

We have to be careful when we speak our language. We have local and regional expressions, and maybe that is the place where things are lost, such as Sebastien says. We have to be careful not to use that jargon, or even national expressions, because we will not make ourselves understood.

DAVID KOLB:

If I can add to that, too, in the ICANN environment, if I've got newcomers, really stepping back from the acronyms and then alphabet soup as it's sometimes called, of just, "I don't know what this means, so be generous with me." And avoiding those kinds of local expressions. Is there a question over here?

UNIDENTIFIED MALE:

I'm going to speak French, and I'm going to totally agree with what Sebastien said. I was a teacher for two or three years, and you have to present ideas. You have a lot of formalities, but what is most important is the content—is to have your own ideas, your own concepts. You have to have a vision about what you're going to say. That's the most important—the ideas you're going to broadcast, what you talk about. I do not mean being interesting, but you need to target people with ideas, and make sure they get interested in what you have to say.

When I was a teacher, my students felt that I wanted to share information with them, and that's how you have to do it. You get trust from your students when they realize that you want to convey important information to them. So, with a tie or without a tie, you can succeed. You have to have a link between you and the people that are listening to you. Thank you.

DAVID KOLB:

The ultimate question that you have to answer with that is, "How do I make my information important to them, and connect with them?" which is a piece of this, too. Excellent point. I want to take Alan's. I see there's a bunch of others, but I also need to get you into this next piece, too. I'm loving the discussion, but I've got to keep it moving. So, Alan, let me have your point.

ALAN GREENBURG: Thank you. You know you lack presence when the moderator continues to ignore you waving your card.

DAVID KOLB: But it's actually just personal about you. It wasn't about your question.

ALAN GREENBURG: I knew that. Thank you. Two things ... One is some of these gravitas characteristics are very context-sensitive. Dress is one of them. If one of our participants here comes in in African native dress, it may be very impressive. If you did it, it would look out of context.

DAVID KOLB: Mm-hmm. It could be offensive.

ALAN GREENBURG: The same thing with, "Are you dressing properly?" Dressing atypically is sometimes a benefit, as long as it's not perceived as being inappropriate. Vint Cerf always wears a vest. It's expected, and he has certain presence because of it. If I came in with it, people would wonder, "What's going on with Greenburg?" The other part I was going to mention, that goes on to one of your later points of it's very conditional. A six-foot-five—a very tall person—or a very small person may have presence because, but you can lose it in an instant if the rest of their characteristics don't match it. So, thank you.

DAVID KOLB: Absolutely. Totally agree. Can I please? Can I move into the Pyramid Principle? There's more. Please, talk to each other at the break, and me as well. I apologize once again. Okay, so we've got gravitas. Advance slide, please. I want to just touch on this inner critic point and reflect on—so you can reflect on how active your inner critic is. No pressure, one more slide.

UNIDENTIFIED FEMALE: Oh, sorry.

DAVID KOLB: Yep. There we go. So, in conflict, we talked about the amygdala, and we called it the amygdala hijack. Suddenly, I've been hijacked by my lizard brain, and I'm fighting, freezing, or fleeing. Usually, as a speaker, the one that we choose is freezing. Have you ever seen a speaker where they lose their place or whatever and they just freeze? They're there trying to recollect themselves. That's when they lose this.

So, the inner critic—the voice in your head ... That happens. Suddenly, you're in your primitive brain. There's a confusion of thoughts. There's self-doubts, and you've got this stress response. A way to regain that ... Actually, go one more slide forward, if you will. I way to regain your confidence—your composure, if you will—is to breathe. Do that breathing exercise that we did. That'll get you calmed back down again.

Become familiar with your inner critic. Get to know it. Will you know when that voice comes up that, "Okay, that's the inner critic. That's just

doing that thing that it does, and it's all going to go well, and it's gone well 98% of time. Why should this situation be any different?"

How many of you fly a lot—you're in airplanes a lot of the time? That's usually a safe question for ICANN. How many of you are always worried about missing your flight? Okay, and then how many of you have actually missed a flight because of your bad schedule? Occasionally, yeah. I have 2 million miles with United. I still get worried about missing a flight. It's like, "Okay, do I have everything I need?" My wife, when she goes through security with me, she's like, "I just step back and let you do your thing," because it looks like ...

