

FIT1049: IT professional practice

Week 4: Oral presentations in the context of IT professional practice



Past three weeks in three points...

Your job as an IT professional is not just to perform tasks but to play a role. (Week1)

Communications are not just for information transmission but to develop social relations. (Week 2)

Information is best served in a context. It is not just what you know, but what you do with it, that matters. (Week 3)

'Things to cover today...'

At the end of this lecture, you will broadly understand:

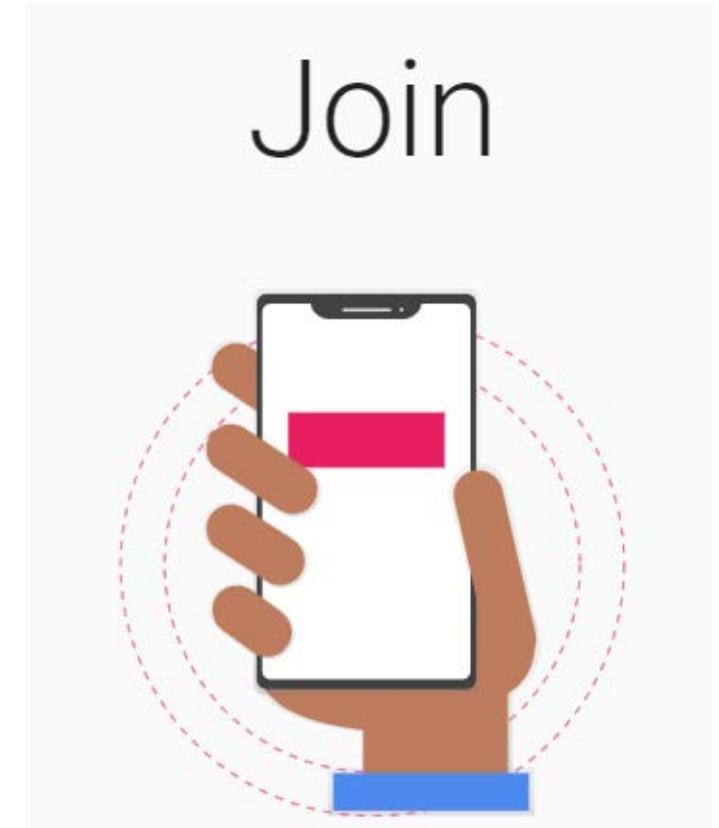
1. Uniqueness, strengths and limitations of oral communications as a means of IT professional practice;
2. The specific roles oral presentations play in IT professional practice; and
3. The importance of understanding and strategically preparing the contexts of the oral presentation.

Week 4 eBook revision: Recall and apply...

Please head to **https://flux.qa** and sign in with your Monash account (you should then stay logged in for the semester).

Hit the plus button in the top right and type in code **8JQJ4J** to join the FIT1049 group. The code is case sensitive.

*Please note that this is a Monash system, and your responses to questions are not anonymous.



Question 1: Preparation

You are an IT consultant being deployed to a company to implement a new client management system for them. The manager there asked you that she would like you to hold a demo of the new system for staff members, since the new system is very different from the one used before. You can assume that the staff are generally happy with the introduction of the new system. Which of the following would most likely be suited for the purpose?

1. A demo of how the new system works, highlighting the difference between the old and new systems;
2. A demo how the new system works, highlighting the benefits of the new system for users (i.e. staff).
3. A demo of what the new system does, highlighting the business benefits of the new system over the old system; or

Question 2: Presentation logistics

Consider the same scenario. You were then told that about 100 staff members will be attending this demo in a large seminar room with one projector, and you only have 30 minutes out of an hour allocated (because they wanted to serve a morning tea). Which of the following would be the least risky arrangement for your visuals to have this demo session?

1. To have all the screen-grabs pre-recorded and embedded as part of the PowerPoint slides;
2. To have a live-demo using the actual system online, and switch back-and-forth between the slides and the system; or
3. To have the attendees to bring their own device, and ask them to work on their device while your slides only have instructions to follow.

Question 3: Presentation format

Consider the same scenario. If you want this session to be actually effective, what would you suggest to the manager who first suggested this training session?

1. To negotiate to have a longer session (e.g. 1 full hour), and provide some reference sheets as a take-away;
2. To provide staff with some resources, and let them use the system first, which is then followed by a 1-hour Q&A session to answer any questions arising from the actual experience of using the system; or
3. To have multiple sessions with smaller groups, and hold them as hands-on workshops in a computer laboratory.

Question 4: Non-verbal communications

Consider the same scenario. You did end up presenting in a large seminar room after all, with 100+ people eating cakes while listening to you. You have your screen in the center, a large lectern on the right hand side, with the provision of a clicker. Which of the following would best describe a likely effective approach to non-verbal communications?

1. You stand between the screen and the audience to make your delivery engaging;
2. You stand near the lectern, however keeping your entire body and hand-movements visible; or
3. You stand behind the lectern to minimize any distraction caused by your movement, since the audience is supposed to be looking at the visuals on the screen.

Answers and comments for the quizzes

- 1) The answer is **1**, while the options 2 and 3 are irrelevant. The staff are generally understanding of the change, so no further persuasion is necessary, and it is important to adhere to the brief given by the manager in this instance.
- 2) The answer is **1**, though this may not be the most effective! Live-demo and BYD approaches can be effective, but can be quite disorganized (especially with 100 people), and in 30 minutes (which would include 5 min intro and so on), it's not always practical. As result, the option 1 would be the least risky, though one needs to be aware of the limitation of this approach.
- 3) All the answers are sort of correct, and I have seen them done one way or another with varied outcomes. Yet, if you really need to make sure all the employees have good understanding of how to use the system, you'd go for the option **3** or similar. Note that no single format of presentations suits everything, and you really need to interrogate the suitability of the suggested format against the purpose of the presentations.
- 4) The answer is **2**. The option 1 is probably not appropriate since the focus of the presentation is not the presenter but what is on the slide. This can be used if it was a presentation about the presenter him/herself though. The option 3 might have some truth in it, but non-verbal communications still play an important role to accentuate the face-to-face delivery. There are certain ways to present when presenting on a webinar (or else) where there is no provision of non-verbal communications, but given in the scenario offers the presenter the benefits of non-verbal communication, why not using them?

7 points to consider before you present...

