

C M P G 2 1 4

Class Test 2 - 2019

1. Name Covey's first habit and shortly describe what it entails (one sentence). [2]

Habit 1: Be Proactive is about taking responsibility for your life. You can't keep blaming everything on your parents or grandparents. Proactive people recognize that they are "response-able." They don't blame genetics, circumstances, conditions, or conditioning for their behavior. They know they choose their behavior. Reactive people, on the other hand, are often affected by their physical environment. They find external sources to blame for their behavior. If the weather is good, they feel good. If it isn't, it affects their attitude and performance, and they blame the weather.

2. Briefly define procrastination. [2]

Procrastination is the act of delaying or postponing a task or set of tasks. Whether you refer to it as procrastination or "akrasia" or something else, it is the force that prevents you from following through on what you set out to do.

3. Name and describe ANY one (1) of the three (3) ways we could stop procrastinating. [2]

*1. Eat the elephant: Break a task up into smaller tasks so it becomes more manageable.
2. Pick off the goblins: Start with the most enjoyable part of the task, first.
3. Avoid the sirens song: Stay clear of any and all distractions that could potentially pull your attention away from the task at hand.*

4. Explain Covey's view of the social mirror. [2]

If the only vision we have of ourselves comes from the social mirror—the current social paradigm and from the opinions, perceptions and paradigms of the people around us—our view of ourselves is like the reflection in a crazy mirror room at the carnival.

5. What, according to Covey, enables us to stand apart and examine ourselves? Explain. [2]

Self-awareness enables us to stand apart and examine the way we "see" ourselves—our self-paradigm, the most fundamental paradigm of effectiveness. We can thus see past the character flaws and weaknesses others project onto us.

6. Provide an example of "Genetic Determinism" to explain what the theory is about. [2]

This theory explains how our grandparents played a significant role in shaping the vision we have of ourselves, as well as the vision others have of us. If you are quick to anger, for instance, your grandparents had short tempers and it all comes down to your DNA (Covey, 1989). These traits are hereditary and you inherited them from your forefathers. Moreover, you may be Zulu, and that is just the perceived nature of Zulu people. (Own example)

7. Provide an example of "Psychic Determinism" to explain what the theory is about. [2]

So, do you remember being a young child? Do you have fond memories of your parents or home life when you were little? Well, this theory offers that your childhood experience and upbringing laid out your personal tendencies and character structure (Covey, 1989). For example, you may feel guilty if you make a mistake because you 'remember' the emotional scripting when you were vulnerable, tender and dependent on your parents (or parental figures) deep down inside. You remember the emotional punishment, rejection, or comparison with somebody else when you did not perform as well as expected. So basically, your parents did it to you (Covey, 1989). (Own example)

8. Drawing from experiences in your own life, provide an example of "Environmental Determinism"; to illustrate the way(s) in which this theory describes reality. [2]

Do you live in a noisy home filled with siblings running riot? Does your boss at your part-time job give you hell about the smallest issues or troubles in the workplace? Or does your significant other stress you out by seemingly "being on your case" 24/7? The examples above illustrate how this theory describes how we are. Essentially, someone or something in your environment is responsible for your situation (Covey, 1989). If the government in your country does not meet or exceed your expectations or partakes in "shady" dealings you deem unacceptable, you will be less inclined to talk favourably about the party in question with others and will be less likely to take part in political activities. Their behaviour/actions have affected you and your outlook on politics.

9. Every stimulus has a response, but we have the freedom to choose how we respond from a range of reactions. You can discover your internal power through... Name any two (2). [2]

- a) Self-awareness;
- b) Imagination;
- c) Conscience; and
- d) Independent will.

10. If you want to be successful, you should never blame circumstances, conditions or conditioning for your behaviour. Shortly explain why this is the case. [2]

Proactive people can recognise that their behaviour is a product of their own conscious choices (based on values), rather than a product of their conditions (based on feeling). We may be proactive by nature, yet we often allow people or things to control us. Then we become reactive.