There was this great movie with George Clooney called Up in the Air. Was it Up in the Air? Yeah. There's this great slow-motion security sequence, where he's got his luggage, and in one motion, it goes up onto the—it's George Clooney, right? It goes up onto the conveyer belt. It unzips. Things come out. They move. He's still moving. It goes through the gate. He walks through the metal detector. He picks it all back up, and he moves on. It's just hysterical. I felt like, "Gosh, that was really cool." My wife's like, "You're such a nerd when it comes to travel."

So, we get nervous about these things that we don't really have a reason to get nervous. So, become familiar with it. Question it. It's like, "Really, is that true?" It's probably partially true, but I don't think so. Talk back to it. Laugh at it. Don't do that out loud, because it's inside your head. Laugh inside your head, because if you're standing in the front of the room, and you're going [laughs], people are going to say, "He didn't really say anything that was funny. Why is he laughing in the

front of the room?” It’s an inside-your-head thing. Just diminish the inner critic. That’s the big thing. Advance slide, please. Next slide.

So, it moves us toward ... I think one of the most important pieces of the equation, besides getting to know your inner critic, is preparation. So, you prepare in three ways. You prepare your audience, prepare yourself, and then prepare your content. Next slide.

On preparing your audience, something to think about is who are you talking to? Why are you talking to them? What’s your desired outcome? Remember the influence piece that we did? Desired outcome—the do piece. What is it that you want to accomplish in this presentation, and what do they need to know in advance?

In advance of the Atlas III, you had webinars. You had documents loaded up to the wiki page. You had lots of information out there to prepare you for this. Whether or not you took advantage of that is based on your schedule, and what you wanted to do, and all those factors. But the information was there to help prepare you. If you really want them to read something, make it short and concise, so they can read this synopsis—this brief on something. That might take them deeper into something, if they need to prepare for your presentation or prepare for the meeting. But know who you’re talking to, why, and what you’re trying to get out of that. Next slide.

Preparing yourself ... We talked about presence. So, know your information. You do need to know your stuff. You can be very confident, and very present, and be a great presenter, but if you don’t know what you’re quite talking about, you can only fake it until you make it for so

long, and then they're going to catch on. So, know that and then calm the inner critic. Okay, next slide.

So then, prepare your content. Do your homework. Your preparation is an important piece, and we're going to want to structure thinking and structure presentations using this thing called the Pyramid Principle. Will you walk away saying, "I am now an expert on the Pyramid Principle?" Probably not, but there's pieces of it that will be helpful to you in terms of how you structure thought and how you structure presentations. Next slide.

The thing with the Pyramid Principle is thinking about ... Pyramids are built from the bottom up, and they're presented from the top down. Your mind automatically sorts information into groups. We categorize things. We have buckets. There's some memory researchers that say that we store information in chunks, and we attach cues to the chunk. So, when that cue goes into your mind, this chunk comes forward. That's why you remember ... And how you store things varies.

Have you ever had the experience where you were trying to remember something, and then you did remember that piece of information, but along with it, these other obscure pieces of information come forward, like that song you haven't thought about in 15 years? What goes into that chunk with that cue, everything comes out when you bring it forward. Your mind works that way. It wants to categorize. It wants to order things.

So, any group of ideas ... And these are the principles of the pyramid. Any group of ideas is easy to remember if it comes to you presorted. So,

I give you the categories that you're going to sort this in. It's presorted, so every communication should be deliberately structured in a pyramid of ideas. It makes it easier for people to understand. The magic number is seven, plus or minus two, and we'll play with that in just a sec. Question?

UNIDENTIFIED MALE:

No, just a comment, generally, to everyone here is that when you are observing ALAC talking in session, you'll see many of the principles that David is talking about in practice. We do a lot of work behind the scenes to make sure that the people who are speaking are well-prepared along all these different lines, in order to speak with presence in very public settings, and in an official capacity.

DAVID KOLB:

Thank you. Next slide. The way this pyramid looks when you're actually working with it is that the top of the pyramid is what we'll call the "governing thought," or another expression would be "the big idea." So, the big idea is in order to make ICANN meetings more effective, we should start drinking early. There's some big idea ... That was funny. It's early. Come on, that was funny, to some extent. Okay. Sorry, okay.

So, here's the governing idea. Then, under that, there's these buckets—these categories that you put things into. So, the next level down ... You're not going to have this huge, complicated structure, but you could imagine you might use a complicated structure when you're thinking about policy development.