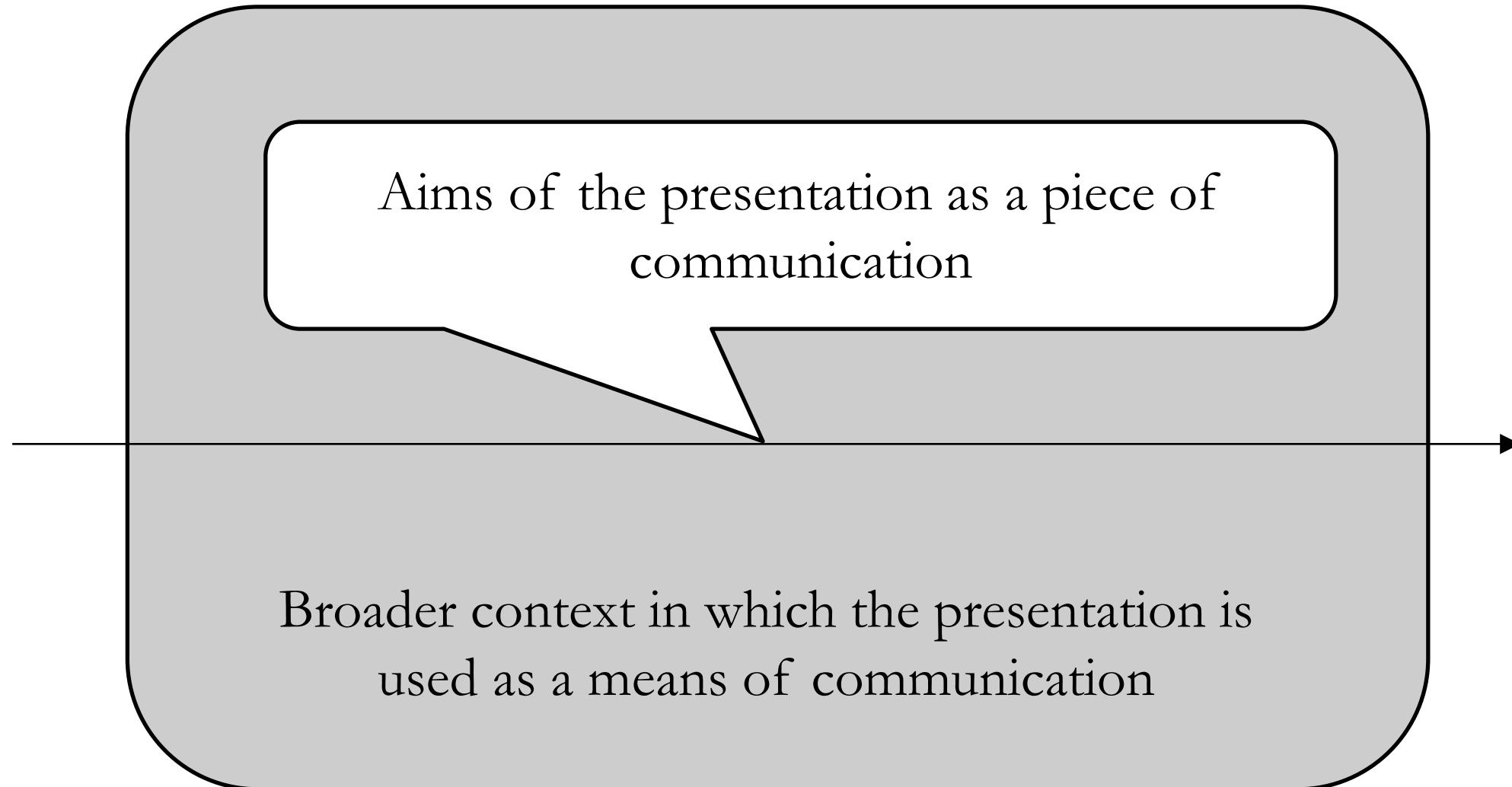
#1 Purpose

What do you want to achieve?

Why does this even need to take place?

What is the measure of ‘success’?

What takes place behind the scene...



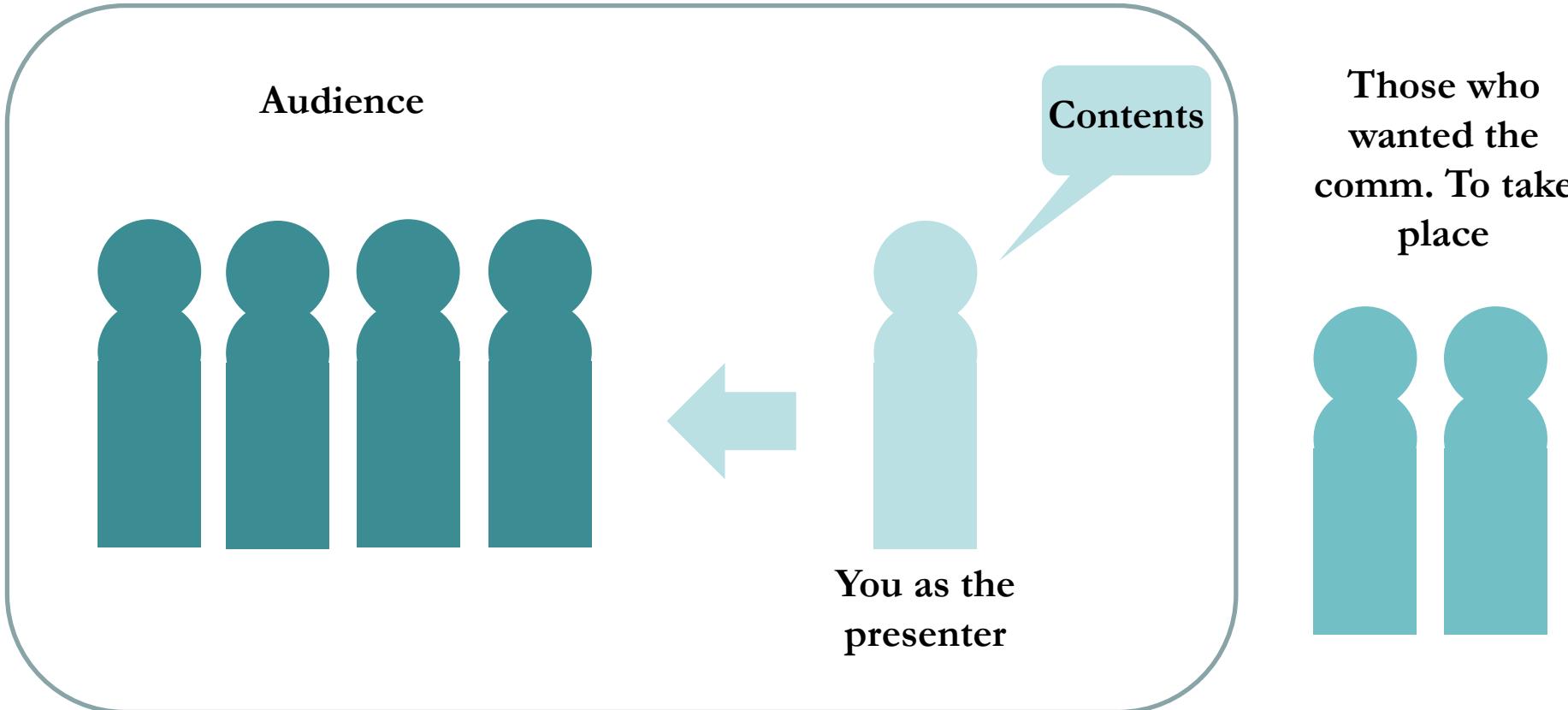
The audience's hostility usually has a reason or two...

