

Name _____

EXAM #2

w9

Engineering Technology
Product Development

Macomb Community College

Design Communications

'Exam Cover Page'

Please sign 'Honor Pledge' after taking exam:
"I have neither given nor received aid on this exam"

(Signature Required)

Please print all answers

Basic MS Office 2003 Applications

Word – word processing program ('most popular')

Excel – spreadsheet program

Power Point – presentation graphic program

Outlook – personal information organizer

Access – database program

Basic MS Office Menus Commands

File – opening, saving, and printing files

Edit – copying, deleting, pasting, searching and replacing data

View – changing way data appears on screen

Insert – adding different types of information

Format – changing way data appears

Tools – manipulating data, checking spelling

Windows – manipulating windows within program

Help – getting help

Power Point Basics Knowledge

- **Open/Store File**
- **Format/Set Up Page**
- **Tool Bar Functions (most used)**
 - **Auto Wizard Template (very helpful)**
 - **Create Slides**
 - **Copy/Paste Pictures and Graphs**
 - **Create Graphics**
 - **Bullets/Indentation**
 - **Slide Show Animation**
 - **Master Slide Headers/Footers**
- **Print**
 - **Slides**
 - **Handouts**
 - **Notes Pages**
 - **Outline Views**

CHRONOLOGICAL RESUME **NAME**

Address
City, Michigan Zip

Phone: xxx-xxx-xxxx
Email:

CAREER OBJECTIVE

To obtain a position towhich will utilize to achieve....

[Part (1) Describe your target position (s). Part (2) State “two strengths” related to your target (s). Part (3) State contribution you will make.]

CAREER SUMMARY

[Is concise summarization of experience, expertise, technical skills, traits and any distinctions. Indicates level of responsibility, illustrates potential contributions, and highlights greatest strengths.]

PROFESSIONAL EXPERIENCE

COMPANY NAME, city, state

year-year

Company description

Title

dates

Summary of responsibilities

- Achievements [**State demonstrated past achievements that contributed to productivity and/or profitability; Start with an action verb**]

CHRONOLOGICAL RESUME (cont.):

COMPANY NAME, City, State

Company description.

Title

dates

Summary of responsibilities

- Achievements [**State demonstrated past achievements that contributed to productivity and/or profitability; Start with an action verb**]

dates

“EXAMPLE”

Joe’s Super Market, Warren, Michigan

2000-

present

Provided general food supplies to public.

Stocker

2000 - 2003

- **Insured** that super market always had appropriate merchandise available on shelves
- **Learned** to anticipate weekly inventory consumption cycles and re-stock accordingly
- **Insured** that shelves were never depleted
- **Verified** that products were properly displayed and area clean
- **Insured** that no damaged products were on shelves
- **Provided** training to new employees

CHRONOLOGICAL RESUME (cont.):
EDUCATION

Degree, Major, School, City, State

year

Associate of Applied Science, Product Development,
Macomb Community College, Warren, Michigan(expected)

2008

Certificate of Completion – Auto Technician
Motech Automotive, Livonia, Michigan

1995

[List education degrees in chronological order; List highest degree first]

MEMBERSHIPS / AFFILIATIONS

Organization/Club, Member status

year

[If it is relevant to job objective]

MILITARY EXPERIENCE

Captain, US Army (Air Defense Artillery), Honorable Discharge

1977

[If it is relevant to job objective; List rank, section, branch, and date]

Chapter 1 'Good Writing'

- Before you start to write, ask yourself:

**“What is my reason for writing this document?
What do I aim to accomplish?”**

- Jot the purpose down and continue to refer back to it as you proceed

- When completed, ask yourself:

“Has this document fulfilled my stated purpose?”

Chapter 1 'Good Writing'

Business writing purposes:

- To **explain or justify** actions already taken
- To **convey** information
- To **influence** the reader to take some action
- To **deliver** good or bad news
- To **direct** actions
- To **....., etc.**

Chapter 1 'Good Writing'

Be Audience Focused:

- Will your reader **be receptive, indifferent, or resistant** to your message?
- Do they already **know a little or a lot** about the subject?
- How much technical information can these readers digest?
- What are their **styles of processing** information?
- How can you match these styles?
(i.e. Do the readers need **visual content** or will **words suffice**?)
- What is **in it for them**?

Chapter 1 'Good Writing'

Observe Economy of Words:

- **Shorter is always better**
- **Omit needless words or phases**
- **Every word should make a contribution to the key message**
- **Benefits the reader by –**
 - **Key message stands out**
 - **Saves reader time**
- **Increases chances that reader will read correspondence**

Chapter 1 'Good Writing'

Use Simple Sentences:

- **Complex sentences make the reader work harder**
- **Complex sentences may cause confusion**
- **Drop flowery phrases and three-line sentence mental model**
- **Concentrate on putting information in **tight, little packages****

Chapter 1 'Good Writing'

Consider Your Delivery Strategy:

- **From whom** should the communiqué come from?
- **When** should the communiqué be sent?
- **Should the communiqué be** a formal letter, a memo, an e-mail or a presentation?
- **Who should receive** copies of the communiqué?

Chapter 2 'Start-Up Strategies'

Questioning Method:

- Anticipate the questions your reader might ask
- What will they want to know about the topic?
 - Why am I reading this?
 - Who owns this item?
 - Do I have an action item?
 - What is the sense of timing – urgent or non urgent?
 - Are there any concerns or conflict with proposed course of direction?
- Does my communiqué answer all of these question?