So, topics at various levels. Here's your buckets. Then, insights and analysis come under those buckets. So, the pyramid, again, it's built from the bottom up. You've got all this detail—all this information—and then you start to organize it in a way that comes up to, "Here's the big idea. Here's the thing." Next slide.

I'm going to do one exercise. Actually, keep this where it is. I'm going to do an exercise with you first. Remember I said the magic number seven, plus or minus nine? That's what your mind latches onto. We're going to do a little grocery shopping. You cannot use your laptop, and you cannot use a pencil to make notes. I'm going to say what I need you to pick up at the food store—at the grocery store—on your way home. Hi, Honey. On your way home, could you pick these things up? You're not going to go to the grocery store? Okay. He's not going. He's not going to pick up—because we know that he's going to buy extra stuff.

I'm going to say the list. I'm just going to read this out, and I'm just going to do a quick test to see what you remember, alright? No pressure. Here we go. For the responses, I'm going to put this on, because we'll have responses in different languages. I think all these items will translate.

So, on your way home, would love it if you could stop and pick up ... It's great. I see people concentrating like, "I'm going to remember all 15 things on his list. I swear I'm going to remember these things." So, I need yogurt, lettuce, shampoo, butter, apples, toothpaste, milk, potatoes, and deodorant. So, on your way home, what do I need?

UNIDENTIFIED MALE: Toothpaste, milk, potatoes.

DAVID KOLB: Not bad.

UNIDENTIFIED FEMALE: Shampoo.

DAVID KOLB: Okay.

UNIDENTIFIED FEMALE: Apples.

UNIDENTIFIED FEMALE: Lettuce.

DAVID KOLB: Lettuce.

UNIDENTIFIED MALE: Yogurt.

DAVID KOLB: Yogurt. Anybody else remember anything?

UNIDENTIFIED FEMALE: Potatoes.

DAVID KOLB: Sorry? Potatoes. Pickles? No, not pickles. Sorry?

UNIDENTIFIED MALE: Apples.

DAVID KOLB: Apples. See, right. Okay, now let's do it again. I'm going to give you a different list. Actually, I'm going to give you the same list, but in a different way. I'm going to give you the same list, but in a different way. I just realized the microphone was down by my side, and you probably didn't hear any of that. So, on your way home ... Again, don't write this down. See if you can remember.

I need you to pick up some items. And being amazingly organized, and thinking in a pyramid structure, like I always do, here's what I need you to get. In the dairy section, I need you to get yogurt, butter, and milk. In fruits and vegetables, or produce, I need potatoes, lettuce, and apples. And in the toiletries, I need deodorant, shampoo, and toothpaste. So, what do I need on my way home?

UNIDENTIFIED MALE: Shampoo.

DAVID KOLB: He likes the shampoo. Okay, what else? Raise your hand if you think you've got this list. Okay.

UNIDENTIFIED MALE: Milk, butter, and yogurt, apples, potatoes, and lettuce, shampoo, deodorant, and toothpaste.

DAVID KOLB: My hero! That's awesome.

UNIDENTIFIED MALE: His wife is lucky.

UNIDENTIFIED MALE: He's a journalist. He can remember anything.

UNIDENTIFIED MALE: He forgot the cigarettes and alcohol.

DAVID KOLB: That's on the way to the grocery store. That's something to do in the car as you're driving to the grocery store. Thank you. What happens with thinking about that list, we only ... Seven plus or minus two is what our brain takes in. My old brain is maybe more like five plus one or two at this point. So, having it categorized is a helpful way to organize. That's really the essence of the pyramid.

We're going to do an exercise. We're going to hand out Post-it Notes to you. We're going to give you about half a pad of Post-it Notes. This is your cue, staff, to start handing out Post-it Notes. Each one of you will get about a half a pad, thereabouts. I think we've got about that much— if not, maybe a third of a pad of Post-its. Don't start doodling on them yet. They have a purpose.

On the Post-it Notes ... I'm going to put you into small groups. I want you to brainstorm this question that we have up on the screen in one idea per note—just one idea per Post-it Note, just for each person. We're going to go over to the walls and slap them up in small groups. I'll tell you when to start.

The question is, how can we turn up the volume on the voice of At-Large in ICANN? What we mean by that is how do we get a larger voice? How do we become more influential? How can we become more involved with ICANN? How do we turn up the volume? Does that question translate? Okay, great.