11. List one example of "Proactive language" and one example of "Reactive language". [2]

Proactive:

*Let's look at our alternatives
I can choose a different approach
I control my own feelings
I can create an effective presentation
I choose
I prefer
I will*

Reactive:

*There's nothing I can do
That's just the way I am
He makes me so mad
They won't allow that
If only
I have to do that
I can't
I must*

12. An oral presentation can have an "informative purpose". List the other TWO (2) purposes such a presentation can have. [2]

- 1. Instructional (training, development)
- 2. Persuasive (convince, influence)

13. Briefly comment on "pacing/speed" as they relate to oral presentations. Write no more than three sentences on the subject. [2]

Sometimes, oral presenters who are a bit nervous talk too fast. All that adrenaline causes them to speed through their talk. That makes it hard for the audience to follow. In general, it helps listeners to understand you better if you speak a bit more slowly and deliberately than you do in normal conversation. Slow down, take it easy, be clear.

14. How would you advise someone to get rid of their verbal crutches ("uh", "you know", "like") before they deliver an oral presentation? [2]

Watch out for too much "uh," "you know," "okay" and other kinds of nervous verbal habits. Instead of saying "uh" or "you know" every three seconds, just don't say anything at all. In the days before your oral presentation, practice speaking without these verbal crutches. The silence that replaces them is not a bad thing—it gives listeners time to process what you are saying.

15. Shortly describe how you would prepare for an oral presentation. [2]

An oral presentation is more than just reading a paper or set of slides to an audience. How you deliver your presentation is at least as important in effectively communicating your message as what you say. Use these guidelines to learn simple tools that help you prepare and present an effective presentation, and design PowerPoint slides that support and enhance your talk.

Preparing an Effective Presentation

An effective presentation is more than just standing up and giving information. A presenter must consider how best to communicate the information to the audience. Use these tips to create a presentation that is both informative and interesting:

Organize your thoughts. Start with an outline and develop good transitions between sections. Emphasize the real-world significance of your research.

Have a strong opening. Why should the audience listen to you? One good way to get their attention is to start with a question, whether or not you expect an answer.

Define terms early. If you are using terms that may be new to the audience, introduce them early in your presentation. Once an audience gets lost in unfamiliar terminology, it is extremely difficult to get them back on track.

Finish with a bang. Find one or two sentences that sum up the importance of your research. How is the world better off as a result of what you have done?

Design PowerPoint slides to introduce important information. Consider doing a presentation without PowerPoint. Then consider which points you cannot make without slides. Create only those slides that are necessary to improve your communication with the audience.

Time yourself. Do not wait until the last minute to time your presentation. You only have 15 minutes to speak, so you want to know, as soon as possible, if you are close to that limit.

Create effective notes for yourself. Have notes that you can read. Do not write out your entire talk; use an outline or other brief reminders of what you want to say. Make sure the text is large enough that you can read it from a distance.

Practice, practice, practice. The more you practice your presentation, the more comfortable you will be in front of an audience. Practice in front of a friend or two and ask for their feedback. Record yourself and listen to it critically. Make it better and do it again.

Microsoft PowerPoint is a tremendous tool for presentations. It is also a tool that is sometimes not used effectively.

Use a large font. As a general rule, avoid text smaller than 24 point.

Use a clean typeface. Sans serif typefaces, such as Arial, are generally easier to read on a screen than serif typefaces, such as Times New Roman.

Use bullet points, not complete sentences. The text on your slide provides an outline to what you are saying. If the entire text of your presentation is on your slides, there is no reason for the audience to listen to you. A common standard is the 6/7 rule: no more than six bulleted items per slide and no more than seven words per item.

Use contrasting colors. Use a dark text on a light background or a light text on a dark background. Avoid combinations of colors that look similar. Avoid red/green combinations, as this is the most common form of color blindness.

