

SCHOOL FOR NEW LEARNING
INDEPENDENT LEARNING PURSUIT SUBMISSION FORM

Your ILP will be reviewed by two persons: your Faculty Mentor and a specialist in the competence area. If your ILP is in your Focus Area, your Professional Advisor will be the specialist reviewer. Your ILP will be assessed using the criteria stated on the following pages. The assessment will be based on the evidence submitted and on a rationale you prepare on its development (as detailed on page 2). Review the criteria (pages 3 and 4) before you prepare your submission. Then complete this form and provide it with the rationale and evidence. Complete this form as a Word document and send it to your Faculty Mentor via email as an attachment. Please also send the rationale statement and any written documents you are submitting as evidence by email as an attachment. *A \$150 fee will be charged upon ILP submission.*

STUDENT: Mary Erl **ID:** _____

PHONE NUMBER: _____ **E-MAIL:** _____

FACULTY MENTOR: _____

P.A.: N/A

COMPETENCE #: H-3-E

COMPETENCE AND COMPETENCE STATEMENT: Can speak effectively in public settings

Assessment Criteria

These are specific skills, abilities, or activities within the general statement of competence. Each criterion demonstrates an important aspect of the competence under review. Together, these criteria form the target of SNL's assessment and grading of a student's Independent Learning Pursuit (ILP). List the criteria that relate to your ILP. See the SNL website for competence and criteria.

If you designed the competence statement, clarify with your Faculty Mentor or Professional Advisor appropriate criteria and list these here.

1. Understands the principles of effective public speaking
2. Engages in more than one type of public speaking (narrative, inspirational, instructional, and persuasive, etc.)
3. Assess effectiveness based on established criteria

I certify that this work is my own independent work and that any others' work is fully credited. I understand that my work will be submitted to an on-line analysis to confirm that the content is original and that appropriate references and citations are included.

Student Signature: Mary Erl

If this email is sent from the student's email account, that is accepted as signature.

Date Submitted for Assessment: May 15, 2007

I am attaching:

1. Rationale for my ILP (following outline on page 2)

2. Evidence (Check any/all that apply):

Essay or other written document in addition to the rationale

Artifact **Oral Report** **Certificate**

√ **Other:** Flyer for seminar, press release, newspaper articles, and evaluation (originals available for newspaper article and Toastmasters evaluation)

This form has been revised 9/20/06. This form should be used for any ILP

RATIONALE FOR YOUR ILP

Updated 7-31-06

In addition to the evidence you are submitting, prepare and write a rationale for your independent learning. The purpose of the rationale is to clarify the basis for the correlation of your work with the requirements of the competence.

Write a one-paragraph statement for each of the following seven items. After the question, insert a one-paragraph response to each question after the question. Or you may prepare a separate essay in which you include the response to each of these questions.

1. Context

Describe your own background—how does this experience on which you are basing the ILP relate to your work or studies?

My independent learning was active participation in a community Toastmasters group and achieving the Competent Toastmasters certificate. I joined Toastmasters because I had a fear of public speaking and recognized this would hold me back in my career. The first few speeches were very difficult for me, but I gradually improved. I eventually became president of our club and on the job, earned a promotion to a position that had me presenting our solutions to customer's IT challenges. Since leaving the IT world I have presented seminars at libraries on financial planning.

2. The Experience(s)

Describe the experience(s) that led to gaining competence. What did this (these) involve and how did you participate?

In Toastmasters I delivered 10 prepared speeches, generally with a different focus such as eye contact, vocal variety, gesturing, etc. Each speech had to have an opening, body and closing. An individual evaluator critiqued each speech and often a group evaluation was included. The meetings had someone counting all the fillers – um's ah's, ya knows – which was a real eye-opener. Feedback from the evaluators would often mention several areas to improve upon and one or more areas that were done well. The speeches were all limited to a specific time limit, usually 5 – 7 minutes so I learned to be effective in getting my message out within the time allotted. I also participated in an area dramatic reading contest. My IT work experience presenting to different Fortune 1000 companies occasionally had me in the hot seat with a challenger in the audience, someone that had an affinity for our competition. Remaining calm and trying to address the issue rather than the attack helped smooth things over. In my financial planning practice I have coordinated and presented public seminars on financial planning topics. Here it's especially important to speak so the audience can understand without speaking down to them. I employed a conversational style to engage them and encourage questions throughout the presentations.

3. Relevance to Competence

How does (do) this (these) experience(s) relate to the competence you are demonstrating?

These experiences relate directly to the competence of effective public speaking. I understand the principles and have delivered good and a few not so good speeches and presentations. The not so good ones were usually not up to par because I fell short on preparation, a major

factor in public speaking. During the course of Toastmasters and work experience I have used various forms of speaking including instructive, persuasive and extemporaneous and have covered very technical topics as well as topics of general interest. As a somewhat regular evaluator of other speakers at Toastmasters meetings, I have a solid understanding of criteria of effective public speaking.

4. Reflection

What insights did you gain from your experience(s)?

One of the insights I gained was that if I apply myself I can overcome my worst fears. The first time I had to do a presentation for work, I was paralyzed with fear. I intentionally used an outline instead of writing out everything I wanted to say. When I got up to address the audience, I choked, turned bright red and simply read the outline. Public speaking was one of my worst fears and now after giving speeches people often tell me I look so calm and natural. I have confidence now that I never dreamed of before.

Another insight is that repetition improves performance. The more speeches and presentations I delivered the more critiques I received, from others such as my loving husband or fellow Toastmasters, but also from myself. This evaluation process leads to improvements for future speeches. When I haven't given a speech in a while, I'm a bit rusty, just like if Tiger Woods were to go a few years without picking up a golf club, he likely would not hit as well as he does now.

Finally, if I'm enjoying myself while speaking, the audience will get more out of the talk. When I'm confident and eager to share my knowledge or ideas it's much easier for the audience to listen and participate than if I just spell out fact after fact, like I tried with my first attempt. I like to weave in stories when possible and that does a couple of things for the audience. First, it gives their minds a break – they don't have to try to follow a fact pattern and second, a story is more memorable (and hopefully more enjoyable), leaving them something to take home.

5. Ideas

What theories, ideas, concepts, or principles did you learn as you completed this work? For example, if you took a role as a Zoo Volunteer, what principles or ideas of animal care did you learn such as "observe the animal's behavior to figure out its needs," or "animals in captivity need to maintain as much independence as possible?" If you worked on a design of a home, what principles of architecture did you learn, such as "form follows function" or another design principle?

I learned that it's important to speak about a topic that I am passionate about. That passion ignites the audience and when it's not there, you lose them. Let's say that I was given an assignment to speak about hair styles of the 20th century. I might do all the necessary homework to have accurate content, but since I couldn't care less about the subject and am not an actor, the audience would determine quickly that I don't care and wonder why they should care or why I even bothered.

6. Application

How did you apply those ideas in your experiences, and/or how might you apply the competence you gained from this (these) experience(s) in the future?

I always felt strongly about my work and the company I worked for in IT, but now that I have my own company the passion has been elevated to a new level. Now I speak about how people can improve their lives now and in the future which is much more meaningful to me than how the latest technology can help Acme Corp. beat out their competition.

7. Self-Assessment

You'll be attaching documentation of the development of this competence. Based on a review of the standards for its assessment (see next pages), assess your work—how clearly does the work you did align with the competence?

I believe the work I did both in Toastmasters and on the job aligns completely with the competence as defined.

Any statements from a source must be cited using APA or MLA style.

It is recommended that students consult with the Writing Center for assistance as they prepare their Rationale and any elements of the ILP that involve original writing.

SAMPLE