Skill Development Series

Secrets of Successful Presenters

It's not what the software does; it's you who make the presentation thriving.

Dr. M. A. Pasha & Dr. S. Pasha

Secrets of

Successful Presenters

A Guide for Successful presenters

Dr. M. A. Pasha & Dr. S. Pasha

Skill Development Series

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First Edition January, 2011

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Though design of a presentation and delivery of the contents are very important for an effective presentations, but the knowledge of concepts like information theory, persuasion technique, understanding of audience's cognitive models and their perceptive origin are some other key elements which make a presentation successful and thriving.

Preface

Today's competitive world demands us to work longer, harder, faster and smarter. To meet these challenges our ability to quickly organize information in a logical, concise, and professional manner is much needed. Similarly, in routine life communicating our ideas/thoughts with others in social gatherings and at work place on a daily basis is equally important. Likewise, in our professional life, we are required to demonstrate effective presentation skills in order to present our ideas/projects/products to a wide variety of audiences, board members, employees, community leaders and groups of customers.

An idea is worth nothing if not communicated to the world. To get it across the audience a presenter has to be very effective in his communication and presentation skills. A good communication is always stimulating, inspiring, motivating and adds fuel to the fire if presenter possesses that igniting spark. Unfortunately, many people do not possess this ability. Whenever such a person is asked to explain something that requires him or her to stand up and speak to a group of people, like presenting a report, giving a presentation, or delivering a speech as a guest speaker at a ceremony, these people become panic and nervous. They avoid performing such tasks due to this sudden nervousness or uncomfortable feeling.

A large number of people realize such deficiencies in their personalities & want to overcome. Unfortunately, there is not enough professional training & coaching available in the market at present. Some rather expensive programs are available, which are not affordable by a vast majority of people. Therefore we have written this book to bring things into the reach of common people. In this book we have covered not only presentation skills, but also included some theoretical concepts which will help readers to become successful presenters.

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Overview

There is a Chinese proverb "A journey of a thousand miles must begin with a single step." So, let's start this book discussing a very common problem of ineffective presentation. Many presenters feel that their presentation fails to produce the expected results. One of the main reasons behind this problem is that such presenters fail to spend sufficient forethought in preparing their presentations which results in an ineffective presentation.

> "What lies behind us, and what lies before us are small matters compared to what lies within us."
> Ralph Waldo Emerson

It is important to mention that, in this book, we will not be technology specific because presentation software is a valuable supportive tool. It is presenter himself/herself that make the presentation meaningful, interesting and successful. and discuss factors commonly considered as the key characteristics of good presenters. We consider

One of the key objectives of an effective presentation is to communicate information in a way which helps audience to comprehend the information delivered. Comprehension involves cognition which refers to mental processes like thinking, knowing, remembering, judging, problem-solving skills, etc. Therefore, in Chapter 1, we have explained cognition, cognition load theory, types of cognitive loads and individuals' capacity of information processing.

In Chapter 2 we have discussed another important concept "Intelligence". Intelligence is defined as the ability to understand complex ideas, to adapt to environment, to learn from experience, to engage in forms of reasoning, and to overcome obstacles by taking thought. In literature, various types of human intelligence have been discussed. The knowledge of these topics is very useful for presenters to understand human capacity of information processing and to make right decisions regarding the length of the presentation and nature of the information to be included.

One of the primary goals of a presenter is to persuade audience in his/her favor; one way or the other, he/she has to compel them and at times convert their beliefs. For this, the presenter has to establish a positive connection with the audience and use persuasion skills to win their confidence. The presenter can do this through giving assurance to the audience that he/she is presenting something useful and is worth paying attention. Once the audience is assured that their presenter is not an alien from any other planet but just a human with some higher command on the subject; an effective communication channel would be established. Therefore, presenters need to have good command on persuasion skill. For this reason we have devoted Chapter 3 on topics like persuasion , means of persuasion and types of reasoning.

Communication is a two way process in which a presenter tries to send the message across to the audiences; and audiences convey their feedback. If the message is communicated effectively and it matches with the background & needs of the audience, the feedback will be positive, otherwise negativity slithers into the process of communication and obliterates the objectives of the communication.

Communication theorists have long been asserting on the relationship between communication and learning. Therefore, knowledge of communication theory and fundamentals of effective communication is very essential. In Chapter 4, we try to shed light on concepts like communication theories,

audience stereotypes, left brain vs. right brain, fact vs. opinion and truth, and when to be subjective or objective while sending message across.

One of the key objectives of a successful presentation is to help audience to learn intended contents easily. Learning itself is a complex mechanism. It is commonly defined as a process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views.[1] In literature various learning theories have been presented. In Chapter 5 we have discusses some important learning theories. The knowledge of learning theories will help presenters to present information in a more effective way.

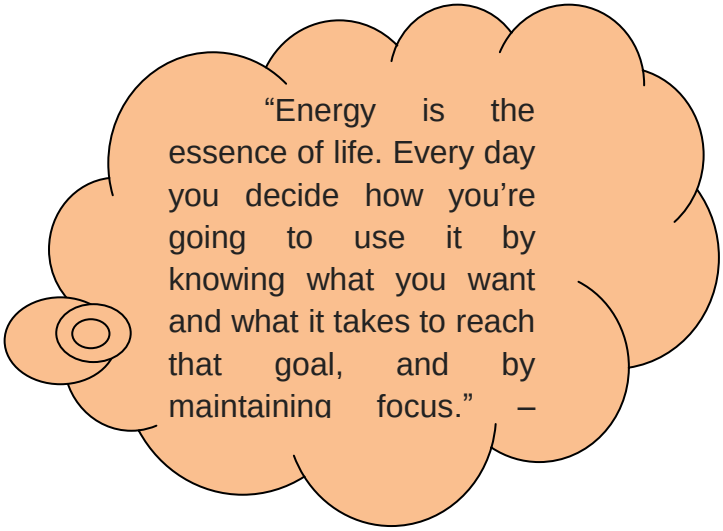
Presenting information in a simple, concise and interesting way is the key of an effective presentation as audiences feel better and relaxed when they leave. Yet, to achieve this goal, successful presenters analysis their audiences, collect relevant data and arrange it in an effective and impressive format. Chapter 6 discusses how to prepare an effective presentation.

For an effective presentation the design of the presentation is very important. A bad design always spoils the whole presentation while a good design makes the presentation meaningful and interesting. In Chapters 7, we have discussed various aspects of a good design. We are sure this knowledge will help you to make your presentation effective, elegant, and interesting.

Delivery of a presentation is an art. A good presenter needs to have command on those techniques which help him/her to elaborate key points successfully. In Chapter 8, we have discussed various aspects related to delivering an effective presentation. Finally, we have concluded this book with some useful tips for handling tough situations and remedies of some common mistakes. In this chapter we have also discussed about making presentations for international audiences and dealing people with disabilities. We hope the

[1] David C. Leonard (2002), Learning Theories A–Z. Greenwood. ISBN 1573564133.

information presented in this book will appear to be a useful guide for you to become a successful presenter.



Chapter 1: Cognition

> "Cognition is not fighting, but once someone knows a lot, he will have much to fight for, so much that he will be called a relativist because of it."
>
> Karel Capek

Introduction

Cognition has been a subject of investigation since the time of ancient Greeks. It is commonly defined as the mental process of knowing about something. It includes several elements or processes that all work to describe how our knowledge is built up and our judgments are made. Among these are processes like perceiving, thinking, knowing, remembering, judging, recognizing, conceptualizing, learning, reasoning, problem solving, memory, and language.

A good presentation is that which is comprehendible. Comprehension involves cognition. There are many higher-level functions of the brain which are used during comprehension like language processing, concept formation, imagination, perception, planning and the development of such behavior. Some of these functions are very important and have a great deal of influence on our ability to carry out everyday tasks like perceiving, acquiring, processing and remembering information for decision making. In this chapter, some of these functions are discussed to help presenters to learn how to present information in a comprehendible format.

Presenting information always has some goals. Presenters seek for a desired action from audiences and audiences expect some useful information from the presenter. The knowledge of concepts like cognitive load theory, types of cognitive load, individual's processing capacity and coherence principle are very useful to achieve such goals. In this chapter we have included sufficient information regarding these topics to help presenters make their presentation effective.

Cognition Functions

Cognitive functions are directly or indirectly involved in many cognition processes which we come across during our routine life like thinking, knowing, remembering, judging and problem-solving. These functions also influence our ability to carry out everyday tasks like attention, memorizing, decision making etc. Some of these functions are discussed here.

Attention

It is the cognitive process of selectively concentrating on one aspect of the environment while ignoring others. Attention has also been referred to as the allocation of processing resources.[2] For example, we are in a gathering and listening to our friend while ignoring the discussion of other people. This ability to focus on listening to our friend while ignoring the conversation of others around us depends on our ability to pay attention. In simple words it is withdrawal from some things in order to deal effectively with others.

Memory

Memory is our ability to store, retain, and recall information. Humans have three types of memory:

(i) ***Sensory memory:*** it corresponds approximately to the initial 200–500 milliseconds after an item is perceived. Because this form of

[2] Anderson, John R. (2004). Cognitive psychology and its implications (6th ed.). Worth Publishers. p. 519.

memory degrades so quickly, so one could not remember the details of all the items what he/she has seen. Usually in a presentation session, participants often report that they seem to "see" more than they can actually report.

(ii) ***Short-term memory:*** it allows recall for a period of several seconds to a minute without rehearsal. George A. Miller [3] conducted experiments showing that the store of short-term memory is 7±2 items. However, some individuals have been reported to be able to remember large amounts of information, quickly, and be able to recall that information in seconds. Short-term memory also manages information used to carry out cognitive tasks such as selecting and understanding information and practically applying that for decision making and learning. For example, in case of adding two numbers in our mind, we hold information about both numbers and the process needs to be done with them.

(iii) ***Long-term memory****:* in contrast to short-term memory, long-term memory can store much larger quantities of information for potentially long duration (sometimes it may be a whole life span). It allows us to recall experiences, facts, and acquired skills. Compare to other two memories its capacity is immeasurably large. For example, we can remember a list of name for years.

Executive Function

The term "executive function" describes a collection of brain functions that are responsible for guiding thought and behavior according to individual's situation & mental caliber. The concept is used by psychologists and neuroscientists to describe a loosely defined collection of brain processes which are responsible for planning, cognitive flexibility, abstract thinking, rule acquisition, initiating appropriate actions, inhibiting inappropriate actions, and selecting relevant sensory information.[4] The executive functions are often

[3] Miller, G. A. (1956). "The magical number seven, plus or minus two: Some limits on our capacity for processing information". Psychological Review 63 (2): 81–97.

[4] Stuss, D. & Knight R.T. (Editors) (2002). The Frontal Lobes. New York: Oxford University Press.

invoked to perform some tedious tasks. For example, executive functions allow us to use past experiences to generate plans to carry out everyday tasks or to perform multiple task, for example, listing to a radio station while driving.

Motor Coordination

Motor coordination allows us to coordinate our movements with what we see around us. Motor coordination involves the integration of processes ranging from how muscles interact with the skeletal system to neural processes controlling them both in the spine and the brain. For example, catching a ball requires a precise coupling between the trajectory we see the ball is taking and the movement that we make with our arm to catch it. If our visual input and movements are not well coordinated, we are likely to miss the ball and might be hit in the face. Motor coordination is also important when playing video games since our ability to perform well requires us to coordinate what we see on the screen with the movement of our hands.

Speed of Processing

Speed of processing refers less to a particular cognitive function than to the efficiency cognitive processes which are involved in performing cognitive tasks. For example, the time we spent to fix a puzzle, to identify a person, to recall a name, etc. Likewise, skill at crossword puzzles depends on how quickly we can use our memory and language ability to remember and generate solutions for each word of the puzzle. As fast we perform such tasks, as faster will be our speed of processing information. Speed of processing is vital to intelligence. It varies from individual to individual. It also depends on individual's background, knowledge of the subject, learning experiences, etc.

Individual's Processing Capacity

Evidences have found that individuals systematically differ in their processing capacity and have a fixed capacity for information processing, irrespective of the task in hand, or more accurately, irrespective of the

processes an individual uses in solving any given task. Tasks may range from remembering a list of name to solving a complex differential equation.[5,6]

Identifying individuals' processing capacity is extremely important for predicting their behavior and selecting presentation style for them. In this regard, two aspects need special consideration: (i) Presenter must know about the cognitive load imposed by the processes to be used for understanding the provided information. (ii) Presenter must ensure that audiences are actually using those processes which have been assumed in computing cognitive load. The knowledge of these aspects will be very helpful in making your presentation more valuable and understandable.

Cognitive Load Theory

Cognitive load is a term that refers to the load on working memory during instructions. Instructions may be aimed at teaching learners problem solving skills, thinking and reasoning skills (including perception, memory, language, etc.).[7] It provides guidelines to present information in a manner that encourages audiences' learning activities and optimizes their intellectual performance[8].

The, initial work on cognitive load theory could be credited to G. A. Miller[9]. He was perhaps the first social scientist who explored the limitations of our short term memory. His experimental results suggested that human's short term memory has a limited capacity and can only be able to hold seven plus or

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[5] Scandura, J.M. (1971). "Deterministic theorizing in structural learning: Three levels of empiricism". Journal of Structural Learning 3: 21–53.

6 Voorhies, D. & Scandura, J.M. (1977). "7". Determination of memory load in information processing.. pp. 299–316.

7 Sweller, J. (1988). "Cognitive load during problem solving: Effects on learning". Cognitive Science 12 (2): 257–285.

8 Sweller, J., Van Merriënboer, J., & Paas, F. (1998). "Cognitive architecture and instructional design". Educational Psychology Review 10: 251–296.

[9] Miller, G.A. (1956). "The magic number seven plus or minus two: some limits on our capacity to process information". Psychological Review 63: 81–97. http://en.wikipedia.org/wiki/The_Magical_Number_Seven%2C_Plus_or_Minus_Two.

minus two digits of information. Simon and Chase[10] used the term "chunk" to describe the way people organize information in their short term memory. The term “schema construction” is also being used for this chunking of information.

The term “cognitive load” refers to the load on working memory during a learning session. [11] Cognitive load theory explains the capacity of a human brain like how much information can be retained in short term memory before information loss occurs. One practical example of cognitive load theory is the use of 7-digit phone numbers, based on the theory that most people can only retain seven "chunks" of information in their short term memory. In simple words cognitive load theory explains that our short term memory is limited with respect to the amount of information it can hold, and the number of operations it can perform on that information.[12]

Here we can see that learning is indirectly depend on cognitive load; greater is the cognitive load, little is the learning. It has observed that people learn better when they can relate the new information with what they already know (known as a schema). However, the more a person has to learn in a shorter amount of time, the more difficult it is to process that information in working memory. For example, learning a new concept in one's native language will be much easier than in a foreign language. In academic institutions, some students & teachers feel that it’s easier to teach in their native language than in foreign language. This is because the cognitive load is much higher in the case of a foreign language because the brain works to translate the language while simultaneously trying to understand the new concept. That means a learner’s brain has to work twice when learning new concepts taught in foreign language. Same is the case when a learner is trying to learn a difficult concept. In such cases he/she has to use his or her limited working memory efficiently.

[10] Chase, W.G. & Simon, H.A. (1973). "Perception in chess". Cognitive Psychology 4 (1): 55–81.

[11] Sweller, J., Van Merriënboer, J., & Paas, F. (1998). "Cognitive architecture and instructional design". Educational Psychology Review 10: 251–296.

[12] Van Gerven, Pascal W. M. (2003). The efficiency of multimedia learning into old age. British journal of educational psychology, 73 (4), 489-505.

For making our presentations effective, we need to recognize the role and the limitation of working memory and need to find ways to optimize the capacity of working memory through developing effective ways of delivering information.[13]

Types of Cognitive Load

Cognitive load theory has discussed broad implications of developing effective ways of delivering information. This theory provides a general framework for presenters to control the conditions of learning within a learning environment. This theory differentiates between three types of cognitive load[14] and provides guidelines to help instructional designers to decrease irrelevant cognitive load during learning. The three types of cognitive load are defined below[15]:

1. **Intrinsic Cognitive Load:** The term "Intrinsic cognitive load" was first described by Chandler and Sweller[16]. They demonstrated that all kinds of instructions have an inherent difficulty associated with them e.g., the calculation of 2 + 2, versus solving a differential equation. In case of complex problems, this inherent difficulty may not be altered by an instructor. However, in such situation the complex problem could be broken down into smaller part and could be taught in isolation, later on these smaller parts could be brought back together and described as a combined whole.
2. **Extraneous Cognitive Load:** Extraneous cognitive load is generated by the manner in which information is presented to learners and is

[13] Cooper, G. (1998). Research into Cognitive Load Theory and Instructional Design at UNSW. Sydney, Australia: University of New South Wales (UNSW). Retrieved on November 10, 2006 from http://education.arts.unsw.edu.au/staff/sweller/clt/index.html

[14] Sweller, J., Van Merriënboer, J., & Paas, F. (1998). "Cognitive architecture and instructional design". Educational Psychology Review 10: 251–296.

[15] Kirschner, P. A., Sweller, J., and Clark, R. E. (2006) Why minimal guidance during instruction does not work: an analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. Educational Psychologist 41 (2) 75-86

[16] Chandler, P. & Sweller, J. (1991). "Cognitive Load Theory and the Format of Instruction". Cognition and Instruction 8 (4): 293–332.

under the control of presenters. This load can be attributed to the design of the presentation. An example of extraneous cognitive load occurs when there are two possible ways to describe a square to the audience. For example a presenter can describe a square verbally, but it takes just a second to show a square shaped object to the audience and clear their concept. In this case, the efficiency of the visual medium is preferred. This is because it does not unduly load the audience with unnecessary information. This unnecessary cognitive load is described as extraneous cognitive load.

3. **Germane Cognitive Load:** Germane load is the load that helps building new complex schema in a successive manner helping the audience to move from simple concepts to complex concepts. It is a self effort to learn, and memorize information learned. Hence, germane cognitive load is devoted to the processing, construction and automation of schemas.

While intrinsic load is generally thought to be immutable; presenters can manipulate extraneous and germane load. By doing this they can make their presentation more effective and successful. Similarly, presenters can strengthen their audience's problem solving & creative skills through arranging presentation material in such a way which reduces extraneous load and promote germane load.

It is equally important to notice that when the cognitive load is low (simple content) sufficient mental resource may remain to enable a learner to learn from "any" type of instructional material even that which imposes a high level of extraneous cognitive load. Contrarily, when the intrinsic cognitive load is high (difficult content) and the extraneous cognitive load is also high, then total cognitive load will exceed mental resources and may inhibit learning. In that case, we need to modify our presentation's material to engineer a lower level of extraneous cognitive load so that learning could occur.

Concluding Discussion

In this chapter we have discussed cognition which is the act of knowing. It includes several mental processes like perceiving, thinking, knowing, remembering, judging, recognizing, conceptualizing, learning, reasoning, problem solving, memory, and language. Cognition supports Comprehension. Many higher-level brain functions are used during comprehension. These functions influence our memory and ability to carry out everyday tasks like perceiving, acquiring, processing and remembering information for decision making.

Similarly, these functions affect our speed of processing which refers to performing cognitive tasks and is vital to intelligence. Speed of processing varies from individual to individual and depends on their background, knowledge of the subject, learning experiences, etc. Hence, identifying the processes which are being used during learning and the knowledge about audience's capacity of information processing are extremely important for presenters to predict audience behavior and adapting presentation style for them.

Similarly, the knowledge about the concept of 'cognitive load' is very important. Cognitive load is differentiated into three types: intrinsic cognitive load, extraneous cognitive load and germane cognitive load. Intrinsic load is generally thought to be immutable, however presenters can manipulate extraneous and germane load. They can design their presentation such a way which limits extraneous load and promote germane load. If the total cognitive load is low (content are simple) mental processes enable a learner to learn from "any" type of instructional material even that which imposes a high level of extraneous cognitive load. Contrarily, if the total cognitive load exceeds audience's processing capacity it may inhibit learning. In that case, we need to modify the instructional material to reduce extraneous cognitive load so that learning could occur.

Cognitive load theory suggests that human's short term memory has a limited capacity. People learn better when they can relate the new information with what they already know. Hence, presenters need to convey information in a manner that encourages learners to relate new knowledge with their previous experiences. This will optimize audience's intellectual performance and encourage them to use their limited working memory efficiently.

Chapter 2: Intelligence

"The true sign of intelligence is not knowledge but imagination."

Einstein

Introduction

In previous chapter we have discussed about cognition which deals with mental processes used to assimilate and integrate information. In this chapter we will discuss another important concept called “intelligence”. American Psychological Association defined intelligence as "ability to understand complex ideas, to adapt to environment, to learn from experience, engage in forms of reasoning, and to overcome obstacles by taking thought." In literature various types of human intelligence has been discussed. It is essential for good presenters to have knowledge of this diversity of human intelligence as it can help them to select appropriate information and effective design for their presentation.