e.g. an introduction of a new system for
efficient business processes

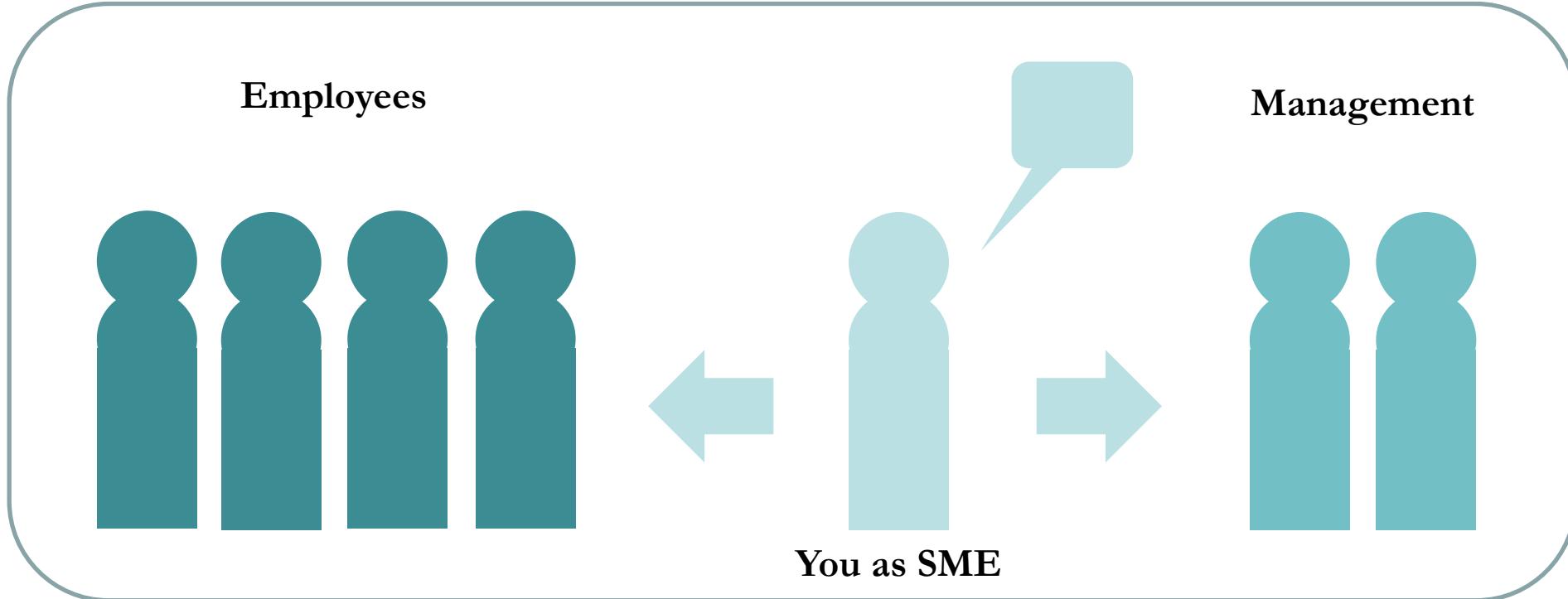
e.g. change management process that involves
restructuring of the organisation and
potential redundancy

#2 Positioning

How do you position yourself in relation to:
the contents
the audience
and your organization?

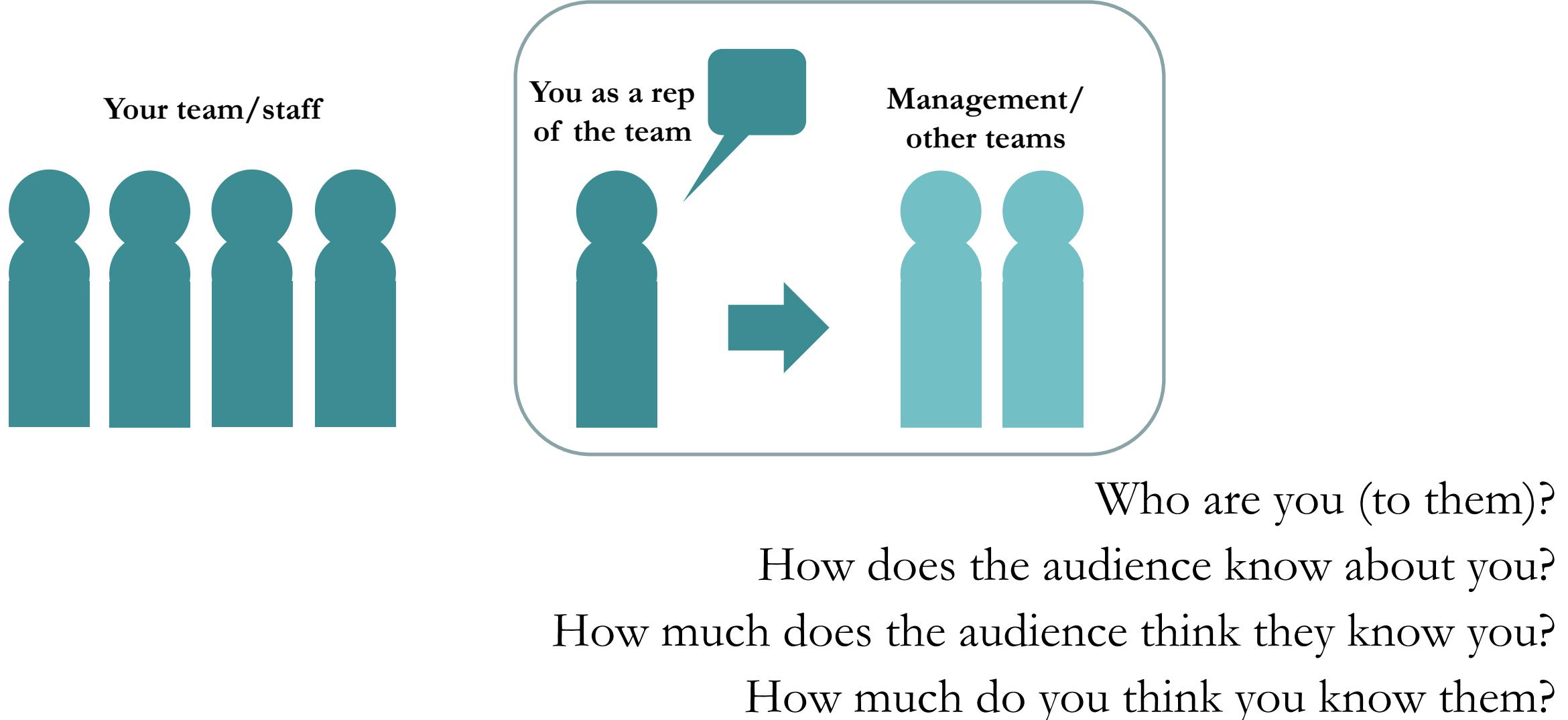


You and the contents (e.g. SME)

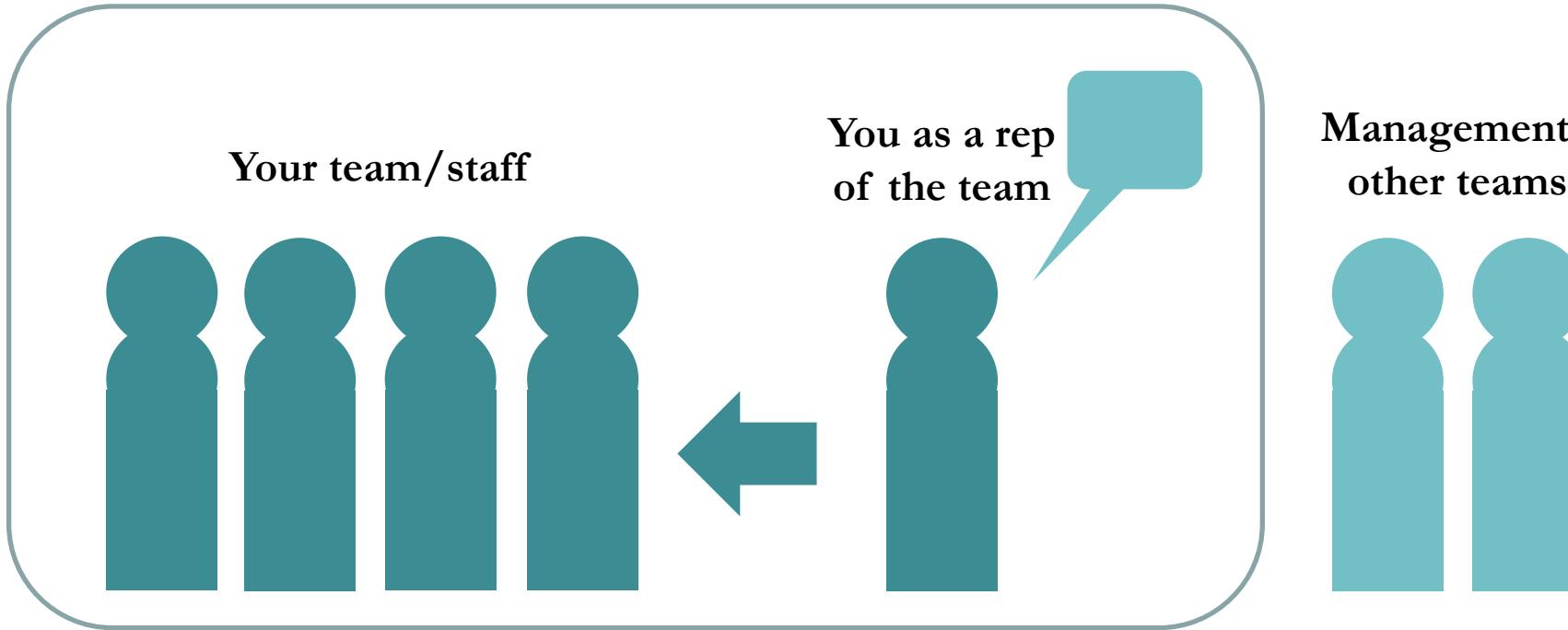


How much do you know?
How much does the audience know?
How much does the audience think you know?