Keep that in mind as you think about your ideas. When you get your Post-it Notes, just write one idea down per Post-it. Generate as many as you want to, and then I'm going to ... Let's see. I think these walls will take it without having to stick them otherwise. Yeah, I think they might stick to the walls good. So, as you're getting these, just write down your ideas at place, and then I'm going to have you go to different pieces of the wall to put up your Post-its. Don't try to organize them. Just slap them all up there, and we'll come back to them later on. Just think

about your ideas as the Post-its come around. We're getting organized.
Yes?

UNIDENTIFIED FEMALE: So, turn up the volume means becoming more effective?

DAVID KOLB: Turning up the volume is ... We're getting more recognition. We're getting more ... credibility is the wrong word, but there's notice. At-Large is a viable voice in the community ecosystem? Say it again.

UNIDENTIFIED FEMALE: So, that attracts people, right?

DAVID KOLB: Yeah, so it attracts people, as well as being influential within this ecosystem. Post-its are coming around. Again, one idea per Post-it. You may have several. You may have one. You may have three. Yes, you can choose a color sometimes. So, write your ideas down.

UNIDENTIFIED FEMALE: Question is different.

DAVID KOLB: In your decks, it's a different question. We changed the question on the slide, so we want you to use the slide question. Thanks for pointing that out. I had forgotten. We wanted to make something even more fun.

UNIDENTIFIED FEMALE: So, it's individually?

DAVID KOLB: Yeah. It's individual for right now. Yep. And then, we'll play with it. Everybody got Post-its? Okay. So, write your ideas down, one idea per Post-it. You don't have to put your name on it. Actually, don't put your names on it. This is anonymous, so that we can ... We'll come back and organize this. You probably know where I'm headed with this. I'll give you a moment.

How can we turn up the volume on the voice of At-Large in ICANN? Here's what I'd like you to do. I know that you're still writing ideas, and that's okay. You can write them on the way to the wall. How I'm going to divide you, it's very, very complicated, and very, very scientific. Are you ready?

These two rows here ... Look up at me. These two rows right here, you're going to take your ideas, and you're going to go to the wall right there, and slap them up on the wall. Stick them to the wall. You know where I'm going now. These two rows are going that way, okay? These two rows are going that way. Put them all in the same place, and then ... Let me see. That was two. Okay, these two rows, you're going to the doors there. These two rows, there beside the speaker. Was that two? And then, these two rows, over on that side of the speaker. Is the everybody? If you're left out, then, just join this group here, because there's only three or four of you there. Yep, just right over there.

Just put them up on the wall. Doesn't matter. You're not trying to order them. You're just slapping them up. You're welcome to read through what's on the wall, because that may generate some other ideas for you.

Everybody got their ideas up there? Yeah, you're right over there on the door. Excellent. We've got some great groupings of ideas. Come on. Get over there. Stick your ideas up on the wall. There's still some sticking to be done. Yes?

UNIDENTIFIED FEMALE: Each idea on one?

DAVID KOLB: Yeah, one to each page. But if you want to put that up, or you can rewrite it. It's your call. After you've put your ideas up, have a seat again, because we'll come back to this. You've generated some great—a massive amount of ideas. I like this. I see people getting inspired by others' ideas and writing more.

Okay, everybody have their ideas up? 30 seconds. The question in the slide is different than the one on the [board]. We're not using that one. We're using this one.

UNIDENTIFIED FEMALE: No, people, they were answering on this one.

DAVID KOLB: Sorry?

UNIDENTIFIED FEMALE: Most of the ideas were on this one.

DAVID KOLB: Okay, so once again for clarification ... Yesim, if you'll go back two slides, maybe three. This may have an impact on your stuff. The question that we're answering for is how can we turn up the volume on the voice of At-Large in ICANN, not how do we make meetings more effective. Okay, good. That was three seconds of silence, so I'm assuming complete understanding and clarity. Okay, if you'll advance back to that big narrative.

Come back and sit down after your ideas are up. We will do a few exercises, and then I'm going to have you go back and group your ideas. We only have 15 minutes, so we're going to make this happen. Are you ready? If you're ready, you're sitting down. Don't take pictures of them yet, because you're going to organize them, and then it will give you much more coherent frame on the ideas, I hope. You can if you want to. Come back. Have a seat. Have a seat, please. Come back. The finishing touches, okay.

In your decks and on the screen ... Probably in your decks, it's going to be easier to read this. Let's say that you get an email. Just pretend that you're this person. "There's a problem with your hotel booking for the conference in Jakarta. I could only book Tuesday and Wednesday night. The hotel's already full for Monday night. I tried several others, but

there's nothing to be had anywhere because of the electronics fair. Haven't tried the guest houses yet, though, or Airbnb.