What is Intelligence?

Socrates said, "I know that I am intelligent, because I know that I know nothing." For centuries, philosophers have been trying to define the term “intelligence”. Nevertheless the term remains complex to define and have different meaning to different people; dividing the research community for decades. The controversies still rage over its exact definition and form of measurement. Recently, neuroscientists have taken a scientific approach to explore the mysteries of intelligence and tried to answer questions like what makes some brains smarter than others? Are intelligent people better at storing and retrieving memories? Or perhaps their neurons have more connections allowing them to creatively combine dissimilar ideas?

In general, intelligence is defined as the mental ability to learn and apply knowledge to solve problem in hand. Sometimes it is defined as the ability to reason. Some researchers define intelligence as adaptability to a new environment or to changes in the current environment; the ability to evaluate and judge; the ability to comprehend complex ideas; the capacity for original and productive thought; the ability to learn quickly and learn from experience and even the ability to comprehend relationships. Similarly, factors like problem-solving ability, information processing speed, general knowledge, creativity, abstract thinking and memory all considered as signs of intelligence. From this discussion we can conclude that intelligence is an umbrella term which covers a variety of mental abilities.

Measuring of Intelligence

Intelligence is not a tangible thing. People cannot see, hear, touch, smell, or taste intelligence. However, many researchers have proposed different test for gauging intelligence in both children and adults. Among the first to investigate individual differences in mental ability was a British scientist, Sir Frances Galton, who compared people based on their awards and accomplishments. This research convinced him that intelligence was inherited and led to further studies which involved evaluating individual differences in

reaction time and range and specificity of the senses, which have since been shown to correlate with academic success.

A French psychologist, Alfred Binet, developed a test to accurately predict academic success. He, and his colleague, Theodore Simon, found that tests of practical knowledge, memory, reasoning, vocabulary, and problem solving were better predictors of school success than the sensory tests used by Galton. Subjects were asked to perform simple commands and gestures, repeat spoken numbers, name objects in pictures, define common words, tell how two objects are different, and define abstract terms. Similar items are used in today's intelligence tests. Binet and Simon created the concept of mental age by assuming that children all follow the same pattern of development but develop at different rates, for example, a child of any age who scored as well as an average twelve-year-old was said to have a mental age of twelve.

Binet's test was not widely used in France, but Henry Goddard, director of a school for mentally challenged students, brought it to the United States, translated it into English, and used it to test people for mental retardation. Lewis Terman, another American psychologist, adapted the test for use with adults, established new standards for average ability at each age, and called it the Stanford-Binet Intelligence Scale.

Instead of giving a person's performance on the Stanford-Binet as a mental age, Terman converted performance into a single score, which he called the intelligence quotient (IQ). The idea of an intelligence quotient was first suggested by German psychologist, William Stern, in 1912. To compute IQ, Stern divided mental age by the actual, chronological age of the person taking the test and then multiplied by 100 to get rid of the decimal point. So, a child who was eight years old and answered the test questions as well as a twelve-year-old scored an intelligence quotient of 12/8 x 100, or 150. A twelve-year-old who answered the test questions as well as an average eight-year-old would have an IQ of 8/12 x 100, or 66.

This formula works well for comparing children, but since intelligence levels off in adulthood, it is not appropriate for adults. For example, a thirty-year-old who answers questions as well as an average twenty-year-old would have an IQ of only 20/30 x 100, or 66.

So intelligence tests today no longer use the IQ formula. Instead, the score on a modern intelligence test compares a person's performance with others his/her own age, while arbitrarily defining the average score as 100. By convention, most people still use the term IQ to refer to a score on an intelligence test.

Group Intelligence Tests

Before World War I, all intelligence tests were administered on a one to one basis. During the war, a group of psychologists, led by Robert M.Yerkes, developed two tests, one for English speakers, and one for non-English speakers or illiterates, which could be administered to groups of recruits to help the army determine the most effective placement of individuals. Highest scoring recruits were considered for officer training, and lowest scoring recruits were rejected from service.

Following the war, group tests were more popular. The National Intelligence Test, developed by Terman and Yerkes, was first used around 1920 to test school children. The Scholastic Aptitude Test (SAT) was introduced in 1926 to help colleges and universities screen prospective students. Today individual and group intelligence tests are widely used in education, the military, and business.

Theories of Intelligence

The 20th century produced three major theories on intelligence. The first, proposed by Charles Spearman in 1904, acknowledged that there are different types of intelligence but argued that they are all correlated if people tend do well on some sections of an IQ test, they tend to do well on all of them,

and vice versa. So Spearman argued for a general intelligence factor called "g" which remains controversial to this day. Decades later, Harvard psychologist Howard Gardner revised this notion with his Theory of Multiple Intelligences, which set forth eight distinct types of intelligence and claimed that there need be no correlation among them; a person could possess strong emotional intelligence without being gifted analytically. Later in 1985, Robert Sternberg, the former dean of Tufts, put forward his Triarchic Theory of Intelligence, which argued that previous definitions of intelligence are too narrow because they are based solely on intelligences that can be assessed in IQ test. Instead, Sternberg believes types of intelligence are broken down into three subsets: analytic, creative, and practical. Researchers all over the world are trying to establish new theories to define the hidden dimension of intelligence.

Multiple Intelligence

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

1. **Verbal/Linguistic Intelligence** – This intelligence is language-based and involves the ability to speak and write. We can activate our verbal/linguistic intelligence by trying to learn new words each day, reading, listening to news on the radio, getting involved in debates, and participate actively in class deliberations.
2. **Logical/Mathematical Intelligence** – This intelligence involves numbers and reasoning. We can activate our logical/mathematical intelligence by studying formulas, doing calculations, and solving puzzles.
3. **Visual/Spatial Intelligence** - This intelligence involves thoughts in images and pictures. We can activate our visual/spatial intelligence by

analyzing the visual aids in our textbooks, and by create mind maps, flow charts, diagrams, and pictures.

4. **Bodily/Kinesthetic Intelligence** – This intelligence involves body movements and handling objects. We can activate our bodily/kinesthetic intelligence by our motor skills regularly through movements like jogging, playing sports, and engaging in hands-on activities.
5. **Musical Intelligence** – This intelligence involves musical abilities such as beat and pitch. We can activate our musical intelligence by listening to music, playing an instrument, and playing.
6. **Interpersonal Intelligence** – This intelligence involves responding to the moods, motivations, and needs of others. It leads to good interpersonal relationships and allows you to enjoy the company of others. We can activate our interpersonal intelligence by participate in class activities and discussions, brainstorming with others, and getting involved in social activities.
7. **Intrapersonal Intelligence** – This intelligence involves self-esteem, self-worth, and self-awareness. We can activate our intrapersonal intelligence by critically examining our strengths and weaknesses.
8. **Naturalist Intelligence** – This intelligence involves appreciation and understanding of nature. You can activate your naturalist intelligence by linking learning experiences to the natural world. Explore nature from side to side field trips and camping to learn about things in their natural settings.

Emotional Intelligence

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. The earliest roots of emotional intelligence can be traced to Charles R. Darwin 's work on the importance of emotional expression for survival and second adaptation. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. For

instance, as early as 1920, E.L. Thorndike used the term social intelligence to describe the skill of understanding and managing other people.[17]

Similarly, in 1940 David Wechsler described the influence of non-intellective factors on intelligent behavior, and further argued that our models of intelligence would not be complete until we can adequately describe these factors.[18] In 1983, Howard Gardner's Frames of Mind: The Theory of Multiple Intelligences[19] introduced the idea of multiple intelligences which included both interpersonal intelligence and intrapersonal intelligence. In Gardner's view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability.[20] Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence are lacking in ability to fully explain performance outcomes.

The first use of the term "Emotional Intelligence" (EI) is usually attributed to Wayne Payne's doctoral thesis, A Study of Emotion: Developing Emotional Intelligence from 1985.[21] In 1990, Peter Salovey and John D. Mayer[22] put forward an EI model. They define emotional intelligence as “The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." In this model they propose that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider

[17] Thorndike, R.K. (1920). "Intelligence and Its Uses", Harper's Magazine 140, 227-335.

[18] Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). Psicothema, 18 , supl., 13-25.

[19] Gardner, H. (1983). Frames of mind. New York: Basic Books.

[20] Smith, M.K. (2002) "Howard Gardner and multiple intelligences", The Encyclopedia of Informal Education, downloaded from http://www.infed.org/thinkers/gardner.htm on October 31, 2005.

[21] Payne, W.L. (1983/1986). A study of emotion: developing emotional intelligence; self integration; relating to fear, pain and desire. Dissertation Abstracts International, 47, p. 203A (University microfilms No. AAC 8605928)

[22] Salovey, P., & Mayer, J. (1990). Emotional intelligence. Imagination, cognition, and personality, 9(3), 185-211.

cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that EI includes four types of abilities:

i. **Perceiving emotions** – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
ii. **Using emotions** – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
iii. **Understanding emotions** – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
iv. **Managing emotions** – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic.

In 1998, Daniel Goleman[23] introduces another model which focuses on EI as a wide array of competencies and skills that drive leadership performance. His model outlines four main EI constructs:

i. **Self-awareness** – the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.

[23] Goleman, D. (1998). Working with emotional intelligence. New York: Bantam Books

ii. **Self-management** – involves controlling one's emotions and impulses and adapting to changing circumstances.
iii. **Social awareness** – the ability to sense, understand, and react to others' emotions while comprehending social networks.
iv. **Relationship management** – the ability to inspire, influence, and develop others while managing conflict.

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.[24]

Concluding Discussion

In this chapter we have discussed about Intelligence. In general, intelligence is defined as the mental ability to learn and apply knowledge to solve problem in hand. Sometimes it is defined as the ability to reason. Some researchers define intelligence as adaptability to a new environment or to changes in the current environment; the ability to evaluate and judge; the ability to comprehend complex ideas; the capacity for original and productive thought; the ability to learn quickly and learn from experience and even the ability to comprehend relationships. Similarly, factors like problem-solving ability, information processing speed, general knowledge, creativity, abstract thinking and memory all considered as signs of intelligence.

Many researchers are working on it and trying to explore the true nature of Intelligence as some researchers suggest that intelligence can be learned and strengthened, while other claim it is an inborn characteristic. As we know intelligence is not a tangible thing. Different researchers have proposed

[24] Boyatzis, R., Goleman, D., & Rhee, K. (2000). Clustering competence in emotional intelligence: insights from the emotional competence inventory (ECI). In R. Bar-On & J.D.A. Parker (eds.): Handbook of emotional intelligence (pp. 343-362). San Francisco: Jossey-Bass.

different means of measuring human intelligence. However, Stern's idea of intelligence quotient (IQ) become very popular among cognition researcher. To compute IQ, Stern divided mental age by the actual, chronological age of the person taking the test and then multiplied by 100 to get rid of the decimal point. This formula works well for comparing children, but not appropriate for adults. So intelligence tests today no longer use the IQ formula. Instead, the score on a modern intelligence test compares a person's performance with others his/her own age. Now-a-days individual and group intelligence tests are widely used in education, the military, and business.

Intelligence is a topic of great interest. Researchers all over the world are trying to establish new theories to define the hidden dimension of intelligence. Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. In 1985, Wayne Payne introduced the idea of Emotional Intelligence. Since then many models of EI has been proposed. Some researchers suggest that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies, while other claim emotional intelligence can be learned and strengthened.

Chapter 2: Art of Persuasion

"My most brilliant achievement was my ability to be able to PERSUADE my wife to marry me."
Winston Churchill

Introduction

Persuasion is an art of convincing others. We are involved in some sort of persuasion everyday of our life; we try to persuade someone to join us for lunch, or to join our study group. Others are involved in trying to persuade us; radio commercials exhort us to buy, telesales personnel offer bargains on a variety of services and good, professors try to persuade us to turn in our paper on time and candidates for student governments try to persuade us to vote for them in order for them to be elected.

Since persuasion runs through every aspect of our society, we need to understand how it works and how we can polish our persuasive skills. To understand persuasion fully, we need to understand the difference between influence and motivation. Though persuasion involves influence but we are unlikely to do something just because someone else wants us to do it. That is where motivation comes in. Motivation is the stimulation or inducement that causes you to act. For example an aspiring youngster will practice his bowling for hours a day as he/she knows it will make him/her better thus more likely to succeed.

Persuasion and motivation are closely linked. Using them appropriately leads to desirable results. However this being said is no mean feat. The skills of persuasion and motivation are acquired by each of us throughout our lives. Since childhood you have put these skills into practice for your own benefit. The more you use them the better you gets at applying these priceless tools. You need to practice using these in abundance and believe that can inspire your audience.

What is Persuasion?

The goal of persuasion is to get others to change their behavior and attitude. In persuasion, we try to bring the willingness of the audience and convince them that they do what we want them to do - not that they should do it. Normally people use different kinds of messages to persuade/influence others. These messages could be verbal, non-verbal, written, visual, and audio, etc. The messages that make up persuasive discourse are instrumental for achieving the goals of persuader. For example, politicians use persuasion in their speeches to convince us to vote for them, companies use persuasion in the form of advertising to convince consumers to buy their products or services, children use persuasion to convince their parents to allow them to go on a recreational trip, parents use persuasion to get their children to study.

Persuasion process has four basic components.

- ***Goal, want or desire***: in order to convince or to persuade the audience, the presenter must have a well defined goal, want or desire. Some goals may be very simple and do not require the cooperation of others. For example, if I am hungry I might decide to eat a sandwich, burger, or go to hotel for a lunch. Persuasion is not required in such situations. Contrarily, some goals may be very unrealistic like I want someone to give me a house, I want world peace today, and I want to be the next General Secretary of United Nations. It is obvious that persuasion will not help us to achieve such goals. Whereas attainable goals may require others' cooperation. Therefore, before seeking cooperation from others we

have to identify our goal. We must be sure what we want to achieve. For example, we want to sell our product to a customer or we want someone to vote for us, etc.

- ***Right Audience*:** we have to identify the right audience; the group of people who are ready to cooperate and willing to help us to achieve our goal. It has to be a group that we can speak with or write to. The audience should have the resources that would help us to achieve our goal. These resources may be information, or money, or power.
- ***Message:*** Before persuading someone, we must have a very distinct and clear message. For simple and easy goals, just asking or requesting might be enough. For other goals, we have to convince the audience, persuade them, or give them reasons to do what we want them to do. It is important not to just tell them why we want them to do; we need to convince them to help us to achieve our goal. For this we must understand our audience. Knowing what the audience knows, what interests the audience, what is important to them, can help us to convince our audience.
- ***Mean of Communication:*** The way message is communicated to the audience is very important in the process of persuasion. The message has to be explicitly conveyed to the audience. Persuasion can't be successful if the messages do not reach its intended audience. For this purpose various means could be used like interpersonal meeting (or calling, or mailing), advertisements, etc.

Persuading Audience

The ultimate goal of every presenter is to persuade his/her audience. To make the process of persuasion successful, the presenter needs to establish a strong connection with the audience. And this connection will be established by using logic. Aristotle, the most important theorist, thought that effective persuasion consisted of three parts: An emotional appeal (pathos), logical appeal (Lagos) and speaker's credibility (ethos).

An emotional appeal focuses on the audience's needs, wishes and desires. Recent research shows that the people who are most successful at persuasion are those who can understand other's motives and desires - even when these motives and desires are not stated. To do this, researchers found, the persuader must be able to understand someone else's feelings without letting his/her own feelings to get in the way.

Ethics, values, beliefs and attitudes are some important factors which influence the persuasive process. A presenter who has done some research into their audience's beliefs, cultural backgrounds, political views and other such data tend to be much more effective than ones who have not put in the effort.

A logical appeal is one that addresses audience's reasoning ability. For e.g., evidence in the form of statistics or any other supporting material help persuade audience. A logical appeal may be argued in several ways; through casual reasoning, analogical reasoning, deductive reasoning or inductive reasoning.

- ***Casual reasoning*** is a logical appeal that pertains to, constitutes, involves or expresses a cause and therefore uses the word because, which is either implicitly or explicitly stated. For example, "I failed the course because I did not complete the assignments" or "the basketball team is losing because it has an incompetent coach". The cause and effect pattern, casual reasoning, can be used for presenting evidence as well as organizing an entire presentation. In analogical reasoning you compare two similar cases and conclude that if something is true for one it must be true for the other also.
- **Inductive reasoning** is used when generating hypotheses, formulating theories and discovering relationships, and is essential for scientific discovery. It uses "bottom up" approach to draw inferences from the supporting evidence or facts. It drives general rule from a specific case or cases. It draws inferences from

observations in order to make generalizations. Inference can be done in four stages:

1. ***Observation:*** collect facts, without biases.
2. ***Analysis:*** classify the facts, identifying patterns of regularity.
3. ***Inference:*** from patterns, infer generalizations about relations between the facts.
4. ***Confirmation:*** testing the inference through further observation.

Deductive reasoning argues from the general to a specific instance. The basic idea is that if something is true of a class of things in general, this truth applies to all legitimate members of that class. For example, "be careful of that wasp: it might sting." is based on the logic that wasps as a class have stingers; therefore each individual wasp will have a stinger. This conclusion is that we do not have to examine each and every wasp we ever encounter to ascertain what characteristics it may have. Because of the validity of deductive reasoning, we may make an assumption that is both useful and efficient. One of the most common and useful forms of deductive reasoning is the syllogism. The syllogism is a specific form of argument that has three easy steps.

1) Every X has the characteristic Y.
2) This thing is X.
3) Therefore, this thing has the characteristic Y.

We use deductive reasoning in everyday of our lives. Everything has a cause. Deductive reasoning answers questions such as: what was the cause? OR What will be the cause? OR What is the expected outcome? Deductive reasoning is beneficial when answering multiple choice questions. With deductive reasoning, wrong answers can be eliminated. [25]

[25] http://www.wisegeek.com/what-is-deductive-reasoning.htm

Informative vs Persuasive Presentations

We prepare our presentations to either inform or persuade our audiences. Sometimes, our goal becomes both informing and persuading our audiences. The informative presentation - one that defines, clarifies, instructs and explains- is very common in today's world. In our professional lives, we are likely to encounter informative presentations in a variety of contexts like classroom lectures, social gatherings, board meetings etc. In the corporate sector the ability to deliver an informative presentation has become a requirement for success. To become an effective and successful presenter, one needs to learn how to make the presentations informative & persuasive.

The goal of an informative presentation is usually to present the audience with new or in depth information on a subject. Informatory presentations provide information that satisfies the objectives of the audience. Usually, the presented information is relevant, correct and crispy so that the interest of audience could be maintained. The impact of a presentation primarily depends on the way information is being presented. For example, using numbers can help the presenter in providing the audience with large amounts of statistical & factual data. But remember, only few people can visualize large quantities, such as millions and billions, therefore it is useful if these figures are put into some kind of relationship. Hables and Weaver II (2004) define some simple rules when working with numbers:

- If the numbers are unusual or surprising, explain why. Usually the best way to do this is to quote an expert.
- Round off large numbers.
- If you have a lot of numbers, try to convert them to percentages.
- Look for opportunities to replace numbers with words. For e.g. it is easier to understand "Over half the people said…." Or " A majority believe…." Than "over 370 people said…."

- Try to relate numbers to something familiar. For e.g. say, "the number of people killed in the earthquake was equal to the entire student body of this college"
- If possible, try to compare numbers. For eg, "45% of the seniors but only 3% of the first year students believed…"

Using graphs and charts for representing numbers also helps your audience visualize the amount of data you are trying to present.

Contrarily, in persuasive presentations we need to convince our audience therefore logical conclusions and quantitative data are included in our presentation to achieve our targets. In persuasive presentations we need to be more focused and logical. In case, where we want both to inform and to persuade the audience, we have to be more vigilant. Table below has outlined the key elements involved in these three types of presentation:

Inform	**Persuade**	**Inform & Persuade**
Introduce	Establish	Introduce capabilities & establish credibility
Explain	Promote	Explain new ideas & promote their use
Teach	Inspire	Teach topic & inspire audience
Describe	Encourage	Describe issue & encourage corrective actions or measures
Define	Influence	Define options & influence decision
List	Convince	List recommendations & convince client to implement them
Identify	Ensure	Identify risks and ensure their alleviation

In this section we have learned that ethos, logos and pathos are three important pillars of persuasion. We have discussed that the way information is presented is very important. Similarly, language, organization, illustrations and examples are some other factors which make the presentation more effective. All of these when put together appropriately help your audience remember what was said even when the presentation is over.

Concluding Discussion

In this chapter we have studied about three different categories of presentations: informatory, persuasive and informatory & persuasive. Informatory presentations provide information that satisfies the objectives of the audience. Whereas persuasive presentations aim to convince audience therefore logical conclusions and quantitative data are included to achieve the presentation's objectives.