You and the audience (e.g. advocacy and leadership)



You and the audience (e.g. leadership and management)



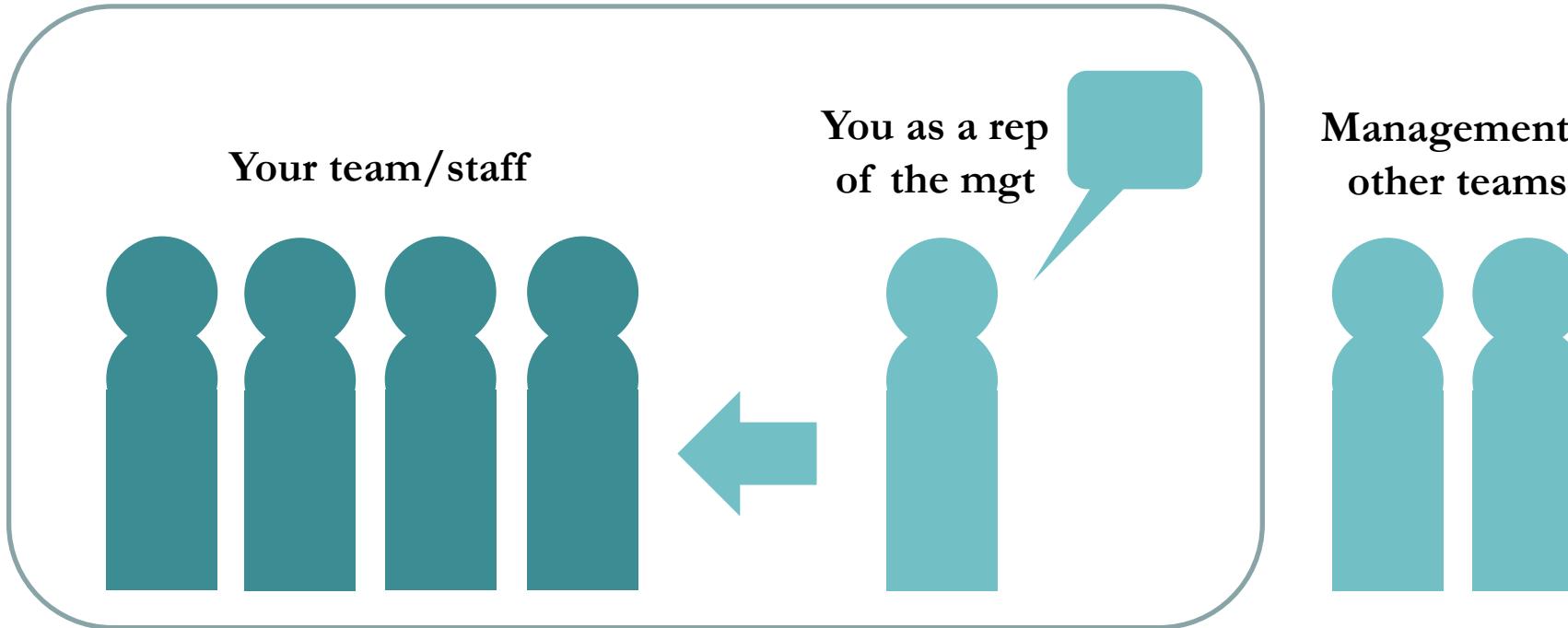
Who are you (to them)?

How does the audience know about you?

How much does the audience think they know you?

How much do you think you know them?

You and the audience (e.g. leadership and management)



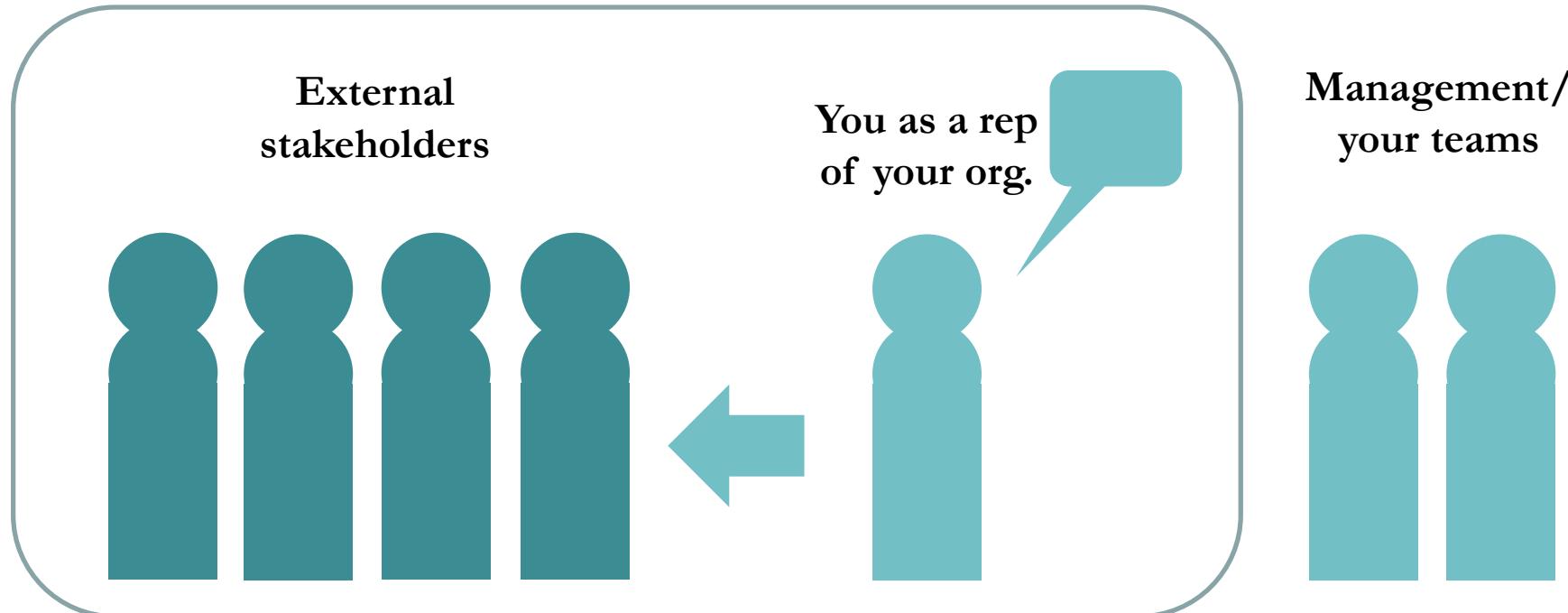
Who are you (to them)?

How does the audience know about you?

How much does the audience think they know you?