Chapter 2 'Start-Up Strategies'

Traditional Outline Method:

- Traditional technique taught in school
- Some writers swear by it; Others swear at it
- Works best for those who can picture a logical structure or sequence
- Uses letters and numbers to indicate levels of information
(Can expand with as much detail as desired)

Chapter 2 'Start-Up Strategies'

Brainstorm Outline Method:

- Write the purpose down inside a circle before starting to stay focused
- Particularly useful for groups since it is a 'idea data dump'
- All ideas are listed without discussion
- Draw lines to the circle as new ideas come to mind
- Add branches if additional ideas are related to an already listed ideas
- Continue until no new ideas come forth
- Than rank order ideas in order of support for purpose statement
- These are the ideas are the topics to be covered in communiqué

Chapter 2 'Start-Up Strategies'

Free Writing Method:

- **Best for over coming 'writer's block'**
- **Allows imagination to roam**
- **Most important rule – there are no rules**
- **Write down anything that comes to mind – even if unrelated to topic**
- **Don't edit the work**
- **Don't stop no matter what – OK to write 'I'm stuck!' too**
- **Do this for at least ten minutes**
- **Afterwards, read what you have written**
- **Organize points and ideas into logical categories as in a traditional outline**
- **Start writing your draft**

Chapter 2 'Start-Up Strategies'

Scoping Your Project:

- *Needs to be done before starting work*
- Applies to **both written and oral** communications
- Determines the **breadth of your subject**
- Defines **how deeply** you will cover the subject

Chapter 3 'The First Draft'

Get it down first:

Get it written; Get it right later

- **Once started, just keep the ball rolling**
- **Limited ownership of content and order allows
painless editing later**

Chapter 3 'The First Draft'

Build on Strong Paragraphs:

- Paragraphs are the **basic building blocks** of the text
- *Used to introduce new topics*
- Signal to the reader that **another step or new argument** has begun
- **Helps** the author and the reader **stay focused**

Chapter 3 'The First Draft'

Create Transitions:

- *Creates linkage between ideas and the development of arguments* within and across paragraphs
- Keeps the information flow going
- Transition words and phases:

Consequently

Likewise

As a result

Meanwhile

In addition

For example

Nevertheless

Finally

On the other hand

Furthermore

Until that time

However

Example

“Our inventory managers have kept a tight lid on stocks of finished goods. *Consequently*, working capital requirements have dropped by 8%.”

Yes, we have the funds needed for restaurant expansion. *On the other hand*, we have many other opportunities for applying these funds.”

Reread without the ‘transition’ links – flow becomes somewhat choppy 21 /90

Chapter 3 'The First Draft'

Use Design Elements to Lighten the Reader's Load -

Consider,

- Manager's typical day consists of:
 - Series of **meetings**
 - Unscheduled **phone calls**
 - **Interruptions**
 - Major/Minor **crisis**
- *Rarely have time to read everything they receive*
- Given time constraints, **skimming material is a way of life**
- *Drill down only when something is spotted as particular relevant*

Chapter 3 'The First Draft'

Use Design Elements to Lighten the Reader's Load -

Design elements help facilitate skimming such as:

1. Use Headings and Subheadings

- Signals a new or related topic is about to begin
- Imparts key ideas

Example

Open Harvard Business Essentials – Business Communication text book and see how easily it is to skim the text by just reading the headings and subheadings.

Chapter 3 'The First Draft'

Use Design Elements to Lighten the Reader's Load -

Design elements help facilitate skimming such as:

2. Use Short Blocks of Text

- Break up long blocks of text if longer than
 - 200 words
 - Five sentences
 - 1.5 inches of single spacing
- Use bullets or numbers
 - To highlight a sequence of actions
 - To organize a list of items
 - To list parts of a whole

Chapter 3 'The First Draft'

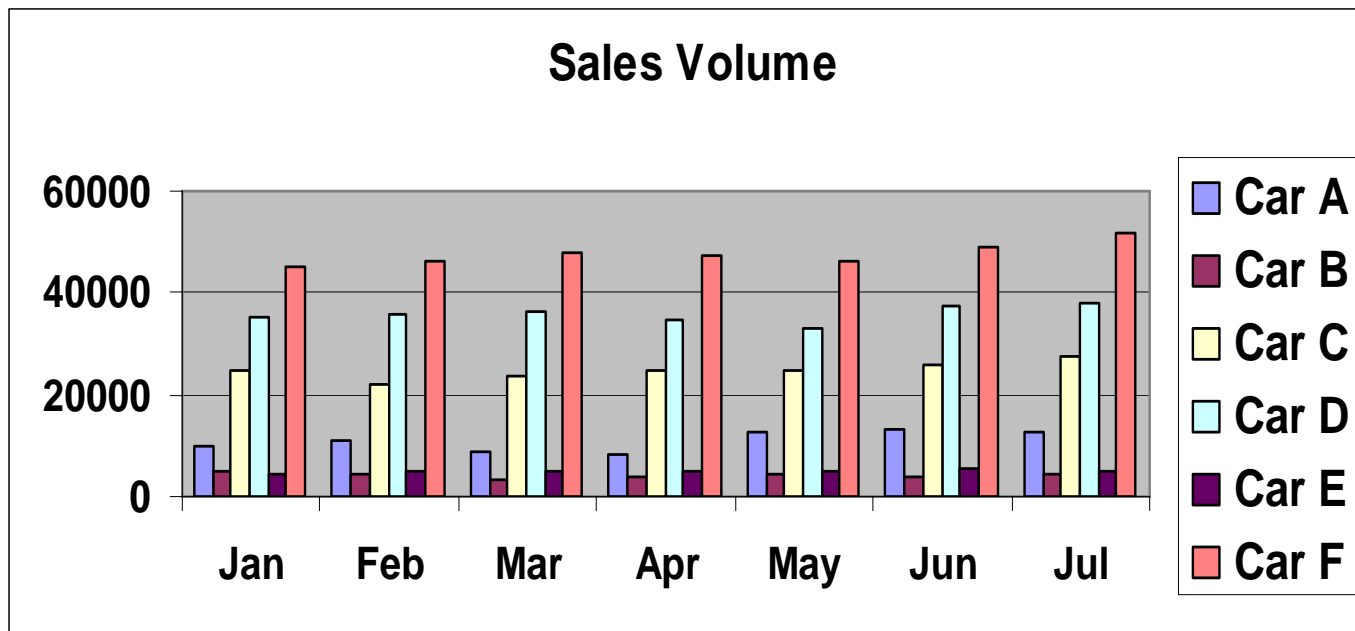
Use Design Elements to Lighten the Reader's Load -