Persuasion is an art. According to Aristotle persuasion process is consisted of three parts: an emotional appeal (pathos), logical appeal (Lagos) and speaker's credibility (ethos). Usually the goal of persuasion is to get others to change their behavior and attitude. Since, persuasion is required to succeed in every aspect of our professional & social lives; we need to understand how it works and how we can polish our persuasive skills.

Normally people use different kinds of messages to persuade others. These messages could be verbal, non-verbal, written, visual, and audio, etc. A presenter who has done some research into their audience's beliefs, cultural backgrounds, political views and other such data tend to be much more effective than ones who have not put in the effort.

As a rule of thumb, to make a persuasive process successful, the presenter needs to establish a positive connection with audience and present information in a logically coherent manner. A logical appeal is one that addresses audience's reasoning ability. It could be presented using casual reasoning, reasoning by analogy, deductive reasoning or inductive reasoning. Casual reasoning is a logical appeal that pertains to, constitutes, involves or expresses a cause and therefore uses the word because, which is either implicitly or explicitly stated. In analogical reasoning two similar cases are compared to conclude that if something is true for one it must be true for the other also. Inductive reasoning uses "bottom up" approach to draw inferences from the supporting evidence or facts. It drives general rule from a specific case

or cases. Inductive reasoning argues from the particular to the general whereas deductive reasoning argues from the general to a specific instance.

In this chapter we have discussed about persuasion and its importance with respect to presentation skills. Persuasion skill helps presenters to convince their audience to adopt a harmonious attitude towards the acceptability of the presented information. We have also learned about different methods of persuasion which act as secret weapons of presenters to achieve the target of their presentation. We have also discussed about various types of reasoning and explained where to use them effectively. We hope the information presented in this chapter will help you to prepare and present your presentations more effectively; either it is informatory, persuasive or both informatory and persuasive.

Chapter 3: Communication

"Communication works for those who work at it."
John Powel

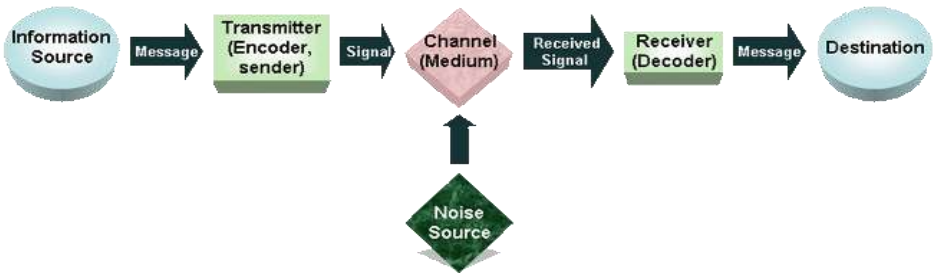
Introduction

Communication is undeniably an important aspect of our lives.. We can never imagine a society where there is absolutely no concept of communication. We may have brilliant ideas in our mind, but unless they are communicated to others, they are worthless. Similarly, we need other people's support to implement our ideas as the working capabilities of a human being are quite limited. So, to get others support, we need to communicate with them. Even people with speech disorders have their own specific and unique ways to communicate with others. So communication is sharing.

Communicating effectively is the most essential trait of a successful presentation. Communication theorists have long been asserting on the relationship between communication and learning and have presented us with many theories. Before discussing learning theories let's learn about communication theory itself so that we could learn about the secrets of making effective communication.

Communication Theory

Communication theory, also known as information theory, is designed by Claude Shannon and Warren Weaver.[26] Communication theory deals with the means, methods of communicating messages between a sender and a receiver. It identifies the elements of communication and feedback. Claude Shannon and Warren Weaver proposed a communication model shown in figure below:



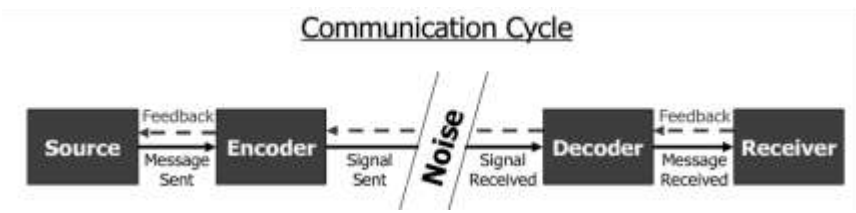
The key components of Shannon and Weaver's communication model are:

- ***Information source:*** the starting place where the message originates.
- ***Message:*** the content as symbols.
- ***Transmitter/encoder/sender:*** is responsible for encoding and transmitting messages/ideas using symbols which may include oral, written, electronic, or any other kind of 'symbolic' generator-of-messages.
- ***Encoded content:*** selection of actual text, symbols, and context for communication.
- ***Signal:*** any communication that encodes the message.
- ***Channel/medium:*** choice of media (voice-phone, television, printed words) and choice of form within media (story telling, direct

[26] http://www.southalabama.edu/oll/mobile/theory_workbook/communication.htm

description, interrogation, degree of engagement). Here noise can interfere with communication.

- ***Received signal**:* the communication that is received in a signal form.
- ***Receiver/decoder**:* is responsible for accepting, decoding, and determining the meaning of messages depending on their communication skills, attitudes, knowledge, social system, culture.
- ***Decoded content**:* selection of framework for, and achieved understanding of communication (initial impressions, developing comprehension, final understanding of speaker, content and context).
- ***Destination**:* the final target where the idea/message concludes.
- ***Noise source:*** noise is anything added to the signal that is not intended by the source. For example, noise can be smudged newsprint, a visual movement that distracts the listener, a background noise in the immediate surroundings, a noisy channel (a crackling microphone), or the organization and semantic aspects of the message (syntactical and semantically noise). Communication noise can be categorized as below:
  - Physical – background sound, poor lighting, excess text or graphics
  - Semantic – poor wording, grammar, terminology
  - Physiological – nervousness, illness
  - Psychological – preconceived notion, biases, assumptions



Audience Stereotypes & Their Attitudes

Communicating effectively is an art, but it requires supportive environment. There are many factors involved in building a supportive environment like tailoring message according to the need of the audience at

hand; learning about the audience stereotypes and their attitudes, etc. From available literature, we have collected information about audience stereotypes, their attitude and recommendations to approach them.

Audience Stereotype	**Audience Attribute**	**Recommended Approach**
Dominator (CEO)	- Confident - Decisive - Blunt - Impatient	- Respect their time - Be organized and clear - Present facts concisely - Provide choices
Influencer (Sales)	- Social - Persuasive - Impulsive - Miss Details	- Be Sociable - Be interesting - Minimize the details - Present with passion
Steady (Middle Managers)	- Sincere - Deliberation - Risk Averse - Unassertive	- Show interest/empathy - Be honest - Build trust - Do not threaten
Conscientious	- Thorough - Methodical - Cautious - Critical	- Provide details - Be accurate - Present logically - Do not surprise

A good presenter always keeps in mind, the attitude of audience and their stereotypes, and prepares his/her presentation accordingly. Learning style of audience is the next important thing which a good presenter has to know as people may be right brained or left brained. In the next section we are going to discuss this topic in little detail.

Right Brain vs. Left Brain

Cognitive research has shown that the learning styles of audience are based on their hemispheric dominance. Some of them may be more right brained or left brained. Therefore, to get a positive response of the audience, an

effective presentation must appeal to both sides of the brain. Let's discuss hemispheric dominance theory in a little detail.

Cerebral cortex is the part of the brain that houses rational functions. It is divided into two hemispheres connected by a thick band of nerve fibers (the corpus callosum) which sends messages back and forth between the hemispheres. While both sides of the brain are involved in nearly every human activity, the left side of the brain is the seat of language and processes in a logical and sequential order. The right side is more visual and processes intuitively, holistically, and randomly.

Most people seem to have a dominant side. A key word is that learner's dominance is a preference, not an absolute. When learning is new, difficult, or stressful a learner prefer to learn in a certain way. It seems that learner's brain goes on autopilot to the preferred side. And while nothing is entirely isolated on one side of the brain or the other, the characteristics commonly attributed to each side of the brain serve as an appropriate guide for ways of learning things more efficiently and ways of reinforcing learning. Just as it was more important for our purposes to determine that memory is stored in many parts of the brain rather than learn the exact lobe for each part, likewise it is not so much that learners are biologically right brain or left brain dominant, but that they are more comfortable with the learning strategies characteristics of one over the other. What learners are doing is lengthening their list of strategies for learning how to learn and trying to determine what works best for them. Hence, learners can and must use and develop both sides of the brain. But because the seat of their preferences probably has more neural connections, learning may occur faster.

The theory of the structure and functions of the mind suggests that the two different sides of the brain control two different "modes" of thinking. The following table illustrates the differences between left-brain and right-brain thinking:

Left Brain	Right Brain
Logical	Synthesizing
Sequential	Subjective
Rational	Random
Analytical	Intuitive
Objective	Holistic
Looks at parts	Looks at wholes

As we have discussed earlier, presentation is a mean of communication. Our audiences are expecting information which they believe is useful for them. Therefore before collecting any facts and figures for our presentation we need to learn difference between objective information and subjective information.

Objective vs. Subjective

Objective means a statement which is completely unbiased. It is not polluted by personal preferences or the speaker's previous experiences or tastes. It is verifiable by looking up facts or performing mathematical calculations. Scientific facts are objective as are mathematical proofs. In simple words anything that can be backed up with solid data is objective.

In contrast to objective information, subjective information is a statement that has been perceived by the speaker or writer. It often has a basis in reality, but reflects the perspective through with the speaker views reality. It cannot be verified using concrete facts and figures. Opinions, interpretations, and any type of marketing presentation are all subjective.

Objective and subjective statements are used by speakers to get their points across. Objective statements are facts that can be verified by third parties while subjective statements may or may not be entirely true as they are colored by the opinions of the speaker. Objective statements are most commonly found in the hard sciences, whereas subjective statements are generally used to

describe the arts. In paragraphs below, we will explain when a presenter should be objective and when should be subjective.[27]

Using Objective Approach – it is important to be objective when we are making any kind of a rational decision. It might involve purchasing something or deciding which job offer to take. We should also be objective when we are reading, especially news sources. When meet and share our thoughts with new people, we should be objective as it will help us to keep our concentration focused on our goal rather than on any emotions our meeting might trigger.

Using Subjective Approach – It can be used when nothing tangible is at stake. When we are watching a movie or reading a book for pleasure, being subjective and getting caught up in the world of the characters make our experience more enjoyable. If we are discussing any type of art, we have to keep in mind that everyone's opinions on a particular piece are subjective.

Fact vs. Opinion

According to the Webster's Dictionary, the fact is "anything that is done or happened; anything actually existent; any statement strictly true; truth; reality" and opinion is something that "indicates a belief, view, sentiment, or conception."

Fact and opinion are really different in the sense that fact is something that is true and opinion is only a belief. Fact is supported by evidence and opinion has no backing of any evidence. While facts are true statements opinions are not. Opinion is only a subjective statement and fact is objective reality. Opinion can only be an emotional outburst of an individual or merely an interpretation.[28]

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[27] http://www.differencebetween.net/language/difference-between-objective-and-subjective/

[28] http://www.differencebetween.net/language/difference-between-fact-and-opinion/

Facts can be proved to be true but an opinion can be either true or false. Fact is not some perception but opinion is just a perception of the thoughts. The fact is what all believe to be true, while the opinion is believed to be true only by those who state it.

Opinion is only just a thought or speculation and it can lead to controversies. It may tend to dispel the truth whereas a fact is only truth and truth itself. People may have different opinions on any subjects; they can be either endorsed or disregarded. Opinion is only a choice. Even if people think that their opinion is true and worthy, it might not be regarded by others who have different opinion on their own.

Remember, facts are strong statements and opinions can be biased statements. Facts always stay back in history whereas opinions are only views that may not get into history. When we are providing facts, we can easily influence our audience. But an opinion may not have the force to make an influence. [29]

Fact vs. Truth

Although both words are sometimes being considered similar or very close to each other, as explained below they are different in their true spirit. As a good presenter we must be familiar with this difference.

Fact is basically something that exists, or is present in reality and can be verified. They are objective matters rather than subjective ones. They are not just something that we believe, but rather these are more or less the things that can be observed empirically, or by the senses. So, facts can be seen and heard, as well as proven by the other senses.

[29] http://www.differencebetween.net/language/difference-between-fact-and-opinion/#ixzz0kgEvlFDA

Truth can be described as the true state of a certain matter, may it be a person, a place, a thing or an event. It is what a person has come to believe. If he/she believes that something is true, then it is true. It also answers the questions of what's really happening. In the technical sense, facts can answer the W'z, which are certain 'why' questions, like 'where' or 'when', and even 'how', while truth answers the question 'why'. The question of 'how', and even 'what', are said to be answerable by either of the two.

In terms of permanence, a fact happens to be more permanent, and almost always seems to have no changes. It is more constant than truths. For example, when we say that the sun will always rise from the east and set in the west, we are telling a fact, but when we say that we are in Lahore, then that is a truth, at least for that exact moment. Several hours from that time we may have gone somewhere else, making our previous statement a fallacy. Thus, a truth is something that is not universal, it is more subjective, and depends on the current situation. That's why the truth's existence is said to be more temporary than that of facts. In simple words we can summarize this difference as blew[30]:

- Facts are more objective when compared to the more subjective truths.
- Facts are more permanent when compared to the more temporary truths.
- Facts exist in reality, whereas truths are usually the things that one believes to be true, or the things that are true in the current situation.
- Facts can also answer the 'where,' 'when' and 'how' questions, whereas truths answer the 'why' question.

Concluding Discussion

Communication is undeniably an important aspect of our lives. It is a mean of sharing ideas, thoughts, and feelings. We may have brilliant ideas in our mind, but unless they are communicated to others, they are worthless. Similarly, we need to communicate with others to get their support to

30 http://www.differencebetween.net/miscellaneous/difference-between-fact-and-truth/#ixzz0kgFFwozQ

implement our ideas as our working capabilities are quite limited. Therefore communicating effectively is an important skill and an essential trait of a successful presenter.

Communicating effectively is an art, but it requires supportive environment. For this presenters need to tailor message according to the need of audience. Similarly, learning about audience stereotypes and their attitudes is equally important. Learning style is the next important aspect presenters have to know as people may be right brained or left brained. We have already discussed that the left side of the brain is the seat of language and processes in a logical and sequential order whereas the right side is more visual and processes intuitively, holistically, and randomly. Therefore, an effective presentation must appeal to both sides of the brain.

The goal of a presentation is to enrich audience's knowledge with reliable information which is noise free. Information theory identifies the elements of communication and defines four types of noises which make the process of communication ineffective. These four categories are physical noises, semantic noises, physiological noises and psychological noises. To make communication process more effective and meaningful we should try to get rid of all types of noises.

To get their points across, speakers usually use both objective and subjective statements. Objective statements are completely unbiased and are not polluted by speaker's previous experiences while subjective statements may or may not be entirely true as they may be the opinions of the speaker and may not be verified using concrete facts and figures. As a general principal, it is important to be objective when we are making any kind of a rational decision. Whereas, subjective approach can be more appropriate when nothing tangible is at stake.

The presenters also need to know the difference between facts and opinion. Fact and opinion are really different in the sense that fact is something that is true and opinion is only a belief or an emotional outburst of an

individual. Fact is supported by evidence whereas opinion has no backing of any evidence and could be either true or false. When we are providing facts, we can easily influence our audience. But an opinion may not have the force to make an influence.

Similarly, presenters need to know the difference between fact and truth. Although both words are sometimes being considered similar or very close to each other, they are different in their true spirit. Fact is basically something that exists, or is present in reality and can be verified. Whereas, truth can be described as the true state of a certain matter, may it be a person, a place, a thing or an event. In simple words it could be stated that a truth is something that is not universal, it is more subjective, and depends on the current situation.

In this chapter we have discussed about various aspect of communication theory. We tried to shed light on different concepts related to the communication and hope the discussed aspects will help presenters to select more appropriate information for their presentation.

"The difference between the right word and the almost right word is the difference between lightning and the lightning bug."

Mark Twain

Chapter 4: Learning Theories

"Learning is what most adults will do for a living in the 21st century."

S. J. Perelman

Introduction

What is learning? Is it a change in behaviour or understanding? Is it a process? Such questions make the concept of learning a complex topic. For example Säljö (1979) asked a number of adult students what they understood by learning. Their responses fell into five main categories:

1. Learning as a quantitative increase in knowledge: acquiring information or 'knowing a lot'.
2. Learning as memorizing: storing information that can be reproduced.
3. Learning as acquiring facts, skills, and methods that can be retained and used as necessary.
4. Learning as making sense or abstracting meaning: relating parts of the subject matter to each other and to the real world.
5. Learning as interpreting and understanding reality in a different way: comprehending the world by reinterpreting knowledge.

(quoted in Ramsden 1992: 26)

Above responses show that learning means different to different people. However, social scientist define learning as a process that brings

together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views. Learning as a process focuses on what happens when the learning takes place.[31] As we have already mentioned in previous chapter that presentation is a mean to enhance audience learning. Therefore it is important for us to learn about intellectual work carried out to define learning.

Many learning theories have been developed to understand how people learn. In this chapter we will discuss about the core concepts of these theories and briefly talk about some informal and post-modern learning theories.

Constructivism

Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. Some of the key concepts of constructivism are given below:

- Learning is a search for meaning. Therefore, learning must start with the issues around which learners are actively trying to construct meaning.
- Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
- In order to teach well, we must understand the mental models that learner use to perceive the world and the assumptions they make to support those models.
- The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning.

[31] Illeris, K. (2002), The Three Dimension of Learning, Roskilde University Press, Copenhagen/NIACE, Leicester.

Constructivism calls for the elimination of a standardized curriculum. Instead, it promotes using curricula customized to the students' prior knowledge. Also, it emphasizes hands-on problem solving. Under the theory of constructivism, educators focus on making connections between facts and fostering new understanding in students. Instructors tailor their teaching strategies to student responses and encourage students to analyze, interpret, and predict information. Teachers also rely heavily on open-ended questions and promote extensive dialogue among students. Although it is against the conventional education systems, constructivism calls for the elimination of grades and standardized testing. Instead, assessment becomes part of the learning process so that students play a larger role in judging their own progress.[32]

Constructivism itself has many variations, such as active learning, discovery learning, and knowledge building. Regardless of the variety, constructivism promotes a learner's free exploration within a given framework or structure. The teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working to solve realistic problems.

Cognitivism

Cognitivism is a theoretical approach in understanding the mind using quantitative, positivist and scientific methods that describes learner as an information processor, the learning process as an internal mental process and mental functions as information processing models. Cognitivists contend that learning involves the reorganization of experiences in order to make sense of stimuli from the environment.[33, 34]

[32] Brooks, J. & Brooks, M., In Search of Understanding: The Case for Constructivist Classrooms, Prentice Hall; 2nd edition (2001)

[33] Merriam, S. B., & Caffarella, R. S. (1999). Learning in adulthood. (2nd ed.). San Francisco: Jossey-Bass Publishers.

[34] http://courses.durhamtech.edu/tlc/www/html/learningmatters/learning_theory.pdf

One assumption of cognitivism is that an existing knowledge structure must be present in order to compare and process new information for learning. This existing knowledge structure is referred to as schema. Schema is activated and utilized for the benefit of learning when a learner is "made aware of his background knowledge and exposed to strategies to 'bridge' from pre-requisite skills to learning objectives".[35]

Cognitivists believe learners develop learning through receiving, storing and retrieving information. With this notion, it is imperative for presentation designers to thoroughly analyze and consider appropriate slides needed in order for audience to effectively and efficiently process the information received. In the light of cognitivism presenters need to consider their audience as the focus of the design process. So, they must consider the audience's characteristics that will promote or impede the cognitive processing of the information received. Therefore presentation designer should bear in mind that the presentation goals should include learner needs and interest. Presenters should make every effort to insure that goals are focused at least toward the present and, hopefully, toward the future needs of the audience.

Objectivism

Ayn Rand, a famous novalist, characterized Objectivism as "a philosophy for living on earth".[36] Bednar, et. al.[37] state that Objectivism is a view of the nature of knowledge and what it means to know something. In this view, the mind work like a computer; manipulating symbols. These symbols acquire meaning when an external and independent reality is "mapped" onto them in our interactions in the world. Therefore cognition is the rule-based manipulation of symbols.

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[35] Blanton, Betty B. (1998). The Application of the Cognitive Learning Theory to Instructional Design. International Journal of Instructional Media, 25, 2, 171-177.

[36] Rand, Ayn (1992) [1957]. *Atlas Shrugged* (35th anniversary ed.). New York: Dutton. ISBN 0-525-94892-9

[37] Bednar, A.K., Cunningham, D., Duffy, T.M., and Perry, J.D. (1991). Theory into practice: How do we link? In G. Anglin (Ed.), Instructional Technology: Past, Present and Future. Englewood, CO: Libraries Unlimited, Inc.