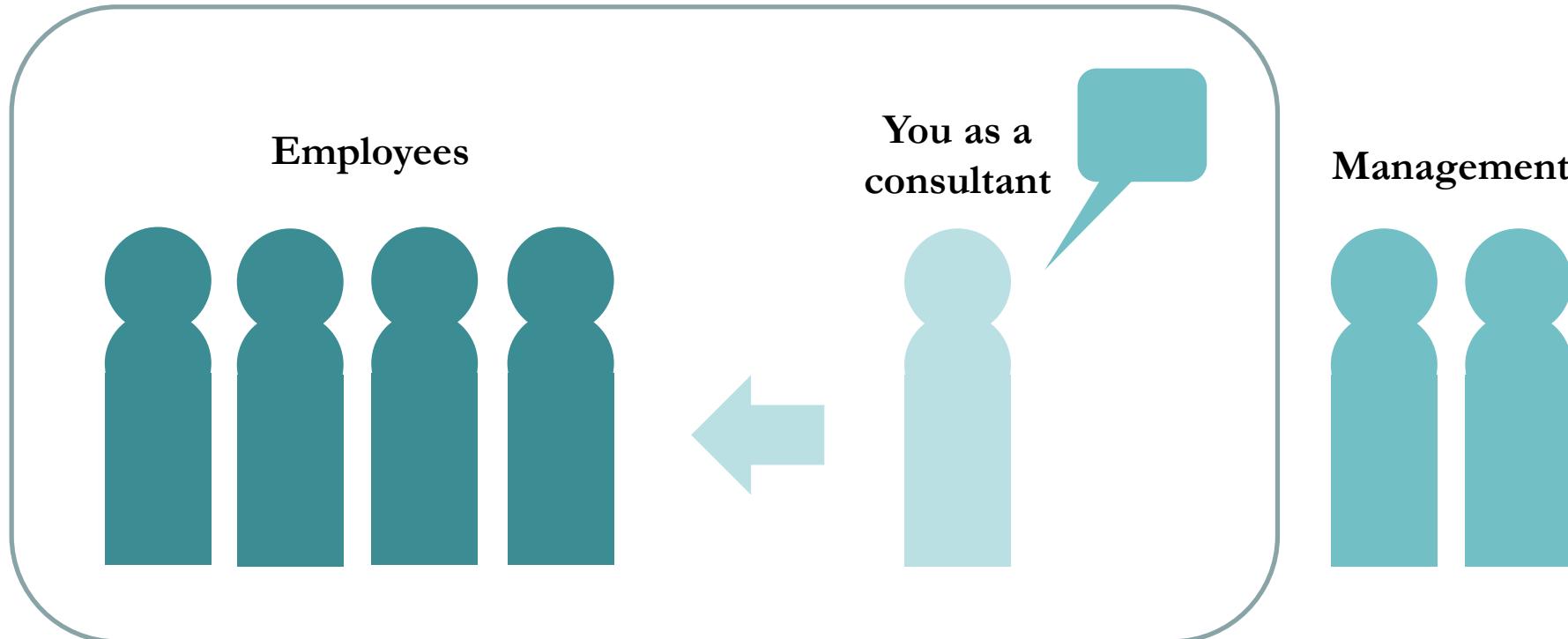
How much do you think you know them?

You and the organisation (e.g. authority and representation)



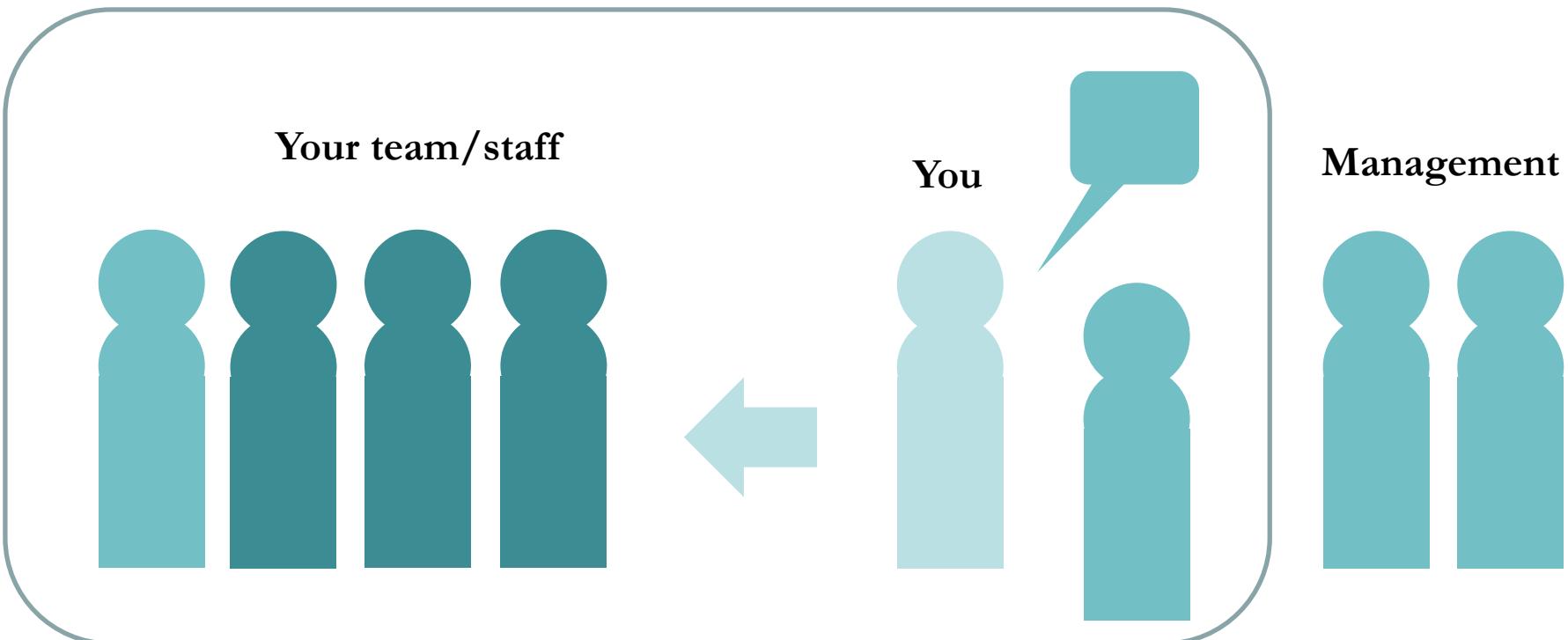
Who are you representing?
What level of authority do you have?
Are you speaking as 'I' or 'we'?

You and the organisation (e.g. authority and management)



Who are you representing?
What level of authority do you have?
Are you speaking as 'I' or 'we'?

When you do not have the right authority...



A rep from the
management

A rep from the
management

#3 Delivery styles

What is the tone of your communications?

Presentations as performance: *Who presents*, matters.



Performance – another perspective...



Sir Joh Bjelke-Petersen
([Atfield, 2014](#))

[NB: Attribution to the photo only; the source is not relevant to the purpose of reference here.]

Presentation styles – a further thought...



You will need to change your ‘style’ to suit your audience.

#4 Narratives

A good narrative makes the information relevant to the audience.

It transforms the information into usable intelligence.

Advices on ‘storytelling’ are everywhere...

Screenshot of the TED website search results for "presentation".

The search bar shows "presentation". Below it, the results are displayed under the heading "All results". There are two main sections:

- Nancy Duarte: The secret structure of great talks**
From the "I have a dream" speech to Steve Jobs' iPhone launch, many great talks have a common structure that helps their message resonate with listeners. In this talk, presentation expert Nancy Duarte shares practical lessons on how to make a powerful call-to-action.

http://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks
- Playlist: How to make a great presentation (5 talks)**
Stressed about an upcoming presentation? These talks are full of helpful tips on how to g and make a lasting impression.
Curated by TED · 5 talks

http://www.ted.com/playlists/how_to_make_a_great_presentation

On the right side of the search results, there is a video player showing a TEDx talk by Mark Robinson titled "How to present to keep your audience's attention". The video is from TEDxEindhoven and has a duration of 17:53.