Use special effects sparingly. Using animations, cool transition effects, sounds and other special effects is an effective way to make sure the audience notices your slides. Unfortunately, that means that they are not listening to what you are saying. Use special effects only when they are necessary to make a point.

When you start your presentation, the audience will be interested in what you say. Use these tips to help keep them interested throughout your presentation:

Be excited. You are talking about something exciting. If you remember to be excited, your audience will feel it and automatically become more interested.

Speak with confidence. When you are speaking, you are the authority on your topic, but do not pretend that you know everything. If you do not know the answer to a question, admit it. Consider deferring the question to your mentor or offer to look into the matter further.

Make eye contact with the audience. Your purpose is to communicate with your audience, and people listen more if they feel you are talking directly to them. As you speak, let your eyes settle on one person for several seconds before moving on to somebody else. You do not have to make eye contact with everybody, but make sure you connect with all areas of the audience equally.

Avoid reading from the screen. First, if you are reading from the screen, you are not making eye contact with your audience. Second, if you put it on your slide, it is because you wanted them to read it, not you.

Blank the screen when a slide is unnecessary. A slide that is not related to what you are speaking about can distract the audience.

Pressing the letter B or the period key displays a black screen, which lets the audience concentrate solely on your words. Press the same key to restore the display.

Use a pointer only when necessary. If you are using a laser pointer, remember to keep it off unless you need to highlight something on the screen.

Explain your equations and graphs. When you display equations, explain them fully. Point out all constants and dependent and independent variables. With graphs, tell how they support your point. Explain the x- and y-axes and show how the graph progresses from left to right.

Pause. Pauses bring audible structure to your presentation. They emphasize important information, make transitions obvious, and give the audience time to catch up between points and to read new slides. Pauses always feel much longer to speakers than to listeners.

Practice counting silently to three (slowly) between points.

Avoid filler words. Um, like, you know, and many others. To an audience, these are indications that you do not know what to say; you sound uncomfortable, so they start to feel uncomfortable as well. Speak slowly enough that you can collect your thoughts before moving ahead. If you really do not know what to say, pause silently until you do.

Relax. It is hard to relax when you are nervous, but your audience will be much more comfortable if you are too.

Breathe. It is fine to be nervous. In fact, you should be all good presenters are nervous every time they are in front of an audience. The most effective way to keep your nerves in check aside from a lot of practice before hand is to remember to breathe deeply throughout your presentation.

Acknowledge the people who supported your research. Be sure to thank the people who made your research possible, including your mentor, research team, collaborators, and other sources of funding and support.

Sharing your work can help you expand your network of contacts who share your research interests. For undergraduate researcher who intend to complete a graduate degree, presenting can be an invaluable experience. We recommend discussing your interest in sharing your research with your faculty advisor. They can help match your interests with the appropriate venue.

16. All things are created twice. Expand upon this statement by discussing the "first creation". [2]

What is created first is mental, while the second creation is physical. Consider this, if you wanted a family-centered home, you would plan the home in such a way that a family room would be central place to gather with your family. You would work with ideas—with the mind—until you get a clear image of what you want to build/create in reality. One can then say that the first creation is the planning (habit 2) - Begin with the end in mind. Habit 2 is based on imagination—the ability to envision in your mind what you cannot at present see with your eyes. It is based on the principle that all things are created twice. There is a mental (first) creation, and a physical (second) creation. The physical creation follows the mental, just as a building follows a blueprint. If you don't make a conscious effort to visualise who you are and what you want in life, then you empower other people and circumstances to shape you and your life by default. It's about connecting again with your own uniqueness and then defining the personal, moral, and ethical guidelines within which you can most happily express and fulfil yourself. Habit 2 is based on principles of personal leadership, making leadership the first creation. Leadership deals with the top line: What are the things I want to accomplish? Leadership is not management. Management is the second creation, and deals with the bottom line: How can I best accomplish certain things?