Objectivistism believes knowledge is some entity existing independent of the mind of individuals. This means that world realities exist independent of consciousness. This school of thought believes that the external world is mind independent (i.e., the same for everyone) and things about it are objectively, absolutely and unconditionally true or false. Objectivism rejects both faith and "feeling" as sources of knowledge. Objectivist epistemology maintains that all knowledge is ultimately based on perception which means that human beings have limited knowledge, are vulnerable to error, and do not instantly understand all of the implications of their knowledge.[38]

Some commentators have asserted that the Objectivist epistemology is incomplete. According to psychology professor Robert L. Campbell, the notion of proof for propositions remains sketchy.[39] Campbell also says the relationship between objectivist epistemology and cognitive science remains unclear because like Ayn Rand, many other objectivists have made extensive claims that human cognition and its development belong to psychology, yet Ayn Rand also asserted that philosophy is logically prior to psychology and in no way dependent on it. Such conflicting notions compel cognitive researchers to raise objections on the soundness of objectivism. [40]

Behaviorism

The term behaviorism refers to the school of psychology founded by John B. Watson based on the belief that behaviors can be measured, trained, and changed. Behaviorism was established with the publication of Watson's classic paper “Psychology as the behaviorist views it”. [41] In one of his writing he stated, "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select-- doctor, lawyer,

[38] http://en.wikipedia.org/wiki/Objectivism_(Ayn_Rand).

[39] Campbell, Robert L. (2008, Fall). The Peikovian Doctrine of the Arbitrary Assertion. *Journal of Ayn Rand Studies*, 10(1), 85–170.

[40] http://en.wikipedia.org/wiki/Objectivism_%28Ayn_Rand%29

[41] John B. Watson. "Psychology As the Behaviorist Views It." Psychological Review 20, 1913, 158–177. Available online at http://psychclassics.yorku.ca/Watson/views.htm

artist, merchant-chief, and, yes, even beggar man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors".[42]

Behaviorism holds that only observable behaviors should be studied, as cognition and mood are too subjective. According to behaviorist, our responses to environmental stimuli shape our behaviors. Some of the key aspects of behaviorism are listed below:

- ***Classical conditioning****:* a learning process that occurs through associations between an environmental stimulus and a naturally occurring stimulus. For example, by creating a positive classroom environment teachers can help students to overcome anxiety or fear.
- ***Operant conditioning****:* a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an association is made between a behavior and a consequence for that behavior. For example, a child may be told that he/she will lose recess privileges if he/she will talk out of turn in class.
- ***Repetition and reinforcement:*** in order to develop desired habits Behaviorism stresses repetition and reinforcement.

The behaviorism is mainly based upon this concept that learning is based on mastering a set of behaviors that are predictable and therefore reliable. Therefore if the targets/goals are well defined then the learner will focus clearly upon achieving those goals. Therefore a thorough instructional and learner analysis and correct instruction will lead to desirable results.[43]

Reinforcement Theory

This theory was originated in the first half of the nineteenth century by B.F. Skinner[44], who was one of the founding fathers of the behaviorist school of thought in Psychology. Skinner believed that behavior is a function of its

[42] Watson, John B. 1930. Behaviorism, revised edition. Chicago: University of Chicago Press

[43] http://courses.durhamtech.edu/tlc/www/html/learningmatters/learning_theory.pdf

[44] http://en.wikipedia.org/wiki/B._F._Skinner

consequences. The learner will repeat the desired behavior if positive reinforcement, motivation or a pleasant consequence will follow the behavior. Positive reinforcement, or 'rewards' can include verbal reinforcement such as 'Good Job', 'That's Great', 'Well Done', 'Excellent', etc. More tangible rewards include certificates at the end of the course or promotion to a higher level in an organization.

Negative reinforcement also strengthens a behavior and refers to a situation when a negative condition is stopped or avoided as a consequence of the behavior. Punishment, on the other hand, weakens a behavior because a negative condition is introduced or experienced as a consequence of the behavior and teaches the individual not to repeat the behavior which was negatively reinforced. This way a set of conditions could be created which are designed to eliminate undesired behavior. Laird[45] considers this aspect of behaviorism has little or no relevance to education. However, Burns[46] says that punishment used in everyday life only works for a short time and often only when the punishing agency is present.

There is criticism of this approach that it is rigid and mechanical. Burns argues that although it is useful in learning repetitive tasks like multiplication tables and those work skills that require a great deal of practice, it fails where higher order learning is involved.

Sensory Stimulation Theory

Sensory stimulation theory believes that effective learning occurs when the senses are stimulated. Laird quotes research that found that the vast majority of knowledge held by adults (75%) is learned through seeing. Hearing is the next most effective (about 13%) and the other senses - touch, smell and taste account for 12% of what we know. By stimulating the senses, especially the visual sense, learning can be enhanced. However, this theory says that if multi-senses are stimulated, greater learning takes place. Stimulation through

[45] Laird, D. 1985 Approaches to Training and Development Addison-Wesley, Reading, Mass.
[46] Burns, R. 1995 The Adult Learner at Work Business and Professional Publishing, Sydney.

the senses is achieved through a greater variety of colors, volume levels, strong statements, facts presented visually, use of a variety of techniques and media.

Facilitation Theory (The Humanist Approach)

The basic premise of this theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors.[47] Other characteristics of this theory include:

- a belief that human beings have a natural tendency & eagerness to learn;
- there is some resistance to, and unpleasant consequences of, giving up what is currently held to be true;
- the most significant learning involves changing one's concept of oneself.

According to this theory, facilitative teachers are:

- less protective of their constructs and beliefs than other teachers;
- more able to listen to learners, especially to their feelings;
- inclined to pay as much attention to their relationship with learners as to the content of the course;
- apt to accept feedback, both positive and negative and to use it as constructive insight into themselves and their behavior.

Facilitation theory believes that learners should be encouraged to take responsibility for their own learning. They must be provided with much of the input for the learning which occurs through their insights and experiences. Also they should be encouraged to consider that the most valuable evaluation is self-evaluation and that learning needs to focus on factors that contribute to solving significant problems or achieving significant results.

[47] Laird, D. 1985 Approaches to Training and Development Addison-Wesley, Reading, Mass.

Multimedia Learning

Mayer and Moreno [48] presented Multimedia Learning theory. According to them multimedia learning involves three cognitive processes:

1. **Selecting:** where verbal information is processed as a word base and visual information is processed as a visual base.
2. **Organizing:** where the word base and the visual base are applied to the yet to be learned concept.
3. **Integrating:** where the learner builds connections between the two.

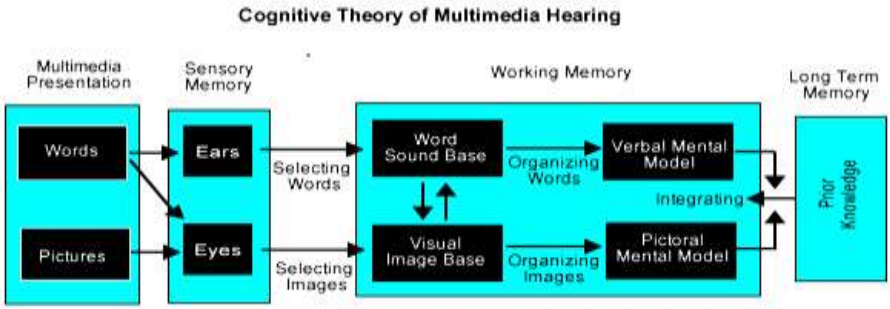


Figure: Depiction of a Cognitive Theory of Multimedia Earning (Source: Roxana Moreno & Richard E. Mayer (2000))

The cognitive theory of multimedia learning is based on the following assumptions which are derived from other theories:

(a) humans have separate systems for representing verbal and non-verbal information;
(b) working memory includes independent auditory and visual working memories;
(c) each working memory has a limited capacity;
(d) meaningful learning occurs when a learner selects relevant information in each memory, organizes the information in each memory into a coherent representation, and makes connections between corresponding representations in each memory.

[48] Mayer, R., & Moreno, R. (2002). Aids to computer-based multimedia learning. Learning and Instruction, 12, 107–119.

Moreno & Mayer have presented following principles for multimedia presentations:

- ***Multiple Representation Principle*** – it is better to present an explanation in words and pictures than solely in words.
- ***Contiguity Principle*** – words and pictures are to be presented simultaneously rather than separate.
- ***Split Attention Principle*** – words are to be presented as auditory narration rather than as visual on screen text.
- ***Coherence Principle*** – extraneous words and pictures should be avoided. People learn better when extraneous material is excluded.
- ***Modality Principle*** – people learn more effectively from animation and narration than from animation and text.
- ***Personalization Principle*** – people learn more effectively from animation and narration when the narration is conversational rather than formal style.
- ***Redundancy Principle*** – people learn more effectively from animation and narration than from animation, narration and text.

Mayer and Moreno advocate that presenters should work from a cognitive theory of learning rather than from an information delivery viewpoint. Being a good presenter we need to give due considerations to above mentioned principles. Therefore a crucial goal of our presentation design should be strengthening schema construction process of the audience.

It is important to remind that a multimedia presentation differs from a normal presentation. Typically a multimedia presentation may contain following elements:

- Video or movie clip
- Animation
- Sound (this could be a voice-over, background music or sound clips)
- Navigation structure

These elements could be produced using various technologies. In this regard, the selection of suitable technology is very important. In addition to this, we must consider following three important principles when making our multimedia presentation:

1. Working memory can process visual and auditory information simultaneously with no adverse affect on cognitive load (*Dual Coding Theory)*.
2. Working memory is limited with respect to the amount of information it can hold, and the number of operations it can perform on that information (*Cognitive Load Theory)*.
3. People should be guided to an awareness of being responsible for their own learning (*Constructivist Learning Theory)*.

Many recent studies have been advocated that in the case of multimedia presentations people tend to learn more when less is presented in an effective way. Similarly, the cognitive theory of multimedia learning explains that people actively try to make sense of the presented material by building a coherent mental representation, so adding extraneous information disrupts this structure-building process. Coherence principles provide useful guideline to overcome such problems[49]:

1. People's learning is hurt when interesting but irrelevant words and pictures are added to a multimedia presentation.
2. People's learning is hurt when interesting but irrelevant sounds and music are added to a multimedia presentation
3. People's learning is improved when unneeded words are removed from a multimedia presentation

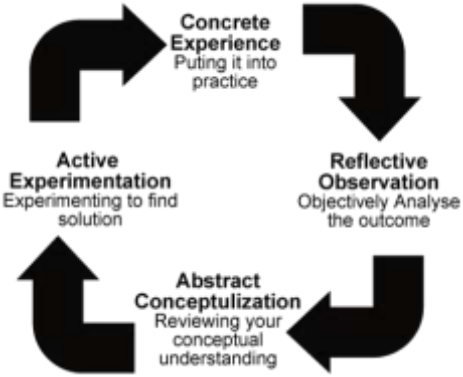
[49] http://elearninglounge.wordpress.com/2007/11/01/more-from-mayer-the-coherence-principle/

Experiential Learning

Experiential learning is the process of making meaning from direct experience.[50] Experiential learning is related to, but not synonymous with, experiential education, action learning, adventure learning, free choice learning, cooperative learning, and service learning. While there are relationships and connections between all these theories of education, importantly they are also separate terms with separate meanings.[51]

Experiential learning focuses on the learning process for the individual. An example of experiential learning is going to the zoo and learning through observation and interaction with the zoo environment, as opposed to reading about animals from a book. Thus, one makes discoveries and experiments with knowledge firsthand, instead of hearing or reading about others' experiences.

John Dewey was one of the most famous proponents of hands-on learning or experiential education, which is related to, but not synonymous with experiential learning. He argued that "if knowledge comes from the impressions made upon us by natural objects, it is impossible to procure knowledge without the use of objects which impress the mind"[52] . Dewey's ideas went on to influence many other influential experiential models and advocates. Many researchers even credit him with the influence of Project Based Learning (PBL) which places students in the active role of researchers.



[50] Itin, C. M. (1999). Reasserting the Philosophy of Experiential Education as a Vehicle for Change in the 21st Century. The Journal of Experiential Education,.22(2), 91-98.

[51] Itin, C. M. (1999). Reasserting the Philosophy of Experiential Education as a Vehicle for Change in the 21st Century. The Journal of Experiential Education,.22(2), 91-98.

[52] Dewey, 1916/2009, p. 217-218

American education system in 1950's was greatly influenced by John Dewey's concept of 'PBL' (Project Based Learning). In his famous book "Experience and Education" (1938), Dewey focused on the importance of introducing experienced base learning in the school systems & curriculums. Dewey advocated for an educational structure that strikes a balance between delivering knowledge while also taking into account the interests and experiences of the student.

Kolb, American educational theorist, advocates that knowledge is continuously gained through both personal and environmental experiences. He proposed a four-stage learning process with a model that is often referred to in describing experiential learning.[53] The process can begin at any of the stages and is continuous, i.e. there is no limit to the number of cycles you can make in a learning situation. This theory asserts that without reflection we would simply continue to repeat our mistakes.[54]

Kolb's research found that people learn in four ways with the likelihood of developing one mode of learning more than another. As shown in the 'experiential learning cycle' model, learning is:

1. Through concrete experience
2. Through observation and reflection
3. Through abstract conceptualization
4. Through active experimentation

Experiential learning can be a highly effective educational method. It engages the learner at a more personal level by addressing the needs and wants of the individual. Experiential learning requires qualities such as self-initiative and self-evaluation. For experiential learning to be truly effective, it should employ the whole learning wheel, from goal setting, to experimenting and

[53] McGill, I & Beaty, L 1995 Action Learning, second edition: A Guide for Professional, Management and Educational Development Kogan Page, London.

[54] Brooks, J 1995 Training and Development Competence: a Practical Guide Kogan Page, London.

observing, to reviewing, and finally action planning. This complete process allows one to learn new skills, new attitudes or even entirely new ways of thinking.

Action Learning

Action Learning is the approach that links the world of learning with the world of action through a reflective process within small cooperative learning groups known as 'action learning sets'.[55] The 'sets' meet regularly to work on individual members' real-life issues with the aim of learning with and from each other. The 'father' of Action Learning, Professor Reg Revans, has said that there can be no learning without action and no (sober and deliberate) action without learning.

Revans argued that learning can be shown by the following equation, where L is learning; P is programmed knowledge (e.g. traditional instruction) and Q is questioning insight.

$$L = P + Q$$

Revans, along with many others who have used, researched and taught about this approach, argued that Action Learning is ideal for finding solutions to problems that do not have a 'right' answer because the necessary questioning insight can be facilitated by people learning with and from each other in action learning 'sets'.

Adult Learning (Andragogy)

Malcolm Knowles[56] is the theorist who brought the concept of adult learning to the fore. He has argued that adulthood has arrived when people behave in adult ways and believe themselves to be adults. Then they should be

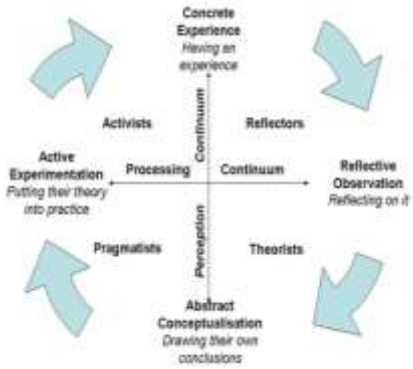
[55] McGill, I & Beaty, L 1995 Action Learning, second edition: a guide for professional, management and educational development Kogan Page, London.

[56] Knowles, M.S. 1990 The Adult Learner: a Neglected Species 4th edition, Houston: Gulf Publishing Company, Book Division

treated as adults. He taught that adult learning was special in a number of ways. For example:

- Adult learners bring a great deal of experience to the learning environment. Educators can use this as a resource.
- Adults expect to have a high degree of influence on what they are to be educated for, and how they are to be educated.
- The active participation of learners should be encouraged in designing and implementing educational programs.
- Adults need to be able to see applications for new learning.
- Adult learners expect to have a high degree of influence on how learning will be evaluated.
- Adults expect their responses to be acted upon when asked for feedback on the progress of the program.

Pogson and Tennant provide a perspective of adulthood as a social construction. They say that the concept of a life's course varies for different individuals and different cultures; therefore trainers and adult educators should be wary of definitive views of adults and their behavior. Burns[57] says, "By adulthood people are self-directing. This is the concept that lies at the heart of andragogy ... andragogy is therefore student-centered, experience-based, problem-oriented and collaborative very much in the spirit of the humanist approach to learning and education ... the whole educational activity turns on the student."



The question could be asked - when does maturity complete? Is there no further development after a certain stage in life? Some authors think that while children at approximately the same age are at approximately the same stage of development, the same cannot be said

[57] Burns, S. 1995 'Rapid Changes Require Enhancement of Adult Learning' HRMonthly June, pp 16-17.

of adults. Adults however, vary greatly in their levels of knowledge and also in their life experiences, thinking patterns, cultural & spiritual beliefs & life styles & preferences. There could be said to be tremendous variation in adult experience. Some adults can approach formal educational settings with anxiety and feelings of high or low self-efficacy. Their approach to new learning contexts can be influenced by how they appraise or evaluate the new experience.

For example: if two adults in a classroom have to perform a intellectual exercise, one of them may take it as a challenge and will develop a feeling of 'excitement', while the other adult might undermine his abilities & could interprets the exercise in a way that leads to the feeling of 'embarrassment'. It is self evident that the way the individual interprets the situation and the subsequent emotion that arises, will affect the kind of action the individual is to take. (Burns, 1995, p.16)

Burns considers that such appraisals, coupled with labels such as 'fear' or 'anxiety' can lead some learners to emotionally disengage from the source of discomfort that is the learning experience. However, when coupled with labels such as 'excitement' or 'challenge' the learner is led to take actions that focus on the task.

Differences in Learning Styles

As already discussed, the idea that people learn in different ways has been explored over the last few decades by educational researchers. Kolb, one of the most influential of these, found that individuals begin with their preferred style in the experiential learning cycle.

Honey and Mumford (1986) building on Kolb's work, identified four learning styles:

- ***Activist:*** enjoys the experience itself. They prefer the challenges of new experiences, involvement with others, assimilations and role-

playing. Likes anything new, problem solving, and small group discussions

- ***Reflector:*** spends a great deal of time and effort reflecting. They prefers to learn from activities that allow them to watch, think, and review (time to think things over) what has happened. Likes to use journals and brainstorming. Lectures are helpful if they provide expert explanations and analysis.
- ***Theorist:*** good at making connections and abstracting ideas from experience. They prefer to think problems through in a step-by-step manner. Likes lectures, analogies, systems, case studies, models, and readings. Talking with experts is normally not helpful.
- ***Pragmatist:*** enjoys the planning stage. They prefer to apply new learning to actual practice to see if they work. Likes laboratories, field work, and observations. Likes feedback, coaching, and obvious links between the task-on-hand and a problem.

Honey and Mumford's learning cycle is slightly differs from Kolb's. First, they substitute the terms "reflector" for divergers (reflective observation), "theorist" for assimilators (abstract conceptualization), "pragmatist" for convergers (concrete experience), and "activist" for accommodators (active experimentation).

We have seen that there are strengths and weaknesses in learning styles. Honey and Mumford argue that learning is enhanced when we think about our learning style so that we can build on strengths and work towards minimizing weaknesses to improve the quality of learning. [58]

Concluding Discussion

In this chapter we have shed light on some the important learning theories to understand what is learning. According behaviorist learning is strictly influenced by environmental factors; our responses to environmental stimuli shape our behaviors. Behaviorism stresses repetition and reinforcement in order to develop desired habits. This approach focuses entirely upon rote memorization, identification, and association and believes that learning is based on mastering a set of behaviors that are predictable and therefore reliable.

[58] http://www.sos.net/~donclark/hrd/styles/honey_mumford.html

Therefore if the targets/goals are well defined then the learner will focus clearly upon achieving those goals.

Constructivist advocates that we construct our own understanding of the world we live in. Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. According to constructivism, learning is a search for meaning. Therefore, learning must start with the issues around which learners are actively trying to construct meaning. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of the whole. Therefore, the learning process focuses on primary concepts, not isolated facts. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences.

In contrast to behaviorism and constructivism, cognitivists contend that learning involves the reorganization of experiences in order to make sense of stimuli from the environment. Thus, a cognitivist views the learning process as an internal and active mental process which develops within a learner and it increases learner’s mental capacity and skills in order to learn better. Cognitivists believe learners develop learning through receiving, storing and retrieving information.

Objectivist believes that the mind work like a computer; manipulating symbols. These symbols acquire meaning when an external and independent reality is "mapped" onto them in our interactions in the world. Therefore cognition is the rule-based manipulation of symbols. Objectivism rejects both faith and "feeling" as sources of knowledge. They believes knowledge is some entity existing independent of the mind of individuals. This means that world realities exist independent of consciousness. This school of thought believes that the external world is mind independent (i.e., the same for everyone) and things about it are objectively, absolutely and unconditionally true or false.