Below the video player, the caption reads: "How to present to keep your audience's attention | Mark Robinson | TEDxEindhoven".

To the right of the video player, there is a sidebar titled "Up next" which lists five more TEDx talks:

- The 7 secrets of the greatest speakers in history | Richard... (1.9M views, 18:25)
- How to avoid death By PowerPoint | David JP Phillips ... (1.2M views, 20:32)
- The Art of Delivering Information | Mike Johnston | ... (38K views, 15:53)
- Speak like a leader | Simon Lancaster | TEDxVerona (2.2M views, 18:48)
- The magical science of storytelling | David JP Phillips ... (76K views, 18:48)

...but they are not applicable to every situation either. Why?

'The reality is...

- 1) the contents may not be very interesting or entertaining to start with,
- 2) you may not have control over what to include in the presentation,
- 3) you may not have control over how to deliver the presentation,
- 4) you may not have a reasonably willing audience who are happy to follow your lead, and
- 5) it is rather unusual that everything else (e.g. technologies) works fine.

...but you can be effective.

Demonstration as an example

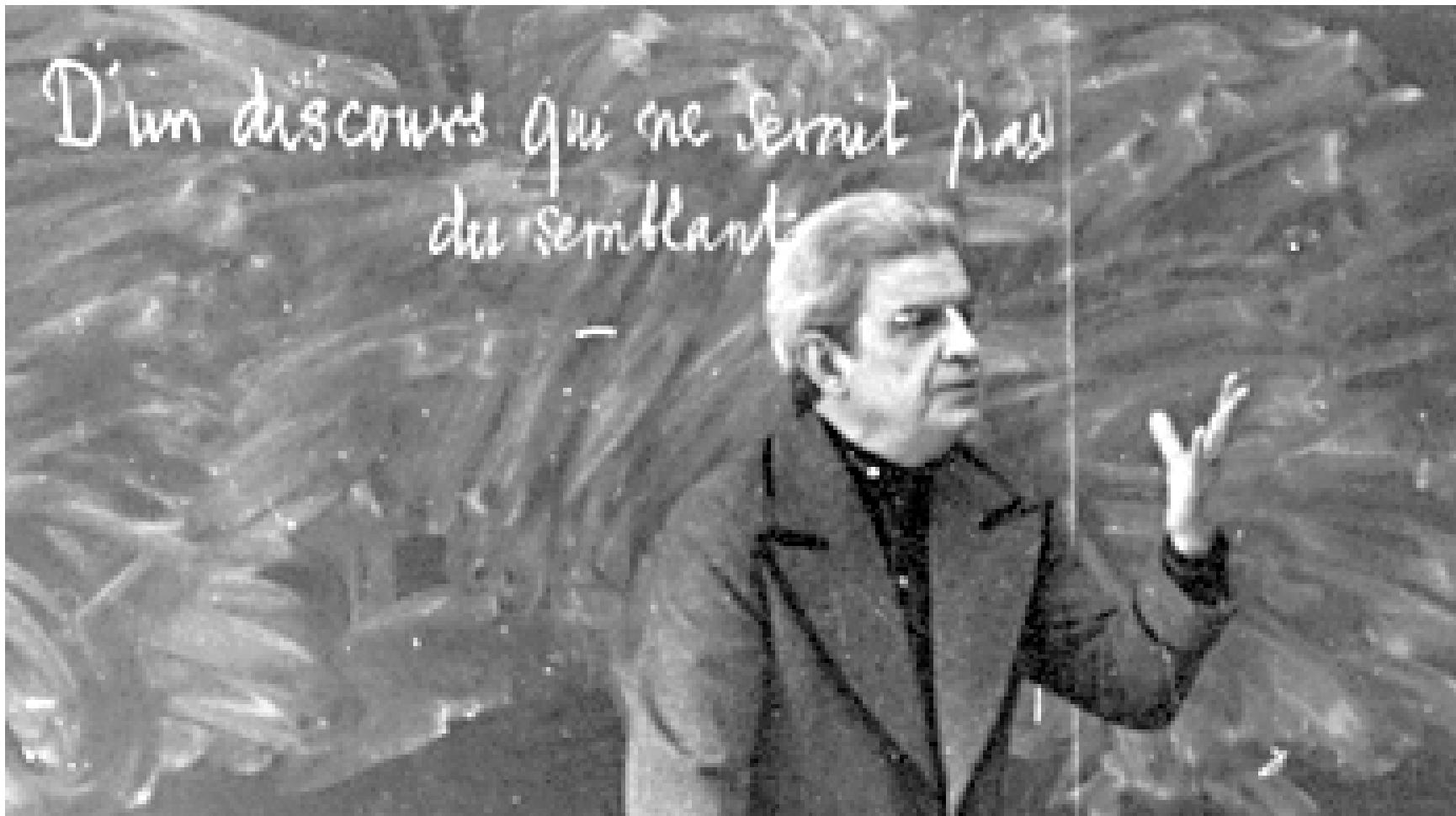
... which is usually about an object being presented
for the purpose *specific* to the audience.

...and it is rarely ‘interesting’.



Visual aids and their functions

All presentations are made to be linear.



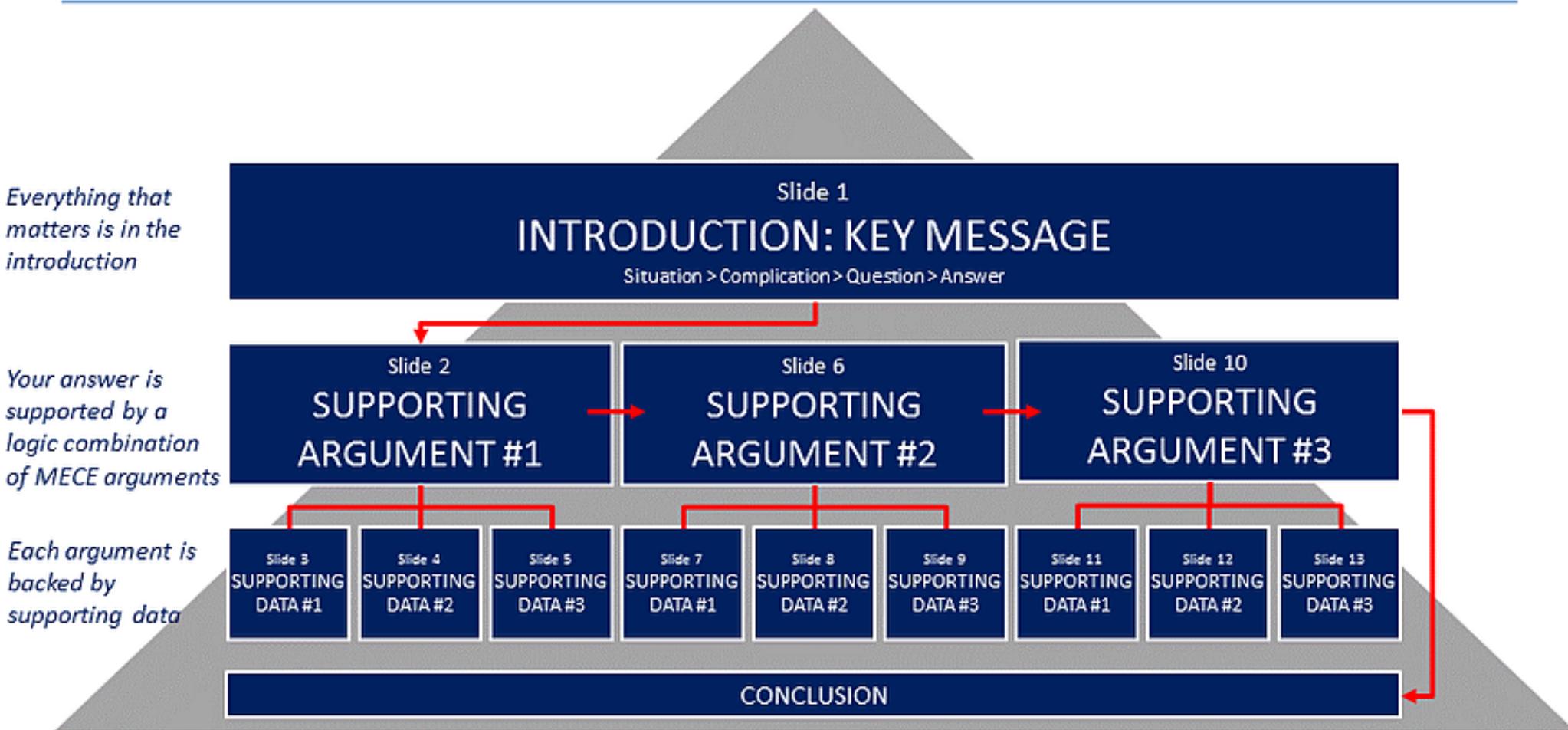
([Lacan.com](https://www.lacan.com), 2018)