Design elements help facilitate skimming such as:

3. Let Graphics Tell Part of the Story

- Graphical representation transmit a lot of numerical data
- *Reader can grasp information at a glance*
- Simplifies complex data

Example



Chapter 4 'Getting It Right'

Editing for Content: **Check the Beginning [Introduction]**

- Is it attention-stopping which **capture the interest** of the reader?
- ***Does it give the reader a reason to continue reading?***
- Does it move the reader to the main point of the document?
 - Describe benefits?
 - Lead into key features?

Example

“Many in our company have been puzzled and frustrated by high turnover among our customers. In some regions, **annual turnover exceeds 73 percent**. **This report identifies the root causes of customer turnover and proposes a number of practical solutions.**”

Chapter 4 'Getting It Right'

Editing for Content: Look For Compelling Logic in the Middle [Body]

- Check to see if arguments flow in a compelling logical way
- *Insure each sentences adds value*
 - To convince and gain support
 - To encourage action
 - To simply transmit information
- Sentences that fail to add value should be strengthen or eliminated

From the Previous Example:

“Does it *identified the root causes* of customer turnover and described *practical solutions* as promised?”

Chapter 4 'Getting It Right'

Editing for Content: **Give It a Tight Wrap-Up [Conclusion]**

A good ending accomplishes one or more things –

- Creates a *sense of closure* for the reader
- **Reinforces the main points** made in the text w/o rehashing their death
- Alerts the reader to action steps for the future
- *Urges some type of action* on the part of the reader
- **Creates a satisfying symmetry** that bring the reader back to the theme cited in the beginning

Chapter 4 'Getting It Right'

Editing for Content: **Give It a Tight Wrap-Up [Conclusion]**

Good Ending Tips:

- *Never introduce new subject matter* – stay on target
- Use your own words – **say what you mean**
- *Be brief* – don't write an essay

Chapter 4 'Getting It Right'

Editing for Style: **Forceful Style [Tell]**

- Can be use when in a **superior position** to your reader (i.e. 'the boss')
- *Use when seeking to compel action*
- Use **active voice** and be **direct**

Examples

Passive: A letter should be sent to the customer.

Active: Send the customer a letter.

Examples

Indirect: Unfortunately, management cannot honor your request for a leave of absence at this time.

Direct: Your request for a leave of absence is denied

Chapter 4 'Getting It Right'

Editing for Style: **Passive Style [soft Sell]**

- *Never goes for the jugular*
- *Never gives direct orders*
- *Used by a subordinate to communicate with superior*
- *Used to address a negative situation*

Example

Active: “Don’t waste our time at the next meeting; come prepared”

Versus

Passive: “Greater preparation will make the time we spend in the meeting more effective.”

Chapter 4 'Getting It Right'

Editing for Style: **Personal Style**

- Uses conversational language
 - *re-enforces existing personal relationships*
- Uses **first names or pronouns** 'I', 'you' or 'we'
- Uses active voice
- Used to *deliver good news*
- Used to communicate with anyone that you *have a congenial relationship with*

Examples

“Sally you did a really good job on your resume”

And

“I like your suggestion, Trevor. Please share it with the rest of the team at our next staff meeting.”

Chapter 4 'Getting It Right'

Editing for Style: **Impersonal Style**

- *Used to deliver bad news*
- *Used to write reports*
- **Avoids use of individual names or personnel pronouns (i.e. me, I, we, and you)**

Example

Personal: "We cannot make a decision based on the information Bill's sales group has submitted"

Versus

Impersonal: "The information provided by the sales group is helpful but insufficient for decision making at the corporate level"

Chapter 4 'Getting It Right'

Editing for Style:

So, what is it?