In this chapter we have also discussed some other learning theories like sensory stimulation theory which believes that effective learning occurs when the senses are stimulated. Stimulation through the senses can be achieved through a greater variety of colors, volume levels, strong statements, facts presented visually, use of a variety of techniques and media. Reinforcement theory advocates that behavior is a function of its consequences. The learner will repeat the desired behavior if positive/negative reinforcement follows the

behavior. Facilitation theory advocates that learning occur by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors.

We have also discussed about experiential learning which is the process of making meaning from direct experience. It is related to, but not synonymous with, experiential education, action learning, adventure learning, free choice learning, cooperative learning, and service learning. While there are relationships and connections between all these theories of education, importantly they are also separate terms with separate meanings. According to experiential learning knowledge is continuously gained through both personal and environmental experiences. The learning process can begin at any of the stages and is continuous, i.e. there is no limit to the number of cycles you can make in a learning situation. This theory asserts that without reflection we would simply continue to repeat our mistakes.

Action Learning is another approach that believes that there can be no learning without action and no action without learning. Whereas, multimedia learning theory explains that humans have separate memory systems for representing verbal and non-verbal information. Meaningful learning occurs when a learner selects relevant information in each memory, organizes the information in each memory into a coherent representation, and makes connections between corresponding representations in each memory. Hence, presenting information in words and pictures produces better results than solely in words. Hence a multimedia presentation is a good choice as it conveys the message across the audience more effectively.

Andragogy advocates for student-centered, experience-based, problem-oriented and collaborative. It is very much in the spirit of the humanist approach to learning and education. The main idea is that by adulthood people are self-directing. They bring a great deal of experience to the learning environment and have a high degree of influence on what they are to be educated for, and how they are to be educated.

In this chapter we have learnt that learning is enhanced when we think about learners' learning style. Honey and Mumford identified four learning

styles: Activist (enjoys the experience itself), Reflector (spends a great deal of time and effort reflecting), Theorist (good at making connections and abstracting ideas from experience), and Pragmatist (enjoys the planning stage). The knowledge of learners' learning style can help us to build on learners' strengths and work towards minimizing their weaknesses to improve the quality of learning.

In this chapter we have discussed about different learning theories related to the human learning. It is very beneficial for presenters to know about these theories because it will help them to identify and/or devise their style of presenting information to the audience. As Gardner states, "It is of upmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we have different combinations of intelligences. If we recognize this, I think we will have a better chance of dealing appropriately with the many problems that we face in the world" (Gardner, 1993, p.12).[59]

[59] Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books.

Chapter 5: Preparing Presentation

"Every minute you spend in planning save 10 minutes in execution; this gives you a 1,000 percent return on energy!"

Brian Tracy

Introduction

Presentation is a critical skill and has become a major factor to becoming successful in today's business world. Employers are increasingly demanding from job seekers to demonstrate strong presentation skills. Therefore we all must work on developing our presentation skill.

A presentation is a subtle and sublime harmony of the science and art of getting ourselves across and heard. It provides us a mean of showing and explaining the content of a topic to our audience. Nevertheless, preparing an effective presentation is a time consuming and complex task. Multimedia technologies have provided many tools which help us to work faster and smarter and present information in more effective and appealing way.

A great presentation is based on three important processes: (i) Preparing Contents; (ii) Preparing Design; (iii) Delivering Contents. Preparing content for an effective presentation is a painstaking job. It involves many important aspects like analyzing audience, gathering relevant data, organizing

data, etc. Good presenters always give due consideration to these aspects and spend adequate time & energies to make their presentation interesting, effective & elegant. They know this little investment could save them from having a feeling that their presentation was a total waste of time.

It is commonly observed that there are very few people who have a natural talent for delivering outstanding presentations. However, proper foresight, hard work, and practice can help us to develop a 'very good' level of presentation skills. Similarly, our speaking style and stage presence are personal talents that we can refine with much practice and experience. In this chapter we will talk about various topics which can help presenters in developing effective presentations.

Analyzing Audience

Suppose you are going to deliver a presentation to one of your most potential clients to whom your company is intended to sell a new product. So what's the first thing you do? Certainly, you will not launch presentation software and start creating slides. Even making an outline of your presentation would not be a good idea.

The first and most important task would be to know who you're talking to and why before considering what you're going to present and how you're going to present it. Certainly you will also realize that your audiences will be giving up their work and spending time just to listen to you as they believe you're going to present something useful. So you will value their expectations and ensure that they should be the beneficiary of your communication. This could be achieved through considering following questions:

- What are the purposes and objectives of the presentation?
- Why is this presentation important for the audience?
- Who is the audience?
- What are their demographic details (age, ethnicity, gender, culture, language of the audience members, etc.)?
- What are their needs and what do they want to know?

- What is their level of knowledge or experience with the subject?
- What is their attitude towards the topic and how do they feel about the topic?
- What will they be able to understand?
- Are they bringing any pre-dispositions or pre-conceptions (hopes, fears, positives, negatives, level of interest)?
- In what kind of environment & setting will they receive this information (lecture hall, conference room, general gathering, etc.?
- What data would be useful, interesting and valuable for audience?
- What charts and graphics should you consider?
- What kind of audio visual aids are available?
- At what time of day will you be presenting?
- How do you format your presentation?
- How do you get your message across?
- How do you tell your story?

For an effective presentation we need to spend time to find the answers of such questions. A small amount of research into the exploration of such questions will reap large benefits on presentation day. Once we have determined the 'who', 'how', 'why' 'where' and 'our audience', we are now ready to move on to the next step that is gathering relevant data/information for our presentation.

Gathering Data & Information

All presentations, regardless of their complexity, are designed with a single purpose. Whether that purpose is to inform, persuade, or for both inform and persuade. Before we start working on our presentation we need to state the purpose of our presentation and always keep this purpose in our mind. This will be the theme of our presentation. Once a theme is developed, we need to support it with a story. When both these components are brought together in a coherent & logical manner, great presentations will be created.

Gathering relevant data & information is the most difficult and the most important part of making a presentation effective and useful. After making a

decision about the theme of the presentation, it is important for us to make an outline of the presentation. The main purpose of creating an outline is to develop a coherent plan of what we want to talk about. We should know the contents of our presentation so well, that during the actual presentation, we should only have to briefly glance at our notes to ensure we are staying on track. This will also give us the confidence that we need for an effective delivery. It will also guide us what kind of data is required for our presentation. Once the outline is ready and we know about the required data, our next step would be to collect the relevant data.

Collecting relevant data is an exhaustive job. Joyce Brothers says, "There's a very positive relationship between people's ability to accomplish any task and the time they're willing to spend on it.". We need to spend as much time as possible collect to information about the subject. We need to research every aspect of our subject; read reports and look up information about the subject with the specific purpose of writing our presentation script. We have to take into account the questions discussed in the previous section. These questions will guide us in gathering right/appropriate data for our presentation. During this process take notes as much as we can. Before finalizing data for our final presentation, we have to ensure that our information is well researched, up-to-date and valuable. This exercise will build our command on the subject and improve our confidence. The ability to present information with confidence will impress our audience and make our presentation more interesting and valuable.

Converting Information into a Presentation

After collecting the data, the most challenging task is to incorporate collected data into our presentation. In this regard we keep in our mind what Mark Twain said, "The secret of getting started is breaking your complex, overwhelming tasks into small manageable tasks, and then starting on the first one". Therefore we need to break this task in three parts: (i) Grouping raw data; (ii) Style; (iii) Format. Let's discuss these three in little detail.

Style*:* We need to select the most suitable style which helps our audience to understand what we want to deliver. We can even choose a suitable style for each slide of our presentation. Some of the commonly used styles are listed below:

- ***Chronological:*** Show events in order as they occurred in time.
- ***Narrative:*** Include personal experiences of yourself & others, biographical details, just like storytelling, make a smooth transition from one slide to another.
- ***Problem/Solution***: States the problem, then Why's, the solution, and a summary.
- ***Cause/Effect:*** States the cause and explains the effect(s).
- ***Topical:*** Divides the general topics into several subtopics
- ***Journalistic Question:*** Uses some or all of the what, who, where, when, why, and how question

Grouping *the Data:* during this process we need to divide information in small segments and keep relevant information together. We have to arrange inter-related information in a logical manner. Keep in mind including unnecessary details can make our presentation lengthy and boring. It will also put extra load on audience; leading to a non-productive attitude. Therefore, we should avoid putting irrelevant information as audience loses their interest if irrelevant information is included in the presentation.

Format*:* presenting information in a structured way helps audience to understand what we want to communicate. For making presentation more comprehensive and understandable our presentation should have introduction, body and closing. Let's discuss these three in little detail.

1. ***Introduction:*** a good presentation always starts out with an introduction. Introduction is just like an icebreaker which may be a story, interesting statement or fact, joke, quotation, or an activity to get the group warmed up. The introduction also needs an objective, that is, the purpose or goal of the presentation. This not only tells us what we

will talk about, but it also informs the audience the purpose of the presentation. In this part we:

- include an agenda and clarify the goals and objectives of our presentation;
- present an overview of a situation, a statement of the current situation of the organization, or a recap of history;
- use strategies that help you to get audience attention like a quote, a question, humor, a creative image, an anecdote, or a sharing of emotions.

2. ***Body:*** this part presents the collected data in one of the above discussed styles like chronological, narrative, etc. We must avoid writing out word for word; all we need is an outline. By jotting down the main points on a set of index cards, we not only have our presentation's outline, but also a memory jogger for the actual presentation.

To present information on each slide we need to select a suitable structure for information to be included. Some of the possible options for structuring information on slides are listed below:

- ***Timeline*****:** Arranged in sequential order.
- ***Climax:*** The main points are delivered in order of increasing importance.
- ***Problem/Solution:*** A problem is presented, a solution is suggested, and benefits are then given.
- ***Classification:*** The important items are the major points.
- ***Simple to complex:*** Ideas are listed from the simplest to the most complex. Can also be done in reverse order.

Although it is not a hard and fast rule, it is suggested that a 40 minutes talk should have no more than about 8 main points, i.e. you should try to explain a specific point in 5 minutes. This may not seem like very many, but if you are to leave the audience with a clear picture of what you have said, you cannot expect them to remember much more than that.

3. ***Closing:*** this is where we provide a wrap-up (summary), ask for questions, and thank the participants for attending. In this part we:
   - Summarize the main point of the presentation.
   - Provide closure, and leave an impression.
   - Put recommendations, future directions, next steps to take, and so forth.

After learning about these three aspects we need to make a decision about the putting things in our presentation; known as the format of presentation. In this regard following guidelines can be helpful:

- Make an elegant and attractive title page having a crispy title, presenter's name, job title, contact and organizational address.
- Unless it is absolutely necessary, do not put images! If you are using any images, one image per slide would be more appropriate. A variety of images distract the audience; instead of gaining their attention, you will lose them.
- The agenda follows the title page. Agenda slide introduce the sections within the presentation.
- It is highly recommended that only one concept should be presented in a single slide. Generally, each slide consists of a slide title, a header statement, the slide body, slide number, and an optional tombstone statement. The header statement must convey your main message.
- The body of the slide is used to support the main message. The message should be conveyed in a summarized & logical manner. Bulleted text is commonly used for this purpose. Followings are some key rules when putting text in bulleted form:
  - Do not put too many bullets on a slide
  - Provide a point of emphasis,
  - Use text very precise – like keywords and phrases
  - Make bullets points consistent in structure
  - Capitalize the first letter of the first word only
  - Sub-bullets are used to further explain a logic
  - Avoid using a single sub-bullet only

  - Do not provide information on a side that dispute or detracts from the main message
- Provide a smooth transition between slides.

Concluding Discussion

In recent years presentation skill has become increasingly important and a major factor to becoming successful in today's business world. Unfortunately, many people do not posses this skill. In this chapter we have discussed about those aspect which help presenters to prepare effective presentation.

Preparing an effective presentation is a complex and time consuming task which involves many important aspects like analyzing audience, gathering relevant data, organizing data, etc. To make our presentation interesting, effective & elegant we need to consider these aspects seriously and spend adequate time & energies. This little investment could save our audience from having a feeling that their presentation was a total waste of time.

Every presentation is designed with a single purpose. Once we are clear about the purpose and theme of our presentation we need to have a story to support it with. Next we need to collect data/information. Before starting this task we need to develop an outline to guides us to collect right/appropriate information/data for our presentation. During this process we need to research every aspect of our subject and ensure that our information is well researched, up-to-date and valuable. This exercise will build our command on the subject and improve our confidence which will impress the audience and make our presentation more interesting and valuable.

Putting collected information into the presentation is the next important and challenging task which involves three aspects: style, grouping data, and format. Putting these components in a coherent & logical manner make our presentation thriving. We need to select the most suitable style which helps our audience to understand what we want to deliver.

During grouping data, avoid including irrelevant information, divide the collected information in small segments, arrange the inter-related data in groups, and present it in a logical manner. Presenting information this way helps audience to understand what we want to communicate.

An effective presentation has three parts: introduction, body and closing. The introduction part includes an agenda, goals and objectives of the presentation. Our presentation must have an elegant and attractive title page with a crispy title, presenter's name, job title, contact and organizational address. Presentation's body presents the collected data in a suitable format. Use one concept per slide. Each slide consists of a page title, a header statement, the slide body, and an optional tombstone statement. The header statement must convey your main message. The closing part should provide a summary, recommendations, future directions, next steps to take, and so forth. This is where you ask for questions and thank the participants for attending.

Finally we will recommend that your presentation should not discuss too many ideas. Discussing too many ideas will overload audience memory and they will not get much out of your presentation. As a general rule, do not put more than 8 ideas in a 40 minutes presentation. In the coming chapters we will be discussing the other two important aspects of preparing an effective presentation; preparing design and delivering presentation.

Chapter 6: Presentation Design

> "Design is not just what it looks like and feels like. Design is how it works."
>
> Steve Jobs

Introduction

An idea is like a fox, bewildered in the dark forest of scattered and wild pieces of untamed and uncultivated thoughts. To bring this cunning fox out of that darkness and to convert it into a metaphor of a great idea, a presenter needs to tame that wildness. Getting it otherwise, he/she has to dress and embellish the contents of his presentation with the most appropriate and suitable ornamentation. These tools of ornamentation may collectively be called as the presentation design.

Presentation design can be considered as the skeleton of the presentation. Just as our skeleton support our bodies, presentation design and its layout provide a structure to present information in an effective way. A good design makes the presentation fruitful and a bad design ruins the whole efforts. Someone has rightly said that bad design and presentation never kills anyone, but it never inspire anyone either. Therefore, presenters must know how to create a good design. In this chapter we will cover those aspects which are essential for a great design.

Consistency

Consistency is something that is in logical coherence among things or parts or it does not contain a contradiction. In a presentation it refers to a steady and rational

reason in presenting information. That is, the presented information follows a steady line of reason, and there should be no contradictions involved. For introducing the element of consistency in a presentation various elements of the presentation should maintain uniformity and logical coherence.

There is little doubt that consistency is important for an effective presentation. It makes audience to understand presentation easily. To bring the element of consistency in your presentation you need to define some standards and conventions and apply them throughout your presentation. For this a small set of templates for slides and other design elements could be developed which could be applied throughout the presentation. This will save your time and makes your presentation consistent and elegant.

Aspects of Consistency

Consistency applies to many presentation's elements like colors, font style & sizes, placement of text and images, back ground, style and treatment of images, charts and tables, etc. Let's consider some of them and try to learn how we make them consistent.

Language

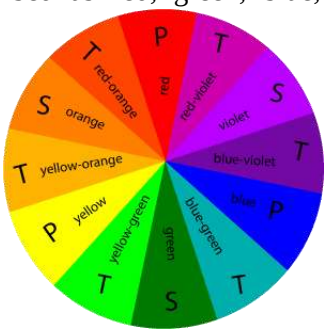
Consistency of Language is the much needed requirement of an effective presentation. Use of consistent language makes presentation simpler and more authoritative, whereas the use of multiple terms for the same concept or thing can be a significant cause of confusion. We can minimize this confusion by using only approved terms. For example, if we are making a presentation about telephones, we may choose "mobile phone" and use it in preference to synonyms like "cell phone", "mobile" or "handset". Of course users should still be able to understand any of these terms.

Color

Color can be a powerful tool for making our presentation esthetically attractive aesthetically attractive, distinctive and innovative. Appropriately used colors convey meaning more effectively and influences audience attitudes. Remember

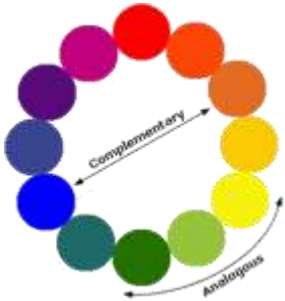
correctly selected colors and the way we use them will produce a strong impact on our audience and ensure the success of the presentation.

To understand about colors, a good place to start is the color wheel which illustrates the relationship between colors. The color wheel contains 12 hues. Hue is one of the main properties of a color, defined technically, as "the degree to which a stimulus can be described as similar to or different from stimuli that are described as red, green, blue, and yellow,"[60]



These 12 hues are separated into three distinct groups:

1. ***The primary colors*:** red, blue, and yellow. All other colors can be derived from these three.
2. ***The secondary colors:*** green, violet, and orange. These are created by combining the primary colors.
3. ***The tertiary colors:*** red-orange, red-violet, blue-violet, blue-green, yellow-orange, and yellow-green. These are made from combinations of primary and secondary colors.



In color wheel, colors opposite to one another are called complements whereas colors next to each other are called analogous. Each color has two analogous colors (one on each side of it).

1. [60] Mark Fairchild, "Color Appearance Models: CIECAM02 and Beyond." Tutorial slides for IS&T/SID 12th Color Imaging Conference.

Complementary colors contrast each other to create a dynamic effect whereas analogous colors are used to create a harmonious and pleasant feeling.

Studies show that different colors evoke different feelings in people. Some colors may power your message others may impact your message negatively. Also, certain colors have common associations in society, such as red with warning or green with go. Use these color associations to illustrate your point, but proceed with caution, because these associations can differ depending on the nationality of the audience. Hence, it is important when selecting colors for your presentation. Here are some common interpretations for colors.[61]

Black	Heavy, mournful, highly technical, formal, death
Brown	Earth, simplicity, outdoors
Blue	Peace, tranquility, trust, confidence, security
Purple	Royalty, wisdom, spirituality, mystery
Green	Nature, environment, health, reptiles, insects
Gray	Conservative, practical, reliability, security, staid
Red	Passion, excitement, love, intensity, heat, aggression
Orange	Warmth, expansive, flamboyant
Yellow	Optimism, happiness, idealism, imagination
White	Purity, reverence, cleanliness, simplicity

Selection of colors for various design elements directly affects the impact of presentation. We must not forget social, cultural and intellectual background of our audience when choosing colors for our presentation. Oue presentation must show a balance between professionalism and attractiveness. The following tips may help you to tie the elements of your slides together and maintain consistency and uniformity.

- Use high contrast to increase legibility (e.g. black text on clear and yellow on dark blue, green on purple, white on black, violet on yellow, blue-green on red.
- Colors should not clash – they should have a high degree of harmony.

[61] http://www.indezine.com/ideas/davesurvey.html

- Avoid clutter by using no more than four colors. When using graphics, try to choose one or more colors from the graphic to use as text colors.
- Use color to indicate relationships between information, to convey a particular message, or to emphasize the information. If the message isn't clearly illustrated by a particular color choice, don't use that color.

For background color, it is commonly suggested that either use a dark background with light text and graphics or a light background with dark text and graphics. Be careful, if you are thinking to make your slides more visually appealing by having a graphic or pattern as the background of the slide. Many times, the graphic or pattern do not have a uniform shade and changes from dark to light or from light to dark. It makes picking a contrasting text and graphic color very difficult. In such situation, try to use techniques like embossing effect which slightly increases the element from the background. It does not cause large changes in background color shade but make the element more visible.

Finally, you must consider that the colors of your presentation may look different when projected. Test your presentation on a projector to verify that the colors work well. If they do not look as you desire, make the necessary changes before you go for your presentation.

Fonts

The selection of appropriate fonts for a presentation is the next important thing. We can go with conventional fonts like Arial and Times New Roman, but they get stale pretty fast. On the other hand, going with modern fonts isn't always the best option either. Just as we would make choices about other part of our presentation, selection of suitable fonts starts by considering both message and the audience. For example, upper management likes more formal font rather than something fun and silly whereas a group of kids would like informal fonts. Similarly, formal fonts will suite more for presenting information about a research outcome or budget details and informal fonts will suite more for presenting the results of a prize draw.