“According to the new summer timetable, there is a flight on Tuesday morning at 9:30. The arrival time in Jakarta is 10:30 local time. Since the conference begins at midday, and the journey from the airport will take you about one hour, you will still arrive on time. The travel office has booked a seat for you just in case. By the way, isn't your wedding anniversary on Monday? Yours truly, your former administrative assistant.”

So, you get this. It's like, “Gosh, I've got to wade through this.” I used to work with a guy. We were all peers, and he said, “I've got some feedback for you.” I said, “Okay, I'm ready.” We were a feedback-based organization. This was all a good thing. He said, “Your emails are too chatty.” I said, “Chatty? What do you mean by that?” He said, “There's too many words. If you could just break it down for me, and tell me what the important points are.”

My email kind of looked like this, “Hey, I hear you're going to be on the road starting on Monday. One of your goals was to make sure that you worked out while you were gone, so let's make sure that you get to the gym. You've got that meeting on Tuesday, and during that meeting, you need to do ...” So, he said, “If you could just do it in bullet points. We get so many emails.”

So, as a joke—I swear it was a joke—my next email to him, I did the same thing, but just did bullet points. Bullet one, “Hey I hear you're going to be traveling on Monday.” Bullet two, “You said your goal was

to work out, so make sure you hit the gym.” Bullet three, “On Tuesday, you have a meeting with the client. Make sure you cover x.” Bullet four ... It was the exact same words, but just bullet form.

I didn’t have the heart to tell him it was a joke, because he got back and he goes, “That was awesome! That’s exactly what I needed. I just needed something that really helped me organize the thought.” I thought, “Excellent.” It’s an operating style, if that worked. And I was less chatty, because I wasn’t being such a smart aleck with that. You get this? Next slide, please.

Wouldn’t it be nice if you got the information this way? Essentially, the pyramid is here. The pyramid is, it’s better to travel on Tuesday, you’re going to still be on time, better chance for the hotel, and you can be home for your anniversary. What the email says is, “You should travel Tuesday morning instead of Monday night, because you’ll still be on time, accommodation will be less of a problem, and you’re home for your wedding anniversary.” Tada! That’s one solution.

So, now—advance slide please—it’s your turn. In your decks, here’s what you just received. I’ve actually anticipated this. The answer is not in your deck. It’s only going to be on the screen. You can turn page if you want to, or write on another piece of paper. I want you to build a pyramid based on what you see here, about the thing that you’re writing to Mike. Build your pyramid, and how you would reword that, or how you would structure that in a way that would be more effective. I’ll give you four hours. No, I’m going to give you all of five minutes, because I don’t want to run over on this.

UNIDENTIFIED MALE: Can we get a page number please.

DAVID KOLB: Page number in the deck? 74. 75? Oh yeah, writing on 75. The text is on 74. Was it in the translated document? I'm doing this for the translators, to take this into French and Spanish. This is what you're translating. I'll go slow so they can translate easily. "Mike, I sent you a couple of emails, but have not received any response from you. I'm not sure whether it is too late, given I have already sent you the document, but I encountered a problem on one of the notes, where your message is not clear to me.

"I was trying to figure out what you mean, but the handwriting is not totally clear, and I also have a problem with the structure, which is the same problem I faced on several other pages. Could you take a look at page 56, please? The handwriting on the second bullet point under the second flow is a little unclear. If you don't mind, could you read it out to me?"

"Moreover, the structure of the flow seems to be illogical, but I am not so sure. Well, the same goes for this other page, which comes after the risk tolerance assessment. Could you kindly check? By the way, I don't think I received the full document, and therefore was unable to write the last 10 pages." Good luck. Poor Mike.

For sake of time, I'm going to stop you, because I just wanted to get you thinking about this. You don't have to really structure the whole thing. I want to show you a possible solution, and then I want to get back to

our wall charts here before we have to take off for our next engagement. Also, I want to talk to you about the breakouts you're going to be in this afternoon. Next slide, please.

One possible solution with this ... This is not in your deck, but I'll read through it. The message is ... I have it hear at the bottom. It just is a more coherent message. "I need to clarify some things with you. Firstly, there was a problem with the fax—" whatever a fax is. I don't even know what that is anymore—"So, I need the last 10 pages of the document. In a few places, I can't read your handwriting, and also have a couple of structural questions. When can we get together?" That's the message.