John Fielden's definition:

“that **choice of words, sentences, and paragraphs format** which by virtue of **being appropriate to the situation** and to the power position of both writer and reader **produces the desired result.**”

However, in the end, *you must decide how your communication will be drafted* based on:

- **Situation** – adversarial, collaborative, negotiating, sales, social, good news or bad news
- **Relationship with the reader** –arms-length, collegial, customer oriented, impersonal, subordinate, or superior
- **Goal** – to conciliate, congratulate, convince, greet, inform, persuade, report, or warn

Chapter 4 'Getting It Right'

Tighten and Sharpen Those Sentences: **Economy of Words**

- Look for opportunities to *eliminate words that add little value or no value*
- *Eliminate sentences that do not support your message* or move the argument forward
- Use of *fewer words and sentences help retain the reader's attention* and makes the message more readable

Example

Wordy: "We plan to give consideration to your proposal at the next board meeting."

Improved: "We will consider your proposal at the next board meeting."

Chapter 4 'Getting It Right'

Tighten and Sharpen Those Sentences: **Sentence Structure**

Insure sentences have a *simple, logical structure* and a *clearly defined subject, verb, and object*

i.e.

"Team members [subject] will meet [verb] their counterparts [object].

Example

It is imperative that our current cost overruns be addressed by the responsible parties, namely the project managers. [18 words]

Better:

Project managers should explain the reason for cost overruns. [9 words]

Chapter 4 'Getting It Right'

Tighten and Sharpen Those Sentences: **Sentence Length**

- Suggested sentence *average length should be twelve words*
- Mixing of short and long sentences improves reader attention
- If *sentence is too long, break it up*

Chapter 4 'Getting It Right'

Editing for Accuracy: **Spelling and Grammatical Errors**

- *Lead the list for written communication errors*
- Both *detract* from the power of the message and the authority of the author
- Easily remedied through use of 'spell check tool'
(Beware – spell check does not insure correct word has been used)
- Insure *consistence verb tenses*
- Important communiqués should be *proof read by another person*
- Check all figures for *accuracy*

Example

I want to go two.

I want to go to.

I want to go too.

Remember, the author insures the accuracy of the message

Chapter 5 'Everyday Writing'

Writing Effective Memos:

- ***Most common form of intra-organizational communication***
- **May be just a paragraph or two, or may longer**
- **Have *many purposes***
 - **Create a record** that may be useful in the future
 - Allow for detailed **reporting**
 - Give recipient time to think about content and return to it as necessary
 - ***Facilitate broad distribution***

Chapter 5 'Everyday Writing'

Writing Effective Memos: Planning

Where to begin?

Start by defining the purpose of the memo

“The purpose of this communiqué is to ...”

Is your purpose to: **Tell, Sell, Consult/Resolve or Join In?**

Chapter 5 'Everyday Writing'

Types of Communication:

Tell – when you are in **complete command** of the necessary authority and information (military form)

Sell – when you're in **command of the information**, but the **audience retains the ultimate-decision making power** (salesman)

Consult/Resolve – when you're are trying to **build consensus** toward a given course of action (team building)

Join In – when your point of view is **one among many** (supporting position)

Chapter 5 'Everyday Writing'

Writing Effective Memos: Format

- Follow company format
- *Insure subject line defines purpose* and *content* of memo
- Insure memo *agrees with subject line* purpose

Chapter 5 'Everyday Writing'

Writing Effective Memo: Execution

- **Never send out a memo that has not been edited to your satisfaction**
- *Written documents last for many years*
 - Can be *used in legal cases* through discovery
 - Can *project* both positive and negative *image of author (for ever)*

Chapter 5 'Everyday Writing'

Writing Effective Memos: Clear Structure

- ***Purpose*** of memo should be ***clear in 1st or 2nd sentence***
- Rest of 1st paragraph should clearly ***outline upcoming arguments or information***
- Memo ***body*** should provide logical flow of ***information to support purpose and builds to conclusion***
- ***End memo with specific steps that will achieve goal***

Chapter 5 'Everyday Writing'

Writing Effective Memos: Accuracy

- *Accuracy of memo either builds or weakens trust*
- *Inaccuracy* typically takes these forms, **all are bad**
 - *Insufficient data*
 - *Data Misinterpretation*
 - *Ignorance of key factors*
 - *Unconscious bias*
 - *Exaggeration*

Chapter 5 'Everyday Writing'

Making the Most of E-mail: General Use

- *Is communication method of choice*
- Ease of forwarding mail has created *'new class' of junk mail*
- E-mails are *often written very poorly, both content and grammar*
- *Emotional content is often sent out in haste*
- Often times sent to wrong person
- *Remember, e-mails live forever just like hard copies*

Chapter 5 'Everyday Writing'

Making the Most of E-mail:

- *Insure subject line is populated* with appropriate subject
- Use *one message per e-mail*
 - Allows reader to digest and respond to item
 - Allows forwarding of message on to others w/o non value information
- Use *attachments for long messages*

Chapter 5 'Everyday Writing'

Making the Most of E-mail: Tips

- ***Put key message in subject line*** to assist reader in setting reading priorities
- Keep message *short*
- Cover only *one topic* per e-mail
- Edit and *spell check* before sending
- **Never send an e-mail when angry**
- Add the *addressee as last step* to avoid sending out unfinished documents

Chapter 5 'Everyday Writing'

E-mail Policy: Most Companies Have One

1. ***Enforce zero tolerance for harassment and discrimination*** – E-mail communiqués are easily discoverable for legal cases and traceable
2. ***Know how e-mail is stored*** – E-mail is stored on a server that can be retrieved independent if you have deleted files or not on your computer
3. Insist that ***confidential information be transmitted with pass word protection*** or through other medium – E-mail communication is not a safe communication technique
4. ***Observe copyright restrictions*** – E-mail makes it very easy to send copyright protected 'stuff' to associates

Chapter 6 'Presentation'

Presentations: The Greek Way

1. The Introduction

- **Talk about the point of the speech** – steer the audience to focus on the topic to be discussed

“We’re here today to talk about our company’s profits over the past six months. Frankly, it’s not very good. But what really lies at the heart of the profit issue is customer satisfaction, and I'd like to spend a little time addressing that.”