There are two primary types of fonts, display fonts and content fonts. Display fonts are showy, flashy, and sometimes extreme-looking. Use these fonts where there is little text to be read and the idea is to catch the audience's attention. Display fonts include script fonts, block fonts, engraved fonts, and many others. If a font is a little hard to read at small sizes, chances are pretty good that it's a display font.

The simple sans serif fonts and the simple serif fonts fall into content font category. Serif fonts have small flourishes extending from the main strokes of each letter like Time New Roman, Book Antiqua, Bookman Olds Style, Garamond). Whereas, Sans Serif do not have this flourishes extending and they are straight and clean like Arial, Verdana, Hevetica. Usually, for online presentations San Serif fonts are recommended as they are more readable.

After making the decision about font style, we need to think about font size. Just follow the basic principle: Big enough to be seen by the entire audience. Small fonts will ruin your whole efforts.[62]

Images

An old Chinese proverb says, “One picture is worth ten thousand words”, which gave origin to the English saying “A picture is worth a thousand words”. Appropriate images bring magnificent understanding & appreciation to your presentations. Multimedia learning theory has advocated that people learn better from words and pictures than from words alone. Remember, a good quality image speaks a thousand words and maximizes the audience retention of the subject matter.

Use images to communicate, not just to decorate. Select images for your presentation very carefully and ensure the selected images should guide your audiences’ attention. Simple, clear, relevant visual images will lend support to your spoken words and leave your audience with a positive attitude toward you and your

[62] http://office.microsoft.com/en-us/powerpoint-help/which-fonts-look-good-in-presentations-HA001124394.aspx

product, service or proposal. [63] Sometimes making your images fill up the whole slide is recommended. In such cases, place your text inside it.

Contrast

Contrast means the difference between two or more elements. [64] Contrast could be:

By font size	Big vs. Little
By weight	Thick vs. Thin
By Structure	Font families
By Form	Uppercase vs. Lowercase Roman vs. Oblique Roman vs. *italic*
By Orientation	Tall vs. Flat
By Color/Special Effect	Cool vs. Warm Light vs. Dark Textures and Special Effects

Alignment

Organize information in hierarchical form and then maintains hierarchy. Always remove clutter and arrange elements to very vertical or horizontal.

Simplicity

"Keep It Small and Simple (KISS)" is a universal rule advocated in presentation world. Take a balanced approach and add design elements in a coherent way. Arrange things "Chronologically". Give only important information (Especially with technical data (Charts, graphs, etc.) and give information one bite at a time. Do not push audience to read all the points before. Avoid using too much animation and slide affects. However, try to prevent monotony.

[63] http://www.the-eggman.com/writings/keystep1.html
[64] http://www.slideshare.net/DJosephDesign/giving-your-presentations-zing

White Spaces

White spaces are known as "Rest areas" for the eyes. It is a powerful yet most-neglected tool. Some people do not use white spaces in their presentation and make their presentation over crowded. Absence of white spaces suggests poor planning. Use white spaces to make your presentation more effective.

Charts, Graphics & Tables

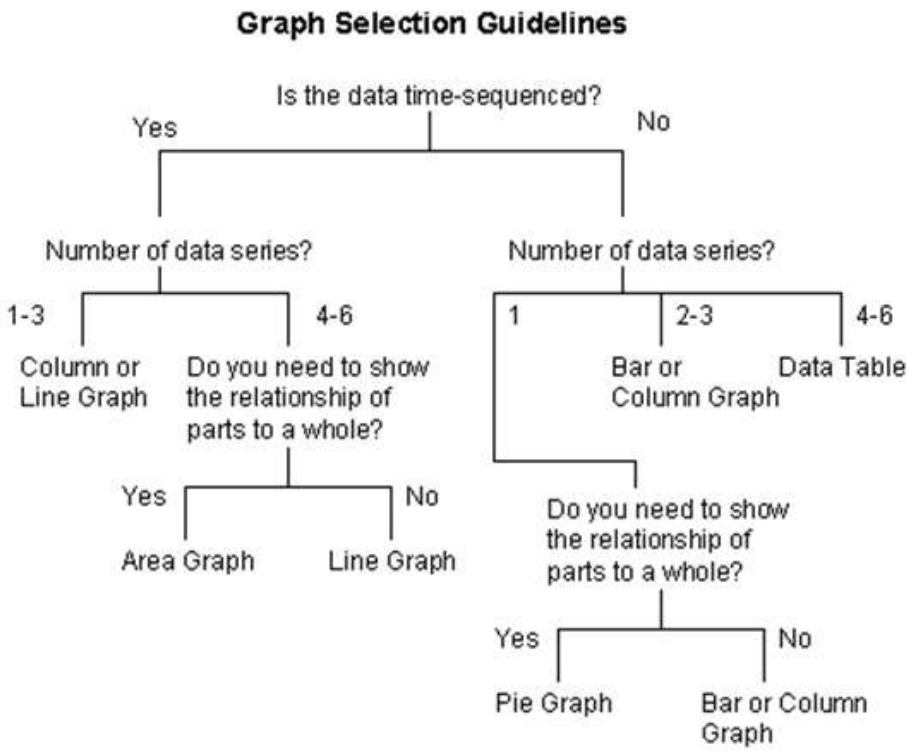
Charts, Graphs & Tables are used to present quantitative data. These visual methods make the point much stronger than simply describing the data. While they can be powerful methods, they also have the potential to ruin a presentation if they convey the wrong message or they confuse the audience. Graphics should only be used when they are appropriate. Unnecessary or abundant graphics confuse the audience and reduce understanding & appreciation if the work. Following tips could be used as guidelines:

- Use simple and concise image/graphics.
- Ensure your message is immediately evident from the selected image/graphics.
- Do not use an image/graphic unless it supports your point.
- Clip-art can be effective if used to visualize your message.
- Avoid content free clip-art.
- Encourage eye movement through image/graphic element.
- Pace a title on your chart.
- Identify the source of your information.
- Use a consistent color scheme and text style for image/graphic element throughout your document.

How to Choose Which Type of Graph to Use?

When you are deciding which type of graph to use for your presentation, the decision tree[65] given in figure can help you.

[65] Source: http://www.thinkoutsidetheslide.com/articles/using_graphs_and_tables.htm

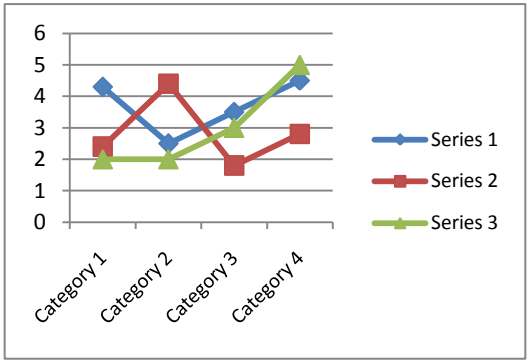


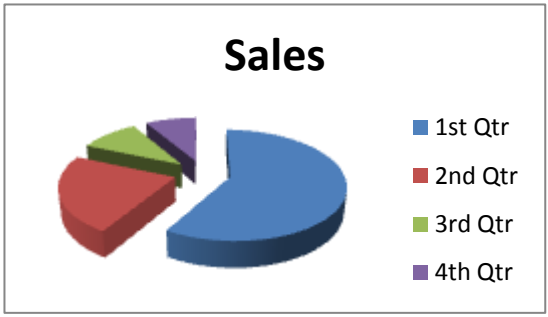
The key questions to consider are whether the data is time-sequenced and how many data series you want to show. By selecting the appropriate graph type, you can help make the message clearer to the audience.

Graph Types

A graph is really a graphical representation of one or more sets of data. There are five basic types of graphs that are used most frequently. In a graph, a set of related data is referred to as a data series. There are more complex types that are used for specific purposes, usually technical in nature, which will not be discussed here because they would rarely be used by most of us.

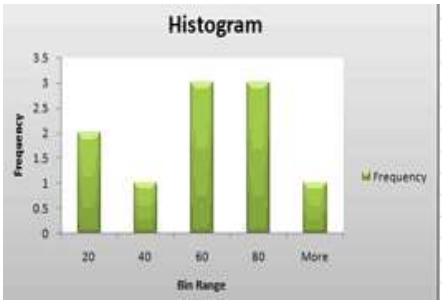
Line graph: It is a way of representing two pieces of information, which is usually related and vary with respect to each other. This is useful when comparisons are needed and changes over time are needed to be monitored. When smaller changes exist, line graphs are better to use than bar graphs.



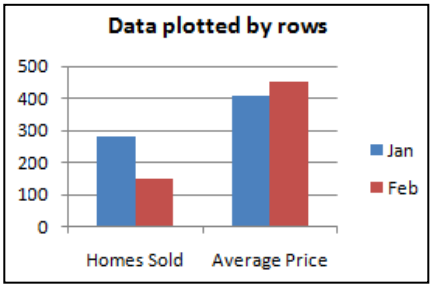


Pie Chart: Pie charts are best to use when you are trying to compare parts of a whole. They do not show changes over time. Use pie charts to compare relative magnitudes.

Histogram: A histogram typically shows the quantity of points that fall within various numeric ranges (or bins).

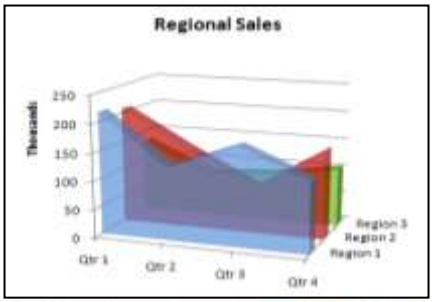


Bar Graph: Bar graphs are used to compare things between different groups or to track changes over time. However, when trying to measure change over time, bar

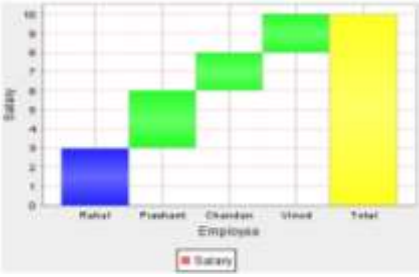


graphs are best when the changes are larger. Use column charts to emphasize levels or magnitudes over time.

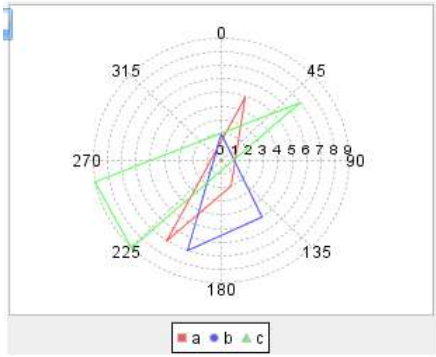
Area Graph: Area graphs are very similar to line graphs. They can be used to track changes over time for one or more groups. Area graphs are good to use when you are tracking the changes in two or more related groups that make up one whole category (for example public and private groups).



Waterfall Chart: This is a type of chart, which shows an increase or decrease in an initial value. This contains floating vertical columns that shows the increase or decrease in an initial value through a series of intermediate steps leading to a final value. An invisible column keeps the increase or decrease related to the heights of the previous columns.



Polar Chart: A Polar Chart is a circular chart in which data is displayed in terms of values and angles. It provides a mechanism to compare various qualitative and quantitative aspects of a situation graphically. The X and Y-axes can be used to demonstrate real world quantities. Polar Charts allow plotting multiple data sets each with a single line with as many points as needed. Polar charts are common in Engineering and modeling Industries. A Polar Chart has two variables X



and Y where X is plotted as an angle and Y is the radius. The points are plotted in Polar coordinates rather than Cartesian coordinates. The dataset having the maximum values covers the maximum area in the whole graph.

How to add graphics in a slide?

If a page requires graphics and bulleted text, split the page based on the graphic's orientation.

- If the graphics is vertical, round or square, place the bulleted text to the side of the graphics.
- If the graphic is used to help illustrate a point within the text, place the graphic to the right of the text.
- If the text is used to explain the graphic, place the graphics to the left.
- If the graphic is horizontal, place the bulleted text above or below the graphics.
- If the graphic is used to help to illustrate a point within the text, place the graphic beow the text.
- If the text is used to explain the graphic, place the graphic above the text.

Multimedia Presentations

With the advent of multiple formats we now have several new and exciting ways to present information. The formats allow the incorporation of animation, moving pictures, and sound into presentation, which extends our abilities to present information that encourage audience to understand information much better way. Thus, it is often to our advantage as presenter to use many different formats and modes to present the information on a topic.

One of the advantages of using multimedia is to convey information quickly and effectively to all audience. The latest developments of multimedia technologies have offered various tools for creating an attractive and effective multimedia learning environment. For example video and animations help bring to life scientific principles, and multimedia allows audience understands complex concepts more easily. This has made multimedia presentation as a common trend in today's world. Presentation software like MS Power Point, Open Office Presentation and HTML web pages allow

us to add audio, video, text, images, sound, graphics, animations, etc. our presentations.

Remember audience respond to information differently. Videos can be effective training aids if you edit them carefully and use at the appropriate times. Videos can illustrate an idea and put it into an action. The theme of the video must correspond with the main points you are discussing. Show only the parts that are related. Remember, the video is not the entire presentation; it just supports the main points. Give the participants suggestions of what to watch for. A question and answer session, discussion and/or a handout should accompany the video.[66]

Adding Quotations

According to the Oxford Dictionary of Modern Quotations a quotation is ``a saying or piece of writing that strikes people as so true that they quote it (or allude to it) in speech or writing". Quotations are commonly used to strengthen an argument. The effective use of quotations augments the power of your arguments and makes your presentation more interesting. But you must be careful in selecting quotations as it can cause negative impact of your presentation. Here is a checklist to ensure that you are doing the right thing:

- make an opening impact on the reader
- build credibility for your presentation
- add humor
- make the presentation more interesting
- close the presentation with a point to ponder upon

If the quotation does not meet a few of these objectives, then it is of little value.

Concluding Discussion

Presentation design can be considered as skeleton of the presentation. A good design helps presenters to present information in an effective way whereas a bad

[66]http://www.1000ventures.com/business_guide/crosscuttings/presentations_main.html

design ruins the whole efforts. In this chapter we have shed light on some important factors of a great design.

Consistency is considered an important chracteristic of a successful presentation as it makes audience to understand your presentation easily. It is suggested that presenters should follow a steady and rational reason in presenting information and try to avoid any contradictions. He/she ensure that various elements of his/her presentation should maintain uniformity in order to make sense. Consistency makes it easy for audience to understand provided information. Consistency applies to many presentation's elements like colors, font style & sizes, placement of text and images, back ground, charts and tables, etc.

Color can be a powerful tool for presenting information. It conveys meaning and influences attitudes. For this you need to learn about *primary colors, secondary colors and tertiary colors.* You must remember, certain colors have common associations in society. Therefore choose background and foreground colors very carefully. Your presentation must show a balance between professionalism and attractiveness. Remember, the colors of your presentation may look different when projected. Therefore, test your presentation on a projector to verify the desire colors

The selection of appropriate fonts for your presentation is equally important. There are two primary types of fonts, display fonts and content fonts. Display fonts are showy, flashy, and sometimes extreme-looking. Use these fonts where there is little text to be read and the idea is to catch the audience's attention. Display fonts include script fonts, block fonts, engraved fonts, and many others. The simple sans serif fonts and the simple serif fonts fall into content font category. Usually, for online presentations san serif fonts are recommended as they are more readable. You also need to think about font size. Font's size should be big enough to be seen by the entire audience.

Images are commonly used in presentation as people learn better from words and pictures than from words alone. Use images to communicate, not just to decorate. Select images for your presentation very carefully and ensure the selected images

should guide your audiences' attention. Simple, clear, relevant visual images will lend support to your spoken words and leave your audience with a positive attitude toward you and your product, service or proposal. Always us good quality images as a good image speaks a thousand words which maximizes the audience's retention.

"Keep It Small and Simple (KISS)" is a universal rule advocated in presentation world. Take a balanced approach and add design elements in a coherent way. Arrange things "Chronologically". Give only important information and give information one bite at a time. Do not push audience to read all the points before. Avoid using too much animation and slide affects. However, try to prevent monotony. Use white spaces to make your presentation more effective. White spaces are known as "Rest areas" for the eyes. Sometimes you may need graphics to support your message. Do not use an image/graphic unless it supports your point. Clip-art can be effective if used to visualize your message. Use a consistent color scheme and text style for image/graphic element throughout your document.

Videos can illustrate an idea and put it into an action. Videos can be effective training aids if being edited carefully and being use at the appropriate times. The theme of the video must correspond with the main points you are discussing. Show only the parts that are related. Remember, the video is not the entire presentation; it just supports the main points. Give the participants suggestions of what to watch for. A question and answer period, discussion and/or a handout should accompany the video.

Graph and charts are most commonly used tools for presenting quantitative data. We have disused about various types of graphs and explain how to choose which type of graph to use. For example, when smaller changes exist, line graphs are better to use than bar graphs. Pie charts are best to use when you are trying to compare parts of a whole. Area graphs are used to track changes over time for one or more groups. Waterfall chart shows an increase or decrease in an initial value. Polar Charts provide a mechanism to compare various qualitative and quantitative aspects of a situation graphically.

In this chapter, we have discussed about the importance of a good design and explained varied elements of a good design. You must pay attention to the psychological impacts of the contents you are sharing with your audience and should have a complete control over the interest of your audience while presenting your presentation. We hope information provided in this chapter will help you to make an effective design for your presentation.

Chapter 7: Delivering Presentation

> "It is a great thing to know the season for speech and the season for silence."
>
> Seneca

Introduction

William Faulkner, one of America's greatest southern writers, gave a beautifully written speech accepting the Nobel Prize for literature in 1950. His uplifting words about the human spirit have been immortalized in this speech. However, the presentation in Stockholm, Sweden, was a rhetorical failure—because of his delivery. When giving the speech, he spoke in low tones, mumbling at times. He did not make eye contact with the audience. When Faulkner finished, even those on the front row could not have given a clear summary of the speech. So, how can you make sure your well-prepared presentations are delivered in a memorable fashion?

Remember, a presentation is not only the information you are delivering. It is a process of demonstrating your competency & passion. Audience judges you through your appearance, knowledge, delivery, stress, facial expressions and body language. We have observed, some presenters show fear and anxiety during their presentation and fail to make their point. Some of them, who do not have even fear of public

speaking, are unable to convey their ideas effectively as they are not equipped with appropriate skills.[67]

It is a common saying that the first impression is the last impression. We can't make a first impression twice. Audience's judgments could not be changed what they make at the start of our presentation. We must take care of our appearance, our words, our tone, our body language as they are very significant.

The point of presentation is to convey a message to an audience. The most powerful message will have no impact without an effective delivery. So we need to plan our opening sentences and practice them in front of a mirror. We can start our presentation by giving an anecdote, or starting with a quotation or a hypothetical situation. To grabs the audience attention we need to tell them what is at stake and why they should care. Otherwise anything else we will say to them will not have any impact.

Delivering presentation is an art. Each individual has his/her own style. But there are some guidelines which can help presenters to make their point effectively. After starting your presentation, state what you are trying to accomplish, how you will do that and why. Explain these things briefly, quickly and effectively and it should be more than 2-3 sentences. The next thing you need to do is to give a short preview of what your presentation will consist of, just to tell them what to expect. The preview should be no longer than one minute. During this, use short sentences. Keep technical information at a minimum. Grab attention with a joke, an interesting fact, a short anecdote, a quotation, a positive statement, a provocative question - something designed to arouse curiosity and get the audience looking and listening to you.

In above paragraph, we have given some ideas about delivering an effective presentation. The detailed discussion about these aspects is presented in various sections of this chapter. We hope, the knowledge presented in this chapter will help you to strengthen your presentation skills. Let's start this chapter with an important topic, "Delivery".

[67]http://www.stanford.edu/~agustinr/etc/presentationguidelines.pdf

Delivery

There are no hard and fast rules about how to deliver a presentation. Nevertheless, the first 2-3 minutes of the presentation are most important as audiences have positive feeling about you. They have come over to listen to you. These few minutes are a great opportunity to build an encouraging environment, so don't miss this opportunity.

The biggest item that separates ordinary presenters from world class ones is the ability to connect with audience in an honest and exciting way. Don't hold back; be confident and let your passion for your topic come out for all to see. Here are some useful tips which will help you to deliver your presentation more effectively.

- Keep your presentation short. Humans have short attention spans when it comes to passively sitting and listening to a speaker. It is better to have the audience wanting more of you than to feel that they have had more than enough.
- Reinforce your communication through repeating your message, showing some examples, explaining how it impacts audience. Reinforcement requires audience participation and interaction. Test their comprehension and give them reward.
- Tell your audience early in the presentation that you will have a question and answer period at the end of your speech. People are more likely to ask questions if you tell them at the beginning that they will have this opportunity.
- Get closer to your audience by moving away from or in front of the podium. The podium is a physical barrier between you and the audience. Removing this barrier will help you build a positive connection with the audience.
- Avoid reading directly from your actual slides. Slides are not your notes. You have prepared them for your audience.
- Stand on the left. Having you on their left is a more natural place for them to start reading and direct their vision. The audiences' eye flow follows

the direction in which they read the text. Do not walk across the slide, point things on the slide out.