PIANTA DELLA CITTÀ
di FIRENZE

presso Molini Landi e C° 1808 —



How to structure a presentation: the Minto Pyramid Principle



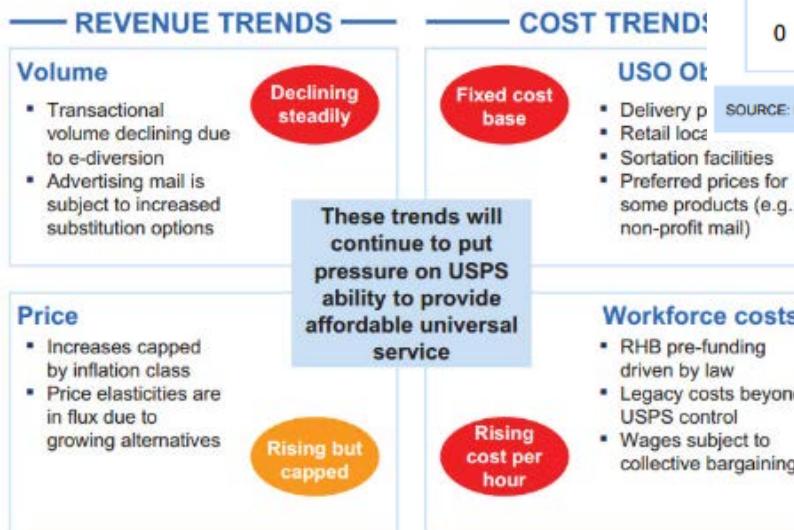
([PowerUser, 2016](#); based on [Minto, 2009](#))

The USPS has been responsive to declining volume, but recent work hour reductions will become increasingly difficult to replicate

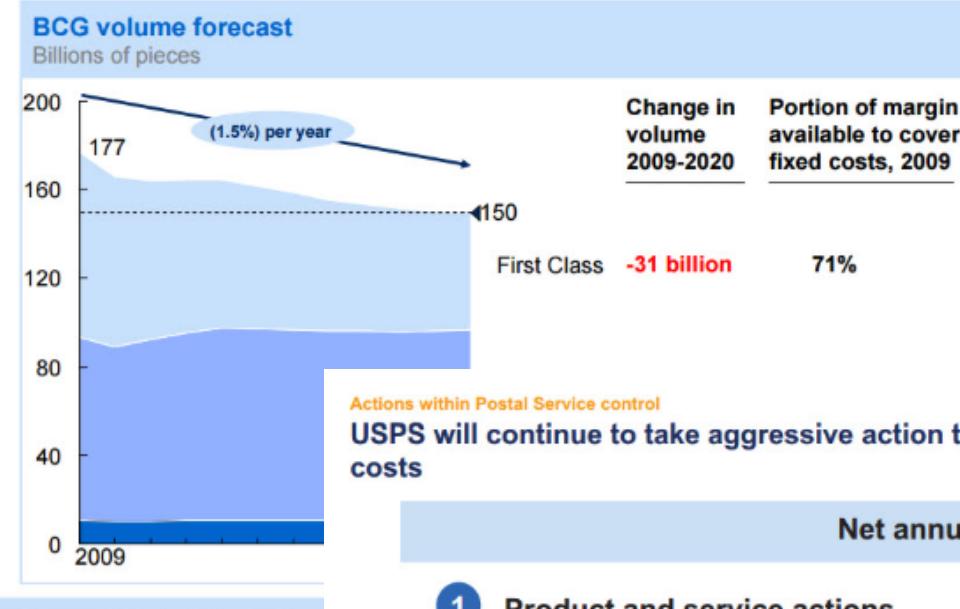
Millions of hours



SOURCE: FY 2009 10-K; 2007 and 2009 Na

**Base Case: Volume Declines**

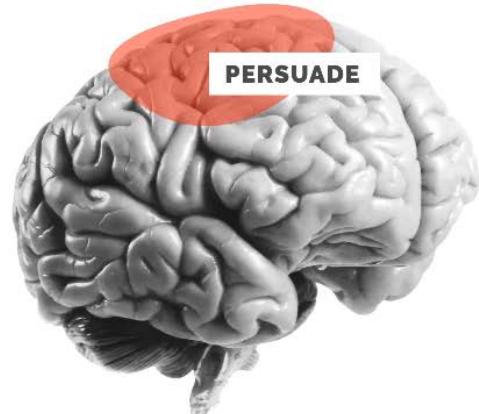
Volume will decline significantly over the next decade driven by a steady decline in First-Class Mail, the most profitable segment



SOURCE: BCG; USPS Financial Forecasting Model

Net annual income benefit (2020)

1 Product and service actions	~\$2B
2 Productivity improvements	~\$10B
3 Workforce flexibility improvements	~\$0.5B
4 Purchasing savings	~\$0.5B
Avoided interest due to reduced debt	~\$5B
Total	~\$18B
Cumulative impact 2010-2020	~\$123B



([Prezi, 2018a](#))

HUFFPOST

"Harvard researchers find Prezi more engaging, persuasive, and effective than PowerPoint."

([Prezi, 2018b](#))