Chapter 6 'Presentation'

Presentations: The Greek Way

2. The Narrative –

- Put the essence of **communication into a story**
- Describe the **heart of the matter**
- If it **doesn't sound like a story**, rephrase until it does

Chapter 6 'Presentation'

Presentation: The Greek Way

3. The Argument –

- ***Most important part*** of the presentation
- Presents proofs and **supporting logic** for your point
- Keep factual evidence to a necessary minimum
(**3-4 arguments**; more may weaken case)
- Use transitional comments to link proofs

Chapter 6 'Presentation'

Presentation: The Greek Way

4. The Refutation –

- **Anticipate objections to your argument**
- *More explosive the topic, the more important to address early in refutation*
- **Suggested techniques**
 - **Answer anticipated rebuttals** to your own argument
 - **Take the opportunity to rehearse and reject opponent's arguments.**
(This tactic is essential for the highly controversial topics.)
 - **Mix the two approaches**

Chapter 6 'Presentation'

Presentation: The Greek Way

5. The Conclusion –

- Should **appeal to the audience for their understanding, action and approval** of whatever it is that is wanted of the audience to do or think
- Don't bore audience by restating what you have already stated
- Tell the audience what you want them to think or do

Example

“As you leave here today, do so with the confidence that the products you represent are the best on the market, have the strongest service backing, and are priced to provide the greatest value to customers.”

Chapter 6 'Presentation'

Four Rhetorical Devices: The Greek Way

1. Parallel Structure

- **Uses sentence elements that are alike in both function and construction**
- **Repetition of languages structure helps audiences to remember points**

Example

“We will work hard. We will work smart. We will create a better future for the company and ourselves.”

Chapter 6 'Presentation'

Four Rhetorical Devices: The Greek Way

2. Triads

- Based on observation that people are attracted to **lists of three** (**Rule of Threes or simply a triad**)
- Groups of three seem to be **complete and satisfying to the audience**

Example

“The new strategy will work if we do our jobs as managers. **(1)** That means articulating our goals, **(2)** making sure that every employee understands how his or her job fits with the strategy, and **(3)** aligning rewards with the right behavior at every level.”

Chapter 6 'Presentation'

Four Rhetorical Devices: The Greek Way

3. Antithesis

- The placing of a sentence or one of its parts in opposition to another to capture the listener's attention
- Rarely used today

Examples

"My way or the highway"

New Hampshire motto: "Live Free or Die"

Kennedy's inaugural address:

"And so my fellow Americans, ask not what your country can do for you; ask what you can do for your country"

Chapter 6 'Presentation'

Four Rhetorical Devices: The Greek Way

4. Rhetorical Argument

- Questions ask for the sole purpose of producing an effect on the audience
- Speaker does not expect the question to be answered
- Impact can be very effective on audience

Example

“If we keep on following the same ineffective strategies, this company can expect shrinking market shares and declining profitability. Do you want to work for a company like that? Are you comfortable with mediocrity? I think not. That is why I have offered this plan, and why I’m here today to ask for your support.”

Chapter 6 'Presentation'

Three Learning Styles: Know your audience

1. Visual (Seers) Learners

- Respond best to pictures, graphs and other visual stimuli (30-40 % of population)
- Include integrate pictures/graphics/tables into presentation

2. Auditory (Hearer) Learners

- Respond to words and other sounds (20-30 % of population)
- Include story telling, parables, or questions in presentation

3. Kinesthetic (Doers) Learners

- Respond to hand on opportunities (30 – 50% of population)
- Engage audience to do something or provide hardware to pass around (Difficult to pull off well.)

Therefore, try to include all three technique in your presentation.

Chapter 7 'Backstage'

Step 1: Define Your Objective

The Objective of your presentation is the outcome you seek:

- *Persuade*, sell, or take action
- *Inform*, understand, or learn,

Chapter 7 'Backstage'

Step 2: Understand the Audience

**'The better you understand the audience,
the better you can customize your presentation'**

- **Who are your audience members?**
- **What is their relationship to this topic?**
- **How well informed are they about the subject?**
- **What do they need to know?**
- **How do they feel about this subject?**

Chapter 7 'Backstage'

Step 3: Decide What to Say

[Introduction]

1. **Define your key message** - Flows directly from your objective

[Body]

2. **Identify the arguments** that best support your message
 - **Talk about more than just the facts**
 - **Identify and address the emotional underpinnings of your message**
 - **Explain why the audience should care**

[Conclusion]

3. **Identify at what point** you need audience participation, agreement, or buy-in

Chapter 7 'Backstage'

Step 4: Get Organized

Modern Presentation Format Consists of Four Parts:

- **The Opening** [Introduction]
- **The Problem or Need** [Body]
- **The Solution** [Conclusion]
- **The Action Steps** [Conclusion]

Chapter 7 'Backstage'

Step 4: Get Organized – The Opening [Introduction]

- **Use a 'hook' to get the audiences attention** – a comment, a question, a story, an example or dead silence
- **Define the purpose** of the presentation
- **Establish your credibility**
- **Describe the importance of the topic**
- **Explain what's in it for the audience**
- **Preview very briefly the main points to be covered**

Chapter 7 'Backstage'

Step 4: Get Organized – The Problem or Need [Body]

- Make it clear as to *why the audience should care* about your message
- Develop a *clear need or problem that the audience feels ownership* to address
- Involve the audience by *asking for their suggestions* and addressing their needs and issues
- Sense check the audience acceptance by periodically *asking for feedback*

Chapter 7 'Backstage'

Step 4: Get Organized – The Solution [Conclusion]

- Explain how the *problem should be solved* or *need should be satisfied*
- Help the audience *visualize the benefits*
- Phrase the *solution in terms of the audience's needs*
- Insure *solution matches audience's needs*

Chapter 7 'Backstage'

Step 4: Get Organized – The Action Step [Conclusion]

- Reiterate the presentation's key message
- Integrate your opening points into your closing comments
- Recommend action
- Suggest agreement
- Obtain commitment or buy-in
- Provide closure
- Don't use the action step to summarize what you have already said

Chapter 7 'Backstage'

Step 5: Develop Effective Visuals

- 75% of what people know is acquired visually
- A *picture is three times more effective* in conveying information than words alone
- *Words and pictures are six times more effective* than words alone

Chapter 7 'Backstage'

Step 6: Rehearse

- **Identify weaknesses** and **insure smooth delivery** before you give your presentation
- **Learn your lines** and fine tune as needed
(Pay particular attention to the opening and closing.)
- **Practice, practice and practice** – tape or video record if uncomfortable
- Rework the rough spots (**Review transition phrases** between slides)
- Consider a **dress rehearsal** in the meeting room
- Always **be familiar with the meeting room** prior to the meeting

Chapter 8 'Show Time'

Speaking Effectively – Helpful Hints:

- *Do not talk from a script* – use notes if you must
- Avoid jargon and terms unfamiliar to the listeners
- *Face your audience, and address different sections in turn*
- Avoid standing behind a podium if you can
- Walk around your audience, or **use movement when you want more control, more involvement**, or to become one of the group
- *Raise and lower your voice to make a point and to avoid monotone*
- *Speak loudly enough for all to hear*

Chapter 8 'Show Time'

Projecting a Positive Image:

- In assessing your words, your *demeanor and body language will be more importance that your words*
- *Dress appropriately* – *dress more formal than the audience*
- Rise up to full posture – **do not give presentation sitting down**
- *Make and maintain eye contact* with audience members
(If too nervous, focus on a few friends)
- Avoid 'defensive' body language – **don't fold your arms in front of you**
- *Put one hand in your pocket and gesture with the other*

Chapter 8 'Show Time'

Keeping the Audience Engaged:

To insure engagement, try:

- Change what you are doing – *change vocal tone* or use sudden pause
- *Ask a question* – direct it to the person taking a mental break
- *Ask for a show of hands* – pros, cons and others
- *Put your audience in the hot seat* – ask an individual to do something
- Use visuals for good effect – use to augment your verbal delivery

It is the *speaker's responsibility to maintain the audience's interest*

Chapter 8 'Show Time'

Handling Questions:

'When is the Best Time for a Question?'

- **Best time for questions is at the end**
- **Advise audience that 'Q & A' will occur at the end of the presentation**
 - **Prevents unwanted interruptions**
 - **Insures that audience will hear entire pitch** which may answer their questions
- **Is appropriate to take questions for clarity**

Chapter 8 'Show Time'

Tips for Handling Q & A:

- Make a clear transition to the Q & A session
- If audience is large, *repeat the question* for the audience to hear
- *If you don't know the answer, direct the person to a source that does or commit to getting back at a later date (then do it!)*
- If you get a *hostile question, find out the reason for the hostility*
 - *Acknowledge valid points*
 - *Reject those that are not accurate*

Chapter 8 'Show Time'

Making Group Presentations:

- Insure *one person has the overall lead* and starts presentation
- *Assign subsequent topics by expertise* and presentation capability
(Minimize 'jack -in -the-box' line of presenters)
- *Subsequent speaker provide transition and introduce next speaker*
- Leader responsible to *insure presentation has common format*
- Leader oversees and directs Q & A session

Chapter 8 'Show Time'

Dealing with Stage Fright:

- Remember, *most people have some kind of jitters* before giving a presentation
- Handling your fear begins early on:
 - **Insure slide flow** and have good transition form one to the other
 - *Rehearse until pitch can be given w/o notes*
 - *Absolutely, know the opening*
- *Accept nervousness as natural* and **do not counteract it with food, caffeine or drugs** prior to the presentation
- If all else fails, *pick out a friendly face and talk to that person*

Chapter 8 'Show Time'

Evaluating Your Presentation:

'When and Who should evaluate your presentation?'

When?

- ***Objectively evaluate your presentation*** after a rehearsal
- If problems are identified, ***fix them as soon as possible***

Who?

- ***Ask a friend to assess*** your presentation before due date
- ***Ask your boss for feedback*** after the presentation is given – both positive and improvement opportunities

Remember,

***'The more effective your presentation capability is,
the higher your standing will rise within the organization'***

Chapter 9 'Dialogue'

Understanding the Other Person:

- ***'Know your audience'*** applies equally to one-on-one conversations
- ***Do your homework***
 - Learn what you can about the other person
 - Determine impact to person that proposal may have
- ***Anticipate problems*** and potential objections to your proposal

Chapter 9 'Dialogue'

Seeing Yourself from the Other Person's Perspective:

- *Understand how the other person perceives you* (and your company if a non employee)
 - Are you viewed **favorably**?
 - Are you viewed **negatively**?
 - Are you viewed as being **neutral**?
- **Failing to understand how you are perceived** could have negative consequences
- Follow the 'Boy Scout' motto of **"Be Prepared"**

Chapter 9 'Dialogue'

Creating Dialogue (or Communication):

- *Encourage face-to-face two way flow spoken words*
- **Is very best way to peel back the layers of problems, develop solutions, and reach common understanding**
- *Is essential to reach a meeting of the minds*
- **Can help to give direction w/o telling people what to do**

Chapter 9 'Dialogue'

Creating Dialogue: Active Listening

- Give the other person your respectful and *undivided attention*
- *Actively read emotion and body language*
- *Do not formulate a response to initial proposal*

Chapter 9 'Dialogue'

Creating Dialogue: Tips for Active Listening

- *Lean towards the speaker* to signal your attention
- *Maintain eye contact*
- *Smile*, it will put the other person at ease
- Avoid anything that will distract your attention
(*Take notes only if necessary*)
- *Be sensitive to your body language* (posture and arm position)

Chapter 9 'Dialogue'

Creating Dialogue: Tips for Active Listening (cont.)

- *Listen* first and evaluate later
- *Don't interrupt* the other person except to ask questions for clarification
- Encourage the other person to continue by repeating in your own words what you think was said
- *Formulate your response only after the person finishes speaking*

Chapter 9 'Dialogue'

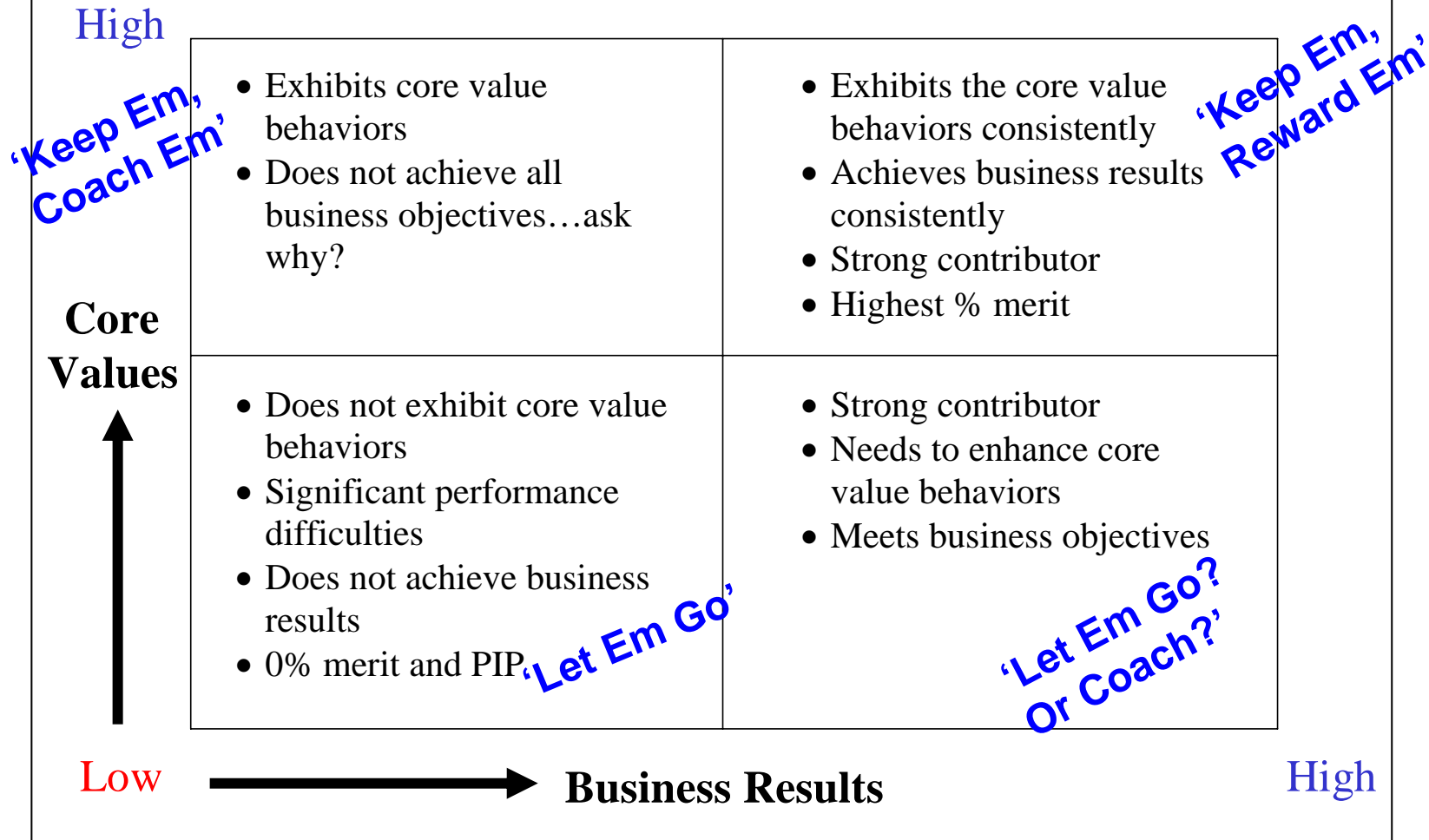
Creating Dialogue: Are You Hearing the Truth?

- Some people have strong incentives to conceal facts, hedge the truth, and even lie – *don't you be one of them*
- Spotting a lie or half truth is very hard – *so don't try*
- *Assume truthfulness* until you have a reason to question it
- *Business climate expects straight talking and does not tolerate liars*

Chapter 9 'Dialogue'

Performance Based Culture

Four Block Matrix



Where does employee fit on four box model?

Appendix A 'Implementation Tools'

Implementation Tools:

1. **Preliminary Planning Worksheet** – used to help plan presentation content
2. **Presentation Outline Worksheet** – used to help organize content and supporting materials
3. **“Be Your Own Editor” Checklist** – used to guide editing sequence
4. **Design for Visual Impact** – used as a quick reminder of how to design your document for easy reading

Can be found on the Web at:

<http://itk.hbsp.harvard.edu/businessstools/>

NOTE: NEW WEB SITE ADDRESS

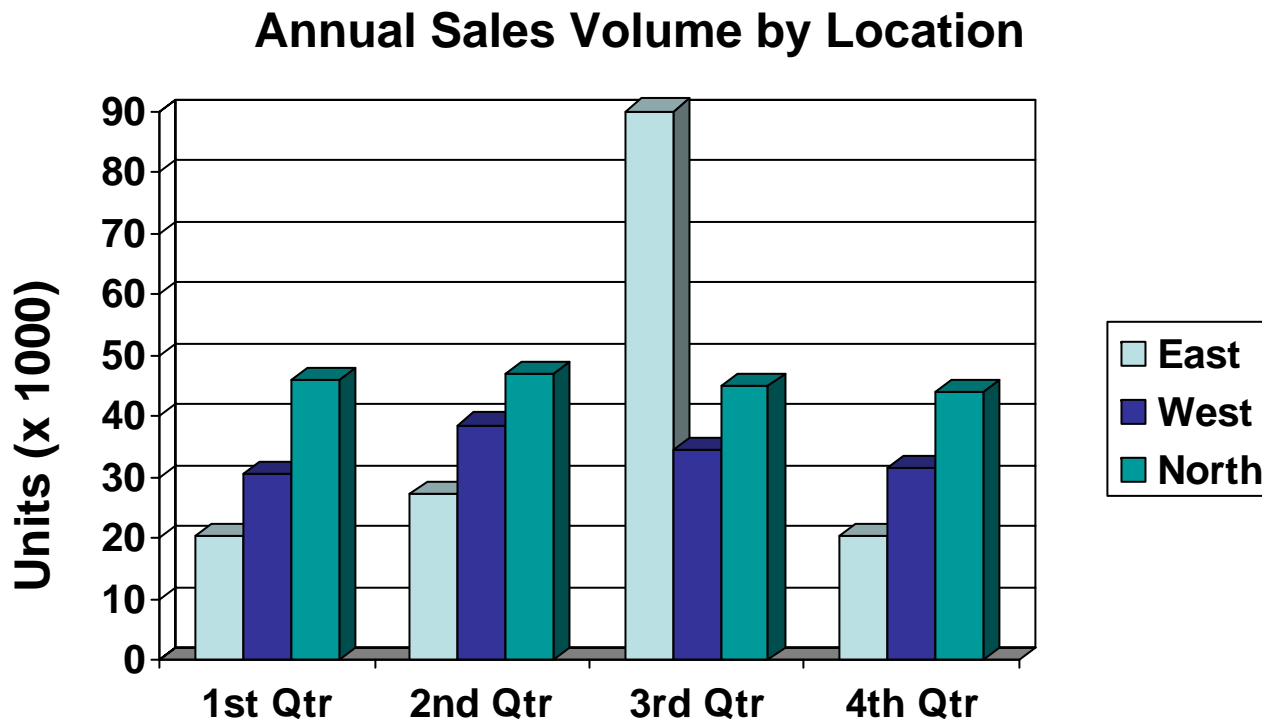
Appendix C 'Presentation Visuals'

Rule 6: Use the Most Appropriate Graphic Form

- **Bar & Column Charts** – Use to *compare outcomes*
- **Pie Charts** – Use to show *impact of different factors on the whole*
- **Line Charts** – Use to *indicate trends*
- **Scattergrams Charts** – Use to show a *statistical linear regression*, exponential smoothing or a moving average
- **Area Charts** – Use to show *over lapping of trends*

Appendix C 'Presentation Visuals'

Rule 7: Label Key Features of Your Graph



Getting the Raise You Deserve

No matter how much your boss loves your work,

You *need to prepare* before asking for money:

- *Be ready to review your achievements*
(Have them written down; Must be solid)
- *Know the prevailing wage* for your job
(Levels, ranges, and profit sharing potential)
- *Time the conversation before the merit budget is set* for the next year
(If you don't know timing, ask)
- Conversation is most difficult if scheduled after decisions have already been made
(Usually have to take from someone else)
- *Ask if you can have this conversation*
(Don't surprise the 'boss')

Getting the Raise You Deserve

Remember:

Action Oriented Communication Model

Persuasive Presentation