- Try looking at individuals rather than scanning the group. One sure way to lose an audience is to turn your back on them. And while you're maintaining great eye contact, don't forget to smile as well. Unless your topic is very grim, a smile can be a very powerful thing.
- Be careful about the time limit. Do not speed through the presentation, as if pressed for time. It won't do anybody any good. You should have a short summary for each slide and know which slides are important. That way when you are pressed for time you just say the main points of the important slides and then you move on.
- Repetition in a presentation is important as it helps the audience remember key points, however if it is overdone or done at the wrong points speakers run the risk of boring their listeners or putting emphasis on unimportant points. For example, in your introduction, tell your audience what you plan to tell them in the body of your presentation. In the body of your speech, explain your points and in the conclusion, repeat what you have told them in the body of the speech.
- Getting attention and arousing interest should be an important task of an effective presenter. You must realize that your presentation style can play an important role in creating interest, activity and motivation. Usually, presenters use anecdotes for this purpose. An anecdote is a short, interesting story, based on your own or another's experience. Although some speakers use them in their introductions, anecdotes are particularly used in the body of the presentation as they can reel in the audience's attention if it is wondering.
- Content, evidence and organization are important but just as important, if not more so, is the style, language and delivery of this presentation. Do not forget that it is not a single element that holds the audience's attention; it is the combination of multiple elements working together.

In simple words, be courteous, gracious, & professional during your presentation. If audience ask questions or give comments, you should be gracious and thank them for their input. Even if someone is being difficult, you must keep to the

high ground and at all times be a gentleman or lady and courteously deal with such individuals. The true professional can always remain cool and in control. Remember, it is your reputation, so always remain gracious even with the most challenging of audiences. In forthcoming sections we have discussed some other important aspects which will help you to become a successful presenter.

Managing Voice

The voice is probably the most valuable tool of a presenter. It carries most of the content that the audience takes away. That's why it is usually advised that try to sound natural, your rhythm and tone should be appropriate to the message you are delivering. Followings are the main terms used for defining vocal qualities:

***Volume*:** how loud the sound is. Speak loudly enough to reach all the members audience without overpowering those closest to you. The goal is to be heard without shouting. In order to plan for adjusting volume, it might be helpful to know as much as you can about the occasion and setting. Ask questions such as:

- How large is the room and how is it shaped?
- How will the room be set up?
- Will there be a stage and podium? If so, will it be in the center or will some people be farther away?
- How many people will be in the room?
- Will they be doing anything that could increase noise in the room (i.e. eating, reviewing materials)?

Knowing the answers to these questions can help you plan whether you might need to increase or decrease your volume. Then, practice controlling the volume of your voice in a variety of rooms with a listening partner. When you begin your presentation, if you are not certain whether your volume is correct, ask your audience. As a general principle, good speakers lower their voice to draw the audience in, and raise it to make a point.

***Tone*:** is defined as sound, or the character of a sound, or a sound considered as of this or that character; as, a low, high, loud, grave, acute, sweet, or harsh tone.[68] Tone is also defined as a whining style of speaking; a kind of mournful or artificial strain of voice; an affected speaking with a measured rhythm had a regular rise and fall of the voice; as, children often read with a tone. With the exception of body language, presenters' tone of voice is their biggest asset in creating a positive impact on their audience. For example an airplane sound has a different effect than leaves being rustled by the wind.

You must know, volume is not the only means of controlling your voice. Have you ever heard a speaker who presents in a tone with no variation? Your voice is a tool that can be used to draw attention to important points or complement specific ideas. When used this way, it engages an audience and encourages them to listen. One way to practice use of tone is by reading aloud and using tone in different ways. Choose a child's storybook or poem for a text that begs to be read in a variety of tones, perhaps with a different voice for each character. Then, put these new techniques to play in your presentation. Remember, a voice that carries fear can frighten the audience, while a voice that carries laughter can bring smile on their faces.

***Pitch*:** frequency of your voice is called pitch. The shorter the wavelength, the higher the frequency, and the higher the pitch of the sound. In other words, short waves sound high; long waves sound low. Use your natural pitch. This will help you to act naturally.

***Pace*:** This is how long a sound lasts. Talking too fast causes the words and syllables to be short, while talking slowly lengthens them. Varying the pace helps to maintain the audience's interest. For most of us, this is natural – except when we are nervous or excited. Practice and you can figure out what sounds natural and appropriate for the point you are making.

[68] http://ardictionary.com/Tone/4772

A common problem with nervous speakers is setting a steady pace. Many of us want to get the presentation over as quickly as possible, and it shows as we speed through our delivery. Pace is the speed at which you put thoughts together out loud. Speak slowly and with purpose. Take your time and use notes to regroup at the end of sections or when changing ideas. When you feel you are speaking too slowly, you are likely speaking just right for your audience. Remember, it may take a few seconds for your audience to hear and understand what you have said. It will take even longer for them to make the transition from one topic area to another. So, set your pace slowly to give your audience the best possible delivery.

***Intonation*:** Apply voice inflation, i.e. introduce a variety in your voice. Avoid speaking in monotone. Both projection and tone variance can be practiced by taking the line. "This new policy is going to be exciting" and saying it first with surprise, then with irony, then with grief, and finally with anger. The key is to over-act. Put more feeling into your voice and make it livelier by changing in your intonation.

At this stage some readers may be thinking that how could they improve their quality of voice. There are two handy methods for improving your voice:

1. Record your own voice & practice listening to your voice while at home, driving, walking, etc. Then when you are at work or with company, monitor your voice to see if you are using it how you want to. You can use your cell phone to help you manage your voice, as most modern phones have voice recording option.
2. To really listen to your voice, cup your right hand around your right ear and gently pull the ear forward. Next, cup your left hand around your mouth and direct the sound straight into your ear. This helps you to really hear your voice as others hear it. This way you can get control on your voice.

Passion

Your passion towards your presentation is the most important factor which helps you in not only convincing but also in impressing your audience. Passion all starts inside. You must believe in what you have to offer, that what you have to say is

important, and that it's imperative for your listeners to get it. If you do not feel that way, stop now; you'll never be able to deliver a great presentation.[69]

You need to realize that the facts do not always speak for themselves. They usually need someone to bring them into life. As a presenter, you are the person who knows the importance of the information you are delivering to your audience. Therefore, explain to your audience why this information is so important to you, and more importantly, explain why it is so important for them. Use a phrase such as "The reason this is so important is..."

Language

As mentioned in the previous chapter, the language which you use during your presentation rates your presentation. Therefore, try to use very simple, clear and common language. In case of technical presentation, use the commonly used term. Do not be too verbose. Avoid using slangs, colloquial language. You would have experience, many people use words like 'uhm', 'so', 'yeah', etc. These words are called "filler" words. Filler words usually annoy audiences which distract their attention. The excessive use of filler words also portrays your personality very differently. Avoid using filler words as much as you can.

During your presentation, speak slowly and clearly enough that everyone in your audience can understand every word. Use simple sentences, rather complex ones, and try to keep your vocabulary usage simple. The golden rule is that when you speak, convey confidence and show interest in what you are presenting. Speak with feeling. Good presenters usually go and then pause and then repeat. They also do not use so many "and's".

Movement

During the presentation, movement of a presenter on the stage is the most critical aspect which may either act as a vehicle to transport ideas or inhibit the whole process of communication. Some people move on the stage so awkwardly or clumsily which stop audience to concentrate on what presenter intends to say. Therefore, it is suggested that a presenter should move appropriately and with purpose – do not move simply because you are nervous. Your movement should be natural and support your

[69] http://www.1000advices.com/guru/presenting_with_passion_dg.html

words and the rest of your presentation. But, do not move constantly. Pause for effect. Stand still to make an important point, and move when it is appropriate.

Facial Expressions

Facial expressions are one of the most secret weapons of presenters. Facial expressions not only help presenters to convey their messages appropriately, but also help the audience to understand conveyed messages in true spirit. For example, smiling is often contagious and others react favorably. People who have mastery on their facial expression are the most successful presenters. For example, smiling is a powerful clue that transmits happiness, friendliness, warmth, and liking. So, if you smile frequently you will be perceived as more likable, friendly, warm, and approachable. They will be more comfortable around you and will want to listen to you more.

Body Language

Body language and hand gestures are powerful supporting tools of presenters. If we wish to communicate well, then we need to understand how we can (and cannot) use our body to say what we mean. We can communicate numerous messages by the way we talk and move. Standing erect and leaning forward communicates that we are approachable, receptive, and friendly. Interpersonal closeness results when we and our audience face each other. As a general principle, speaking with back turned or looking at the floor or ceiling should be avoided as it communicates disinterest.

A lively speaking style captures attention, makes the material more interesting, and facilitates understanding. Body language help you to communicate different impressions to the audience because people not only listen to you, they also watch you. For example, slouching tells audience you are indifferent or you do not care - even though you might care a great deal. On the other hand, displaying good gesture tells your audience that you know what you are doing and you care deeply about it. Remember, if you fail to gesture while speaking, you may be perceived as boring and stiff.

Body language comes in clusters of signals and postures, depending on the internal emotions and mental states.[70] Some of them are given in table below:

[70] http://changingminds.org/techniques/body/body_language.htm

Aggressive body language	Showing physical threat
Attentive body language	Showing real interest
Bored body language	Just not being interested
Closed body language	Many reasons are closed
Deceptive body language	Seeking to cover up lying or other deception
Defensive body language	Protecting self from attack
Dominant body language	Dominating others
Emotional body language	Identifying feelings
Evaluating body language	Judging and deciding about something
Greeting body language	Meeting rituals
Open body language	Many reasons for being open
Power body language	Demonstrating one's power
Ready body language	Wanting to act and waiting for the trigger
Relaxed body language	Comfortable and unstressed
Romantic body language	Showing attraction to others
Submissive body language	Showing you are prepared to give in

Some Useful Tips:

Here are some other useful tips which will help you to improve your delivery skills:

- Stand in correct posture; straight and erect [feet, knees, hips, shoulders all in a straight line]
- Do not be stiff; be relaxed, be causal and radiate energy. But do not be lazy.
- Use your body parts to send signals
- Gestures should be deliberate, but not excessive. Make sure that the gestures do not distract audience attention but rather reinforce what you are saying. Place hands down when not gesturing.

- Just let your body react to how you feel. Hand movements and their positions cause a great deal on your presentation. Therefore, it is suggested that:
  - Do not keep hands in your pocket.
  - Do not keep hands " Handcuffed" behind your back
  - Do not keep your arms crossed.
  - Do not put hands in "fig leaf" position.
  - Do not wring your hands nervously.
- Make a good eye contact with your audience. This helps to regulate the flow of communication. It signals interest in others and increases the speaker's credibility. Speakers who make eye contact open the flow of communication and convey interest, concern, warmth, and credibility. The rule of thumb for eye contact is three to five seconds per person.

Active Listening

Good speakers not only inform their audience, they also listen to them. By listening them, you come to know if they understand the information and the information is important to them.

Active listening is not the same as hearing! Hearing is the first part and consists of the perception of sound. Listening, the second part, involves an attachment of meaning to the auditory symbols that are perceived. Passive listening occurs when the receiver has little motivation to listen carefully. Active listening with a purpose is used to gain information, to determine how another person feels, and to understand others. Some good traits of effective listeners are:

- Spend more time listening than talking (but of course, as a presenter, you will be doing most of the talking).
- Do not finish the sentence of others.
- Do not answer questions with questions.
- Be aware of audiences' predispositions & cultural biases and know how to control them.
- Never daydream or become pre-occupied with own thoughts when others talk.

- Let the other speaker talk. Do not dominate the conversation.
- Plan responses after others have finished speaking; not while they are speaking. Their full concentration is on what others are saying, not on what they are going to respond with.
- Provide feedback but do not interrupt incessantly.
- Analyze by looking at all the relevant factors and asking open-ended questions.
- Keep the conversation on what the topic demands...NOT on what interest them.

Inventing Stories

One of the best ways to bring audiences into confidence is by telling stories. For this you can use your personal stories to build a friendly relationship with your listeners. If you're not sharing stories, you are missing one of the most effective means of creating trust and confidence with your audience. They are missing a large part of your authenticity you could be sharing with them, and you are missing a large part of the business they could be sharing with you. Of course the stories must be relevant to your message. Start and maintain a story file that you can turn to when preparing your presentations so you can easily increase the impact of your message.[71]

For putting story together, you need to know that every good story has solid contents. It has a beginning, middle, and an end. In crafting your story you must consider that it should have a point and be adapted to your audience. It has a logical sequence of events. Also it makes a logical relation with the topic. You can use the following given framework when creating your story.

Story Frame	Main Point (Header Statement)
Context	Your company revenue is expected to double within the next 5 years.
Audience Role	You must provide the distribution capacity to meet these revenue targets.
Point A	The capacity among your current facilities will not meet future needs unless a significant investment is

[71]http://www.1000advices.com/guru/presenting_with_passion_dg.html

	made.
Point B	The future logistics network will be designed to satisfy capacity requirements based upon rational investments.
Solution	We are going to conduct a cost vs. service tradeoff analysis to determine the optimum role, number, location, and size of facilities needed to meet future needs.

Feed back

Listening can be one of our most powerful communication tools! Part of the listening process is getting feedback. Feedback helps us to assess the effectiveness of our communication. Feedback could be of five types:

1. **Evaluative**: Makes a judgment about the worth, goodness, or appropriateness of the other person's statement.
2. **Interpretive**: Paraphrasing - attempt to explain what the other persons statement mean.
3. **Supportive**: Attempt to assist or bolster the other communicator
4. **Probing**: Attempt to gain additional information, continue the discussion, or clarify a point.
5. **Understanding**: Attempt to discover completely what the other communicator means by their statements.

You also need to know that feedback may be positive or negative. Positive feedback is more readily and accurately perceived than negative feedback. Also positive feedback fits what most people wish to hear and already believe about them. Negative feedback is most likely to be accepted when it comes from a credible source if it is objective in form. Subjective impressions carry weight only when they come from a person with high status and credibility.

Preliminary Preparations

Great presentations always require some pre-planning. Without pre-planning you may not be able to get what you are expecting. Here are some tips to carry out this

bit. Firstly, make an outline of preparing and conducting a meeting, such as acquiring a room, informing participants, etc. Secondly, make an outline for your presentation. Finally, the important part - practice, practice, practice. In this regard keep in your mind what Conrad Hilton says, “Successful men and women keep moving. They make mistakes, but they don’t quit.”

Your practice session should include a "live" session by practicing in front of coworkers, family, or friends. They can be valuable at providing feedback and it gives you a chance to practice controlling your nerves. Another great feedback technique is to make a video or audio tape of your presentation and review it critically with a colleague. In advance of your presentation:

- Think positive thought: visualize yourself feeling at ease with the audience.
- Use affirmation (e.g. “I can do this. I am prepared. It will go well.”
- Make sure all the equipment is working properly.
- Practice a lot. Do not just think presentation is through: act it out, in front of friends or family.
- Time each section of your presentation and develop a schedule. Even memorize the first two minutes of your presentation, so you breeze on through the time when butterflies are most active.
- Remember that the people in your audience are human too, just like you. They want you to succeed!

When you enter into the room, enter very gracefully. Your body language and your movements should not portray that you are nervous. Channelize your energies. Before you start your presentation, take a deep breath, look your audience, give eye contact and find a few friendly faces in the audience for reassurance smile. Be in-charge of your body, relax your nerves by taking a deep breath and try to maintain the calm feeling in you. Focus on making your movement fluid and confident, neither too slow nor too fast.

Proximity

Cultural norms dictate a comfortable distance for interaction with others. You should look for signals of discomfort caused by invading other's space. Some of these are: rocking, leg swinging, tapping, and gaze aversion. Typically, in large rooms, space invasion is not a problem. In most instances there is too much distance. To

counteract this, move around the room to increase interaction with your audience. Increasing the proximity enables you to make better eye contact and increases the opportunities for others to speak.

Tension & Nerves

Anxiety and tension are the key enemies of a presenter, which ruins the voice, posture, and spontaneity. For example, the voice becomes higher as the throat tenses; shoulders tighten up and limits your flexibility, while the legs start to shake and cause unsteadiness. This situation forces the presenter to act unnaturally. This is the time when you need to be in control. You do not need to get rid of anxiety and tension! Channel the energy into concentration and expressiveness. You should know that anxiety and tension is not as noticeable to the audience as it is to you. Even it's not you; the best presenters face this situation and make mistakes. The key is to continue on after the mistake. If you pick up and continue, so will the audience. Winners continue! Losers stop!

Actors recognize the value of nerves...they add to the value of the performance. This is because adrenaline starts to kick in. It's a left over from our ancestors' "fight or flight" syndrome. If you welcome nerves, then the presentation becomes a challenge and you become better. If you let your nerves take over, then you go into the flight mode by withdrawing from the audience. Again, welcome your nerves, recognize them, let them help you gain that needed edge! Do not go into the flight mode! When you feel tension or anxiety, remember that everyone gets them, but the winners use them to their advantage, while the losers get overwhelmed by them.

Tension can be reduced by performing some relaxation exercises like stand with your feet about 6 inches apart, arms hanging by your sides, and fingers unclenched. Gently shake each part of your body, starting with your hands, then arms, shoulders, torso, and legs. Concentrate on shaking out the tension. Then slowly rotate your shoulders forwards and the backwards. Move on to your head. Rotate it slowly clockwise, and then counter-clockwise. Similarly, before the presentation, visualize the room, audience, and you giving the presentation. Mentally go over what you are going to do from the moment you start to the end of the presentation. During

the presentation, take a moment to yourself by getting a drink of water, take a deep breath, concentrate on relaxing the most tense part of your body, and then return to the presentation saying to yourself, "I can do it!"

Questions

Although some people get a perverse pleasure from putting others on the spot, and some try to look good in front of the boss, most people ask questions from a genuine interest. Questions do not mean you did not explain the topic good enough, but that their interest is deeper than the average audience. Always allow time at the end of the presentation for questions. After inviting questions, do not rush ahead if no one asks a question. Pause for about 6 seconds to allow the audience to gather their thoughts. When a question is asked, repeat the question to ensure that everyone heard it (and that you heard it correctly). When answering, direct your remarks to the entire audience. That way, you keep everyone focused, not just the questioner. To reinforce your presentation, try to relate the question back to the main points.

Encourage audience to ask question. Say, “A question I’m often asked is….” Ask the question and then answer it. Some time people do not ask question. Start a questioning answering session by saying, “A question I’m often asked is….” Ask the question and then answer it. This will pump energy into the session.

Make sure you listen to the question being asked. If you do not understand it, ask them to clarify. Pause to think about the question as the answer you give may be correct, but ignore the main issue. If you do not know the answer, be honest, do not waffle. Tell them you will get back to them...and make sure you do!

Answers that last 10 to 40 seconds work best. If they are too short, they seem abrupt; while longer answers appear too elaborate. Also, be sure to keep on track. Do not let off-the-wall questions sidetrack you into areas that are not relevant to the presentation.

If someone takes issue with something you said, try to find a way to agree with part of their argument. For example, "Yes, I understand your position..." or "I'm glad you raised that point, but..." The idea is to praise their point and agree with them.

Audiences sometimes tend to think of "us verses you." You do not want to risk alienating them. You are a professional! No matter how hard you try, not everyone in the world will agree with you! Keep cool if a questioner disagrees with you.

Tips to Handle Questions:

Some tips to handle questions are listed below:

- Anticipate the question that might come up. Look at the person asking the question and listen carefully to the questioner. Repeat or rephrase the question. By repeating the question you also insure you understood what the person asked.
- Keep your answer concise and to the point. Don't give another speech. The audience will be bored if you take too long to answer a question. If you can answer with a "yes" or "no," then do so. This keeps the tempo moving and will help keep the audience's attention.
- Avoid saying "That was a great question," or "Good question." If the next person asks a question and you give no positive adjective, then the person may think you did not approve of the question and that could discourage others from asking questions. If you want to affirm a specific question, simply say, "Thanks for asking that question." Make everyone feel equally good about asking questions.
- Always maintain control of the speaking situation. When you open your presentation for audience participation, there are risks of losing control. Anticipate the unexpected. Plan ahead as much as possible. Look at your content and think about likely questions the audience will ask. Prepare your own questions to ask. Don't be afraid to say, "I don't know," and move on to the next question (You might add that you will be glad to get back to them with an answer at a later time).
- Sometimes instead of asking a question people make an extended comment—or a speech. This person has no question. A way to handle this is to watch the person's speaking rate, and when he or she takes a moment for a breath interrupt with "Thanks for your comment….Next question?" Look to the other side of the room and the long-winded speaker is not sure whether you interrupted him or whether you really thought he or she was finished. Do not

allow the person to continue with the “speech” because it will deprive other members of the audience of the opportunity to ask questions.