The pyramid on that is at the top, I need to clarify some things. The three categories, last 10 pages of the pack ... That was an issue. I can't read your writing in a couple of places. That was an issue. And I've got some questions about the structure. That was the issue. So, those are the bullets if you will. What I'd like you to do ... Please.

UNIDENTIFIED MALE:

It looks a little bit negative to me, to have such a conversation, especially if there are so much errors in the document? Would it be better to respond something like, "Mike, I'm sorry, but I think you sent me the draft document and not the final one. There are some errors in it—" I'm not sure—so he has time to come over and think about these issues, and can make some notes about ... "There's the structure, there's the handwriting, there are missing pages. I think you sent the draft document."

DAVID KOLB: Good point. I think I'd just have mine like, "Hey, let's get together and talk about that document." It's so bad. Okay, so in our last five minutes, before we lose the confusion of here, what I want you to do is go back to the walls and build your pyramid based on that question, of how do we turn up the voice of At-Large in ICANN. That's your question that you're trying to answer. So, looking at the different groupings, or the different ideas that you have, how would you structure that into a pyramid.

I know that it's 10:10, and we're due to stop at 10:15. Let me talk just for a minute about the breakouts, before you jump onto your pyramids. The breakouts this afternoon are at 13:15 is that correct? Sorry?

UNIDENTIFIED FEMALE: 13:30.

DAVID KOLB: 13:30. Okay, so, it's at 1:30. If you'll advance slide please, I think I've got a instructional thing. Yes. So, you'll be back in your single stakeholder breakouts. You'll be with the same group you were with on day one, not the group that you were with on day two, unless it was group one or two, or you were in the same groups. So, you're back in the original single stakeholder groups. The location—and the rooms may have changed a bit—I've got up here on the slide. You can also find that on the page as well.

Your intention in this breakout is thinking about the privacy/security issue. Your group's point of view is to prepare a presentation using the Pyramid Principle. You don't know who you're going to be presenting this to, in terms of what tribe they represent, but everybody will be presenting to everybody else when we come back to the room at the end of this breakout session. Each person should be prepared to present the group's presentation, because you will when we return to the plenary room.

That's going to be what your breakout is about at 1:30. You'll be in the breakout for a period of time, and then you'll be back in here for the last 30 minutes of that breakout period to do the presentation work with each other. It will go from 1:30 until about 3:00.

In the last four or five minutes here, go over to your walls and start to do organization of how you would structure these thoughts into a pyramid, based on how do we turn up the volume of the voice in At-Large at ICANN? And then, is there any meeting after this that they need to know about, or do they have individuals? [Isla]?

[ISLA]:

Thank you, David Kolb. As we said yesterday, we've got a quite a busy schedule today, so please refer to the wiki. I also sent you a program yesterday via email. The next session is from 10:30 to 12:00. It's an ICANN 66 plenary, which is DNS abuse. That is in the Main Room. Over lunch, from 12:15 to 1:15, if you are interested, the ICANN Academy Working Group will be having a meeting in this room. And then, as David said, from 1:30 to 3:00, you have your breakout sessions.

Please refer to the wiki or to your programs for the room allocations. Please make sure you know your room allocations before you close your computers and then get completely lost at 1:30, because we will just be wasting valuable time. And then, after that breakout session, please note that the joint ALAC and Board meeting starts at 3:45—so, at quarter to four, for one hour, in the main room. And then, we all reconvene here at 5:00 for the last plenary, running from 5:00 to 6:30, before going off to the networking event. Thank you.

DAVID KOLB:

Thank you. So, spend a few minutes at the wall with the rest of your group, trying to figure out how to structure these thoughts—these groups of things. And then, you're off to your next thing. And then, you can make note of your breakout group room number from the slide that we'll keep up here, and then also from the wiki. Ready? Go.

Could I see the coaching in the back of the room, just for a minute, to talk about the breakout a little bit? Coaches, if you'll join me in the back, that'd be great.

Coaches, come on back for a sec. Coaches?

[ISLA]:

Just while you're all working at the walls, a remind that for the breakout sessions, the rooms are on the wiki. Please look at them, but listen up please. Group one will be in the ALAC room here. Group two is in 512G, again with French interpretation. Group three and five are meeting in

room 515A, group four in meeting room 515B, and group six in meeting room 516E. Thank you.

[END OF TRANSCRIPTION]