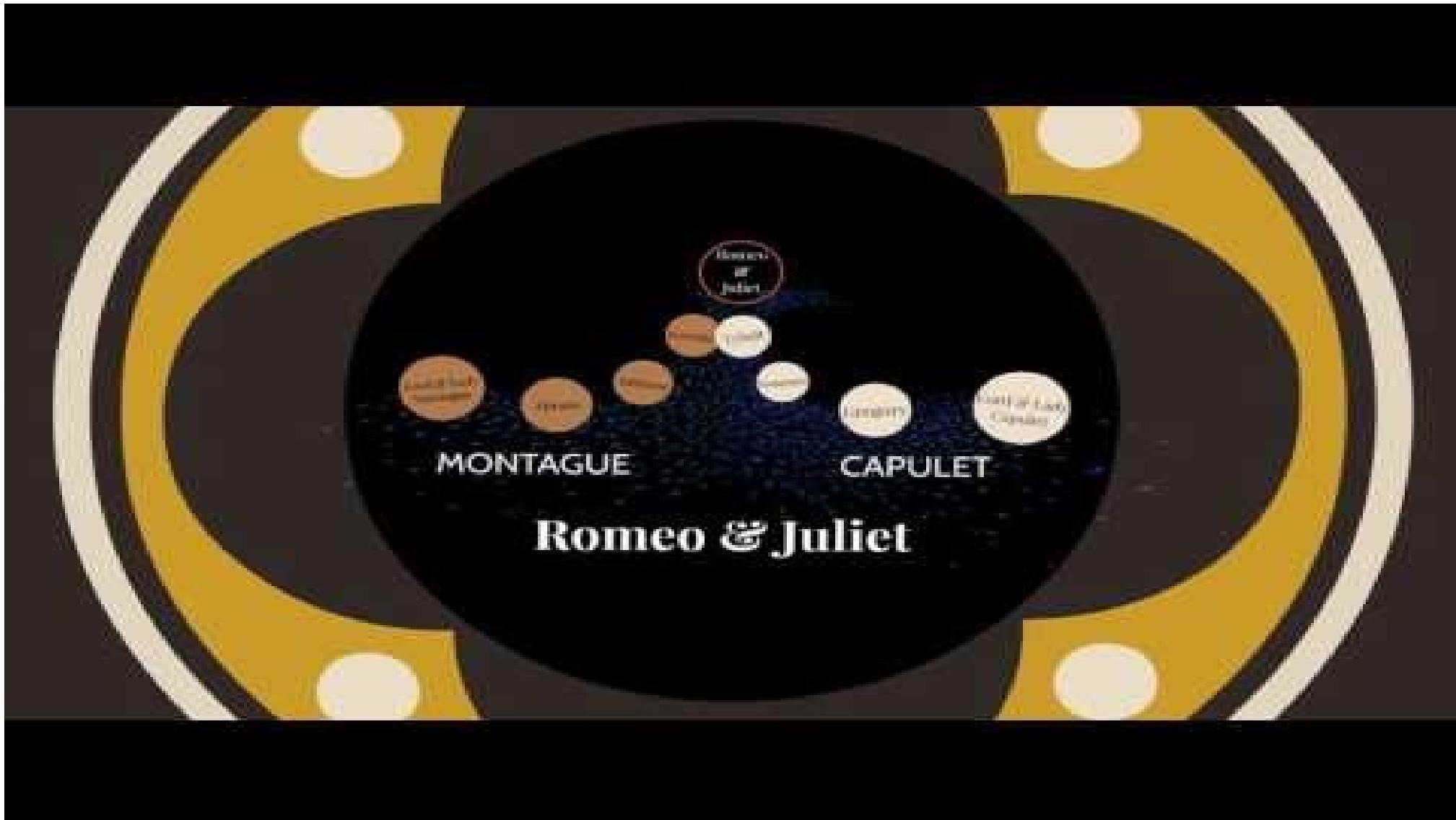


The science of effective presentations

In a study of Prezi vs. PowerPoint, Prezi was:

Prezi vs. PowerPoint	Effectiveness Metric	Prezi Score	PowerPoint Score	Improvement (%)
In a study of Prezi vs. PowerPoint, Prezi was:	More organized	8.5	7.2	+12.5%
	More engaging	8.1	6.5	+16.4%
	More persuasive	7.9	6.7	+21.9%
	More effective	7.6	5.7	+25.3%

Users rated Prezi and PowerPoint on a scale from 1 to 5



Creative

Sales

Product

Visualized Article

Photo

Process

Resume

Timeline

(Piktochart, 2018)

INFOGRAPHICS

THE BENEFITS OF THEIR USE ONLINE

PRESENTERS WHO USE VISUAL AIDS ARE **43% MORE EFFECTIVE** IN PERSUADING AUDIENCE MEMBERS TO TAKE A DESIRED COURSE OF ACTION

90% OF INFORMATION TRANSMITTED TO THE BRAIN IS VISUAL

TEXT = SHORT TERM MEMORY
IMAGES = LONG TERM MEMORY

"A curved line with every point equal distance from the center"

Graphical Description Textual Description

IT IS MUCH EASIER TO SHOW A CIRCLE THAN DESCRIBE IT

40% OF PEOPLE RESPOND BETTER TO VISUAL INFORMATION THAN TEXT

USERS HAVE TIME TO READ **28%** OF THE WORDS ON AN AVERAGE WEB PAGE AT MOST (20% IS MORE LIKELY)

79% OF USERS SCAN ANY NEW PAGE THEY COME ACROSS ONLY 16% READ WORD-BY-WORD

HIGH QUALITY INFOGRAPHICS ARE **30x** MORE LIKELY TO BE READ THAN TEXT ARTICLES

SOCIAL NETWORKS MOST POPULAR SITES RELY MAJORITY ON IMAGE POSTS INFOGRAPHICS CAN BE SHARED IN AN INSTANT

LOADING IS NO PROBLEM THEY CAN BE LOADED ON ANY DEVICE INSTANTLY

USE OF INFOGRAPHICS CAUSE A GROWTH OF **12%** IN SITE TRAFFIC ON AVERAGE

SOURCES:
 "The Power of Visual Communication"
<http://www.billiondollargraphics.com/infographics.html>
 "Infographic Effectiveness Statistics"
<http://ansonalex.com/infographics/infographic-effectiveness-statistics-infographic/>
 "How Little Do Users Read?"
<http://www.nngroup.com/articles/how-little-do-users-read/>

Read the full blog post @ kinocreative.co.uk/blog

(Visually, 2018)

Digital Learning Realities Research 2017

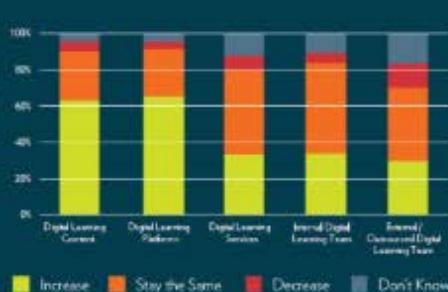
Measures of success for digital learning

- 69% Increased employee capability
- 55% Learner engagement
- 46% Learner satisfaction
- 43% Employee engagement and advocacy
- 37% Regulatory compliance

Drivers for digital learning



Changing investment in the year ahead



What learning technologies are you using?



Content

1. Off the Shelf Content
2. Bespoke Content
3. Video Content
4. Simulations
5. Performance Support

Platforms

1. LMS
2. Authoring Systems
3. Portals
4. Analytics



Content

1. Mobile Learning
2. User Generated Content
3. Serious Games
4. Virtual Reality
5. Augmented Reality

Platforms

1. MOOCs
2. Social Learning
3. Virtual Classrooms
4. LMS



Content

1. Serious Games
2. Virtual Reality
3. Augmented Reality

Platforms

1. MOOCs

Where does your digital learning have the most impact?

- 86% Compliance
- 83% Onboarding & induction
- 79% Business skills
- 75% Process training
- 74% Legal & regulatory
- 73% Systems training
- 71% Product training
- 70% Technical training
- 70% Leadership
- 68% Health & safety

Top 4 areas for increasing demand

Content

- Video (77%)
- Mobile (76%)
- Blended Learning (73%)
- User Generated Content (68%)



Platforms

- Mobile (74%)
- Learner Engagement (74%)
- Social/collaborative learning (71%)
- Analytics and dashboards (66%)

Quality of digital learning from suppliers?

Content

- Bespoke e-learning
- Video
- Content hosting
- Off-the-shelf content

Platforms

- Content Authoring
- Virtual Classrooms
- Portals

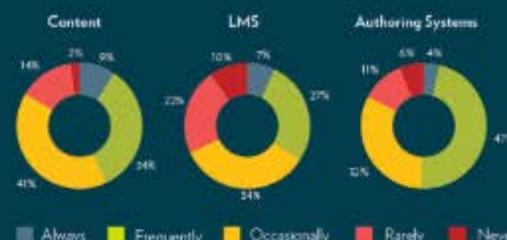
Content

- Virtual & Augmented Reality
- Serious Games
- Business Simulations
- Gamification

Platforms

- Analytics
- LMS
- MOOCs