Habits

We all have a few habits - while presenting in front of audience- and some are more annoying than others. For example, if we say "uh," "you know," or put our hands in our pockets and jingle our keys too often during a presentation, it distracts from the message we are trying to get across. The best way to break one of these distracting habits is with immediate feedback. This can be done with a small group of coworkers, family, or friends. Take turns giving small off-the-cuff talks about your favorite hobby, work project, first work assignment, etc. The talk should last about five minutes. During a speaker's first talk, the audience should listen and watch for annoying habits.

After the presentation, the audience should agree on the worst two or three habits that take the most away from the presentation. After agreement, each audience member should write these habits on a 8 1/2" x 11" sheet of paper (such as the word "Uh"). Use a magic marker and write in BIG letters.

The next time the person gives her or his talk, each audience member should wave the corresponding sign in the air whenever they hear or see the annoying habit. For most people, this method will break a habit by practicing at least once a day for one to two weeks.

Concluding Discussion

Delivering presentation is an art. There are no hard and fast rules about delivering a presentation. Each individual has his/her own style. Nevertheless, the first 2-3 minutes of the presentation are the most important as audiences have positive feeling about you. These few minutes are a great opportunity to build an encouraging environment, so don't miss this opportunity. Try to demonstrate your skills, competency and passion. You need to remember that audience will judge you through your appearance, knowledge, delivery style, facial expressions and body language. Hence, you take care of these things. Showing fear and anxiety during presentation not only hold you back to make your point but also damage your image.

The biggest item that separates mediocre presenters from world class ones is the ability to connect with audience in an honest and exciting way. Don't hold back; be confident and let your passion for your topic come out for all to see. It is a good practice if in the start of you presentation, state what you are trying to accomplish, how you will do that and why. Explain these things briefly, quickly and effectively. You also need to give a short preview of your presentation. During your presentation grab attention with a joke, an interesting fact, a short anecdote, a quotation, a positive statement, a provocative question or something designed to arouse curiosity and get the audience listening to you. Avoid reading directly from your actual slides. Slides are not your notes. You have prepared them for your audience. Reinforce your communication through repeating your message, showing some examples, explaining how it impacts audience.

Always remember, voice is probably the most valuable tool of a presenter. It carries most of the content that the audience takes away. That's why it is usually advised that try to sound natural, your rhythm and tone should be appropriate to the message you are delivering. Use very simple, clear and common language. In case of technical presentation, use the commonly used term. Avoid using slangs, colloquial language and "filler" words. Such words usually annoy audiences. Be courteous, gracious, & professional during your presentation. If audience ask questions or give comments, you should be gracious and thank them for their input.

One of the best ways to bring audiences into confidence is by telling stories. For this you can use your personal stories to build a friendly relationship with your listeners. For putting story together, you need to know that every good story has solid contents. It has a beginning, middle, and an end. In crafting your story you must consider that it should have a point and be adapted to your audience. It has a logical sequence of events. Also it makes a logical relation with the topic.

Movement of a presenter on the stage is the most critical aspect which may either act as a vehicle to transport ideas or inhibit the whole process of communication. Do not move on the stage awkwardly or clumsily. It stops audience to concentrate on your presentation. Facial expressions are one of your most secret weapons. It helps you to convey your messages appropriately and help the audience to understand your messages in its true spirit. Your smiling face will make you more

likable, friendly, warm, and approachable. A lively speaking style captures attention, makes the material more interesting, and facilitates understanding. Similarly, your body language and gestures could be powerful supporting tools as well. Body language help you to communicate different impressions to the audience because people not only listen to you, they also watch you. Be careful, if you fail to gesture while speaking, you may be perceived as boring and stiff. Hence, if we wish to communicate well, then we need to understand how you can (and cannot) use your body to say what we mean.

Communication is a two way stream, or a bidirectional process. Good speakers not only inform their audience, they also listen to them. By listening to them, you come to know if they understand the delivered information. Encourage your audience to ask question. Make sure you listen to the question being asked. If you do not understand it, ask them to clarify. Pause to think about the question as the answer you give may be correct, but ignore the main issue. If you do not know the answer, be honest, do not waffle. Similarly feedback of your audience is equally important. Feedback may be positive or negative. In both cases it helps you to assess the effectiveness of your communication.

You must remember great presentations always require some pre-planning. Without pre-planning you may not be able to get what you are expecting. Finally we remind you what Antony Robbin says, “If you want to play the game and win, you have to play it “full out”. You ‘ve got to be willing to feel stupid, and you’ve got to be willing to try things that might not work- and if they don’t work, be willing to change your approach.” We hope the information given in chapter will help you to deliver your presentations in a memorable fashion

Chapter 8: Tips & Guidelines

"Careful with fire" is good advice we know.
Careful with words" is ten times doubly so."
William Carleton

Introduction

Every creature of God represents his perfection as a creator. God never created a single soul as missing the perfection of a great creature itself. By perfection, it might be assumed here that every individual takes birth with a different and appreciable talent, which might not be possessed by everyone else.

Every human being, even the physically challenged, hearing impaired, dumb and visually challenged people are gifted in one way or the other. It is that design of human beings that is modeled to achieve the best of satisfaction among humans but through their own effort and practice; for this practice makes a man perfect; and to go closer to this perfection, they need to overcome the most common mistakes that may ruin them. For some, it might be eloquence of speech, while for the others it might be the pitch of their voice itself. Whatever the specialty maybe, it is a presenter's duty to sharpen and unveil it in front of the world.

Similarly, it is very important for a presenter to have sufficient knowledge about the common mistakes that may occur during his/her presentation and their effective remedy too. In this chapter we are going to talk about those issues that may

destroy a presentation along with the presenter. So let us now read about how to overcome these mistakes.

Handling Tough Situations

Situation

Know-it-all **-** A participant who feels like more of an expert than you

Remedy:

- Do not fight it. Involve know-it-alls in presentation.
- They may have some great information to contribute. Allowing them to participate and share their thought will not only show how confident you are, but also help them get more out of your presentation.

Situation

Unprepared participants – Those who haven't prepared for the presentation as you requested.

Remedy:

- Do not force your agenda; modify it to meet your objective.
- Be flexible participants. Take something out of your agenda to allow the group time to get up to speed.
- Keep in mind your overall objective of the presentations.

Situation:

After -lunch nap time – One of the toughest times to keep people engaged

Remedy:

- If you have anything to do with planning the lunch selection, go light – and no heavy desserts.

Situation:

Non-stop talker – A participant who carries on conversations during the presentation.

Remedy:

- Take a few moments to share what you talked about. This usually makes the participants more involved and stay engaged with you instead of others.

Situation:

Encounter an uncooperative or hostile audience member- A single or several audience members ask unexpected questions and make you a target of an uncooperative or hostile attitude.

Remedy:

- Sometimes these people really want answers to their questions but at other times the interrupter has a hostile motive.
- Always have a plan of how to respond.
- Distinction the questioner is launching an attack on the material that you are presenting. Or trying to drag you into the areas that you are not prepared to speak about. Stay calm and don't go there –stick to your guns and the messages that you have pre-prepared for yourself.
- Answer each question as briefly as possible. Limit your answers to one breath in length. And before stating your answer, ask yourself if this material will be covered later in your presentation. If it will be, tell the interrupter that the material will be covered later.
- After giving your answer, go straight into the next topic.
- Remember that if someone or a group of people start being disruptive during your presentation, you won't be the only one who'll be annoyed or upset. You can use the audience to support you in dealing with difficult members within it. You are the speaker and therefore the person in control. Don't let one audience member ruin it for everyone else.

Answering Difficult Questions- A single or several audience members ask unexpected or difficult questions.

- Treat your audience with respect and answer their questions directly and honestly.

- If you know the answer, please consider saying: "Thank you. That's a very interesting question. I'll have to get back to you on that, after I've spoken to (whomever)."
- "I don't know" is a very acceptable answer to some difficult questions. So relax. Never feel like you do have to know everything.

Common Mistakes & Their Remedies

Poor Knowledge on the topic

Remedy:

- Use the cue cards.
- Do not read the text word by word straight from the slide.

Using the wrong fonts

Remedy:

- Use Arial, Helvetica or Times New Roman. Avoid script type fonts which are hard to read on screen
- Avoid using small text size. Use large fonts (30-40 points).
- Use 6-8 words per line. Use 7 lines or less per slide.
- Use no more than two different fonts – one for headings, another for content and no less than a 30 pt font so that people at the back of the room can read them easily

Making the slides too colorful

Remedy:

- Avoid using a lot of colors.
- Limit the colors on each screen to a maximum of 4.
- Poor background choices will result in poor visibility.
- Patterned or textured backgrounds make text hard to read
- Keep the color scheme consistent.

Using too many bullets

Remedy:

- Use bullet points for key ideas.
- Avoid using too many bullets.

- Do not use more than 6 lines per slide.
- Use full sentences only when they are quotes.

Spelling and grammar mistakes

Remedy:

- Always perform a spell & grammar check before going for the real presentation.

Going too long or too short

- Going too long is being disrespectful of the other time. It also makes you look unprepared and unprofessional.
- Be precise and stay on track.
- Rehearse and time your presentations.
- Don't be too short. It makes audience difficult to understand you. Explain topics appropriately in a concise manner.

Using annoying animations and sound effects

Remedy:

- Too much animation can be distracting and look childish.
- Avoid using animations with sound unless absolutely needed.
- Avoid flashy, flying and twirling animation.
- Design your presentation with the "less is more" philosophy

Using copyright images from the Internet

Remedy:

- Try using good quality images.
- Check out the copyright issues.
- Choose from the clip art.

Dealing with Unexpected Disasters

- ***Find out that the time allocated has been reduced.*** At the very worse, you can make your points, support with the essentials, ask and answer the most likely questions on your list.

- ***The slide equipment fails.*** "The show must go on". Apologize the audience and then add something like " Now return with me to a distant past, before powerpoint, when all we had for presentations was our notes and perhaps a blackboard or flowcharts." Then, make the most of your primitive tools.
- ***You tell a joke that falls flat.*** Ouch! Just shrug your shoulders and apologize: "I am sorry. I got that joke at a clearance sale."
- ***You lose track of where you are.*** Figure out where you are from your sides and notes. If you can't just be honest: "My brain has derailed. Who can back me up so I can be on the track again?"
- ***You get nervous and flustered.*** Never get disappointed when something unexpected happens during the presentation; for instance, you slightly trip as you walk. Maintain your poise and self-control; a faint sign of agitation will create a negative impression. Always remember what Arnold Palmero says, "Always make a total effort, even when the odds are against you." Collect yourself immediately and continue with the talk but you might want to say a little something like a dash of humor before commencing with your speech.

Presentation for International Audience

Internationally, electronic presentations are prepared in English with two reasons: firstly, English is considered as an international language. Secondly, almost all presentation software support English language. If you are preparing a presentation for international audience, you must understand that all of your audience may not be English native speakers. Therefore keep your message simple. Use simple sentence structure and use small words rather than long words. Do not use slang, more technical or cultural jargons and idioms and stay away from cultural sayings.

During your presentation, repeat key words and phrases. When the audience is not familiar with your language you need to repeat the important facts and information more than once. Make your presentation visual to make things easier to understand.

Speak slowly and distinctly. Never talk to fast. Articulate every word carefully. Pause frequently to give your audience time to catch up. Use body language

wherever possible. Use strong eye contact and "smile". A smile is universal and one of a speakers' most effective tool.

Support your message with visual aids. Be aware that each different culture has different meaning to gestures, color, and images. Handouts and electronic slides can help you convey your point, but keep it simple and stay away from confusing graphs.

If you follow these guidelines you should be well on your way to a successful international presentation.

Dealing People with Disabilities

As a result of efforts made by international community regarding the rights of disabled people, increasing numbers of people with disabilities are participating in public meetings. Making presentations accessible to people with disabilities is an important aspect which is commonly ignored.

In order to provide as inclusive an atmosphere as possible, presenters need to give due consideration to the limitations of people with disabilities. In this regard, some guidelines are listed below which will help people with disabilities to participate fully in the event. Much of this information presented below has been adapted from, and is reproduced from the University of California, Berkeley Disabled Students' Program[72].

- Repeat questions posed by disabled people in the audience before responding to the questions.
- Reserve a few seats in the front row for people with disabilities.
- When reading directly from text, provide an advance copy and pause slightly when interjecting information not in the text.
- Avoid darkened meeting rooms; full lighting is necessary for many people with visual and/or hearing disabilities.

[72] http://paa2006.princeton.edu/accessibility_guidelines.pd

- When using an overhead projector with transparencies or a PowerPoint presentation, use a large print font of at least 18 points.
- Pace the presentation of material; if referring to a handout, allow time for participants with visual disabilities to find the information.
- Avoid making statements that cannot be understood by people without sight: For example, “This diagram sums up what I am saying about statistics.” (Do not worry about using words and phrases that refer to sight: for example, “See you later!” Such expressions are commonly used, and most people with visual disabilities do not find them offensive.)
- Verbally describe objects and processes whenever possible.
- In making comparisons and analogies, use familiar objects that do not depend on prior visual knowledge. Foods and objects found around the house are good choices.
- If a sign language interpreter is present, speak directly to the participant, not to the interpreter.
- People with hearing disabilities often use “assistive listening devices” that sometimes work in conjunction with their hearing aids. These devices may include small microphones that a participant will ask a presenter to wear; the amplification will not interfere with other audio-visual equipment.
- People who are deaf often benefit from “real-time captioning,” in which verbal information is transcribed into visual format by a transcriptionist (very similar in function to a court reporter) in real-time. If a captioner is present, speak directly to the participant, not to the captioner.
- People with upper body weakness may not be able to raise their hands to participate in question-and-answer periods. Establish eye contact with participants and call on them when they indicate that they wish to contribute.
- A wheelchair is part of a person’s “personal space.” No one should lean on a chair, touch it, or push it unless asked. Whenever you are talking one-to-one with a person in a wheelchair, you yourself should be seated so the person does not have to peer upward at you.
- In communicating with people who have speech impairments, resist the temptation to indicate that you have understood when in fact you have not. People with speech impairments are accustomed to being asked to repeat, so

do not be afraid that you'll offend them if you ask them to “say it again” or to spell words that you can't decipher.

- Service dogs for people who are blind, hearing impaired, deaf, mobility impaired, or who have other disabilities are not pets and should not be distracted by petting or talking to them. Refrain from asking the person with a disability about the service animal or the person’s disability.

Things to Remembers

Until now you would have made this clear that presentations are a way of communicating ideas and information to a group of people. It allows presenters to interact with audience and get immediate feedback. One of the disadvantages of presentations is that people cannot see the punctuation and this can lead to mis-understandings. An effective way of overcoming this problem is to pause at the time when there would normally be punctuation marks.

Always remember that a good presentation contains the following ingredients:

Content - It contains information that people need. Unlike reports, which are read at the reader's own pace, presentations must account for how much information the audience can absorb in one sitting.

Structure - It has a logical beginning, middle, and end. It must be sequenced and paced so that the audience can understand it. Whereas reports have appendices and footnotes to guide the reader, the speaker must be careful not to lose the audience when wandering from the main point of the presentation.

Packaging - It must be well prepared. A report can be reread and portions skipped over, but with a presentation, the audience is at the mercy of a presenter.

Human Element - A good presentation will be remembered much more than just a good report because it has a person attached to it. But you still need to analyze if the audience's needs would not be better met if a report was sent instead. So always keep in mind “people buy people first”, if they believe in you, they will believe in your words & message.

Last Minute Tips

In this book we have discussed various aspects of presenting an effective presentation. In the lines below, we have listed some useful last minute tips for presenters.

- List and discuss your objectives at the beginning of the presentation. Let the audience know how your presentation fits in with their goals. Discuss some of the fears and apprehensions that both you and the audience might have. Tell them what they should expect of you and how you will contribute to their goals.
- Not all details are important. Keep things simple and balanced. Use less than seven words in each slide. A fancy background is disturbing. Keep in your mind; white spaces are a valuable resource. It makes our visual messages stronger; fill it for a reason.
- Rehearse, rehearse, and rehearse before you go to face the audience
- To take full control, design your message to engage brains and memory of your audience. Your presentation should be consistent, beautiful and give a logical flow. Bright and bold colors, and pictures as well as simple text could guide your viewer's attention.
- Check all the equipment, lights, sound system and make sure backup equipment is available in case of any emergency.
- Control your voice. Do not speak to yourself or screen but speak to your audience. Speak clearly and loudly enough for all to hear. Do not speak in a monotone voice. Use inflection to emphasize your main points. Also, do not stand between the visual aid and the audience.
- Consider the time of day and how long you have got for your talk. Time of day can affect the audience. After lunch is known as the graveyard section in training circles as audiences will feel more like a nap than listening to a talk.
- Prepare hands outs. If you have handouts, do not read straight from them. The audience does not know if they should read along with you or listen to what you read.
- You should be the main attraction not the presentation software. Stay calm, relax and smile. Do not forget to breathe. Go close to the audience and Use humor to get your message across.

- Know your audience; learn their names as quickly as possible. Based upon the atmosphere you want to create, call them by their first names or by using Mr., Mrs., Miss, Ms. Also tell them what name and title you prefer to be called.
- Give yourself and your audience time to digest information. Your audience should feel captivated not captive. Always start with an objective. A good objective answer the question: what result do you want from your audience? In the middle, less contents, more meaning and end with your audience taking action.
- Do not put both hands in your pockets for long periods of time. This tends to make you look unprofessional. It is OK to put one hand in a pocket but ensure there is no loose change or keys to jingle around. This will distract the listeners.
- Use remote control to change the slides, if possible. Do not wave a pointer around in the air like a wild knight branding a sword to slay a dragon. Use the pointer for what it is intended and then put it down, otherwise the audience will become fixated upon your "sword", instead upon you.
- Do not lean on the podium for long periods. The audience will begin to wonder when you are going to fall over. Circulate around the room as you speak. This movement creates a physical closeness to the audience.
- Listen intently to comments and opinions. By using a lateral thinking technique (adding to ideas rather than dismissing them), the audience will feel that their ideas, comments, and opinions are worthwhile.
- Get to the presentation before your audience arrives; be the last one to leave.
- Be prepared to use an alternate approach if the one you've chosen seems to bog down. You should be confident enough with your own material, not the presentation outline, determine the format well. Use your background, experience, and knowledge to interrelate your subject matter.
- Focus your answers
- Do not go over time

Concluding Discussion

In this chapter, we have tried to help presenters with an overview of tips and guidelines to be followed for a successful presentation. As it is already said, nobody in this world is perfect, but we can try to minimize the chances of unfortunate mistakes to happen and be converted into blunders. Such blunders can ruin the esteem of a presenter. To avoid that bad luck in an important presentation, it is very essential for a

presenter to know about these mistakes beforehand and have a remedy ready to support him/her during their presentation. So, the best thing is to get yourself prepared before you go for a presentation. For a tip, just be yourself; present yourself at ease with the complete knowledge about the contents to be prepared and the complete knowledge about the needs of your audience. Take your time and try to connect yourself with your audience to develop a connection of goodwill between you and your audience. Always welcome your audiences' reaction and feedback with a smile on your face and you are done with it. Finally, we would like you to keep in your mind what Samuel Aidoo said, "Each failure is simply another chapter to the story of our lives. To fail is to understand what not to do. Remember it and don't give up until your goal is achieved." We would like to end this book with the golden saying of Mr. Thomas Jefferson, "I find that the harder I work, the more luck I seem to have."

Notes

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Notes

Secrets of Successful Presenters

Dr. M. A. Pasha & Dr. S. Pasha

Why this book?

In today's competitive world we should all be on the lookout for ways to make ourselves stand out in business world. Being able to create and make an effective presentation is a great way to make ourselves stand out. Either we are a CEO, project manager, entrepreneur, sales person, teacher, or a public speaker, we need to strengthen our presentations skills to influence other to achieve our goals. For this we need to learn about the secrets of successful presenters.

Successful presenters possess appropriate knowledge, skills and attitude to achieve the objectives of their presentation. For this they take advantage of their knowledge about:

- the secretes of information & cognitive theories;
- learning methods divulged by learning theories and how to use them effectively;
- learning styles and how to select suitable method to gain presentation's objectives;
- individual's learning capacity and how to maximize their learning gain;
- audience's stereotypes their attitude & psychology.

Knowledge of such aspects not only helps them to select appropriate contents, design and delivery style for their presentation but also reduce the physical and psychological stress of their audience. This way they make their presentations memorable and thriving.

This book is for those who does presentations or may need to do a presentation in the future. Unlike most presentation books that say the same things regarding presentation design and delivery, Secretes of World Class Presenters divulges those secretes which help readers to learn above mention aspects to become world class presenters. It will also give you the in's and out's for presenting yourself, your business, and your cause with a comprehensive, understandable, and thriving way.