17. All things are created twice. Expand upon this statement by discussing the "second creation". [2]

What is created first is mental, while the second creation is physical. Consider this, if you wanted a family-centered home, you would plan the home in such a way that a family room would be central place to gather with your family. You would work with ideas—with the mind—until you get a clear image of what you want to build/create in reality. One can then say that the first creation is the planning (habit 2) - Begin with the end in mind. Habit 2 is based on imagination—the ability to envision in your mind what you cannot at present see with your eyes. It is based on the principle that all things are created twice. There is a mental (first) creation, and a physical (second) creation. The physical creation follows the mental, just as a building follows a blueprint. If you don't make a conscious effort to visualise who you are and what you want in life, then you empower other people and circumstances to shape you and your life by default. It's about connecting again with your own uniqueness and then defining the personal, moral, and ethical guidelines within which you can most happily express and fulfil yourself. Habit 2 is based on principles of personal leadership, making leadership the first creation. Leadership deals with the top line: What are the things I want to accomplish? Leadership is not management. Management is the second creation, and deals with the bottom line: How can I best accomplish certain things?

18. Name and shortly describe ONE of the two (2) unique human endowments that enable us to exercise personal leadership in our lives. [2]

Imagination (visualise uncreated worlds of potential lying within us) and conscience (come in contact with universal laws/principles) are two unique human endowments that enable us to exercise personal leadership in our lives. "Because I am self-aware, because I have imagination and conscience, I can examine my deepest values. I can become my own first creator" (Covey, 1989).

19. Briefly explain the principle of "security" as it relates to your circle of influence. [2]

Security is about your own self-confidence and sense of self worth. The more secure you feel about yourself, the more you can extend your influence to others to help them feel more secure about themselves.

20. Briefly explain the principle of "guidance" as it relates to your circle of influence. [2]

Guidance must be about your morals, and what literally guides your decision making. Someone with a strong guidance system always acts in accordance with their beliefs.

21. Briefly explain the principle of "wisdom" as it relates to your circle of influence. [2]

Wisdom is the ability to accurately see the world, without delusions or coloration. It's then about being able to relate many different understandings into a coherent whole, so that you've got a better understanding of what the world is about.

22. Name TWO of the possible "Alternative Centres". [2]

We could be money-centered, possession-centered, work-centered, pleasure-centered, friend-centered, enemy-centered, religion-centered, self-centered, spouse-centered, or family-centered.

23. Headings are the titles and subtitles you see within the actual text of much professional scientific, technical, and business writing. Why are they an important feature of professional technical writing? [2]

Headings alert readers to upcoming topics and subtopics, help readers find their way around in long reports and skip what they are not interested in, and break up long stretches of straight text. Headings are also useful for writers. They keep you organized and focused on the topic. When you begin using headings, your impulse may be to slap in the headings after you've written the rough draft. Instead, visualize the headings before you start the rough draft, and plug them in as you write.

24. List (wink) two common problems with "lists".

[2]

Problems with lists usually include the following:

- a. Mix-up between numbered and bulleted lists*
- b. Lack of parallel phrasing in the list items*
- c. Use of single parentheses on the list-item number or letter*
- d. Run-over lines not aligned with the text of list items*
- e. Lack of a strong lead-in sentence introducing list items, and lack of a colon to punctuate lead-ins*
- f. Inconsistent caps style in list items*
- g. Unnecessary punctuation of list items*
- h. Inconsistent use of lists in similar text*
- i. Lists that have too many items and need to be subdivided or consolidated*

25. What are "tables" generally used for?

[2]

Tables, of course, are those rows and columns of numbers and words, mostly numbers. They permit rapid access to and relatively easy comparison of information. If the data is arranged chronologically (for example, sales figures over a ten-year period), the table can show trends—patterns of rising or falling activity. Of course, tables are not necessarily the most vivid or dramatic means of showing such trends or relationships between data—that's why we have charts and graphs (discussed in the next section).

TOTAL: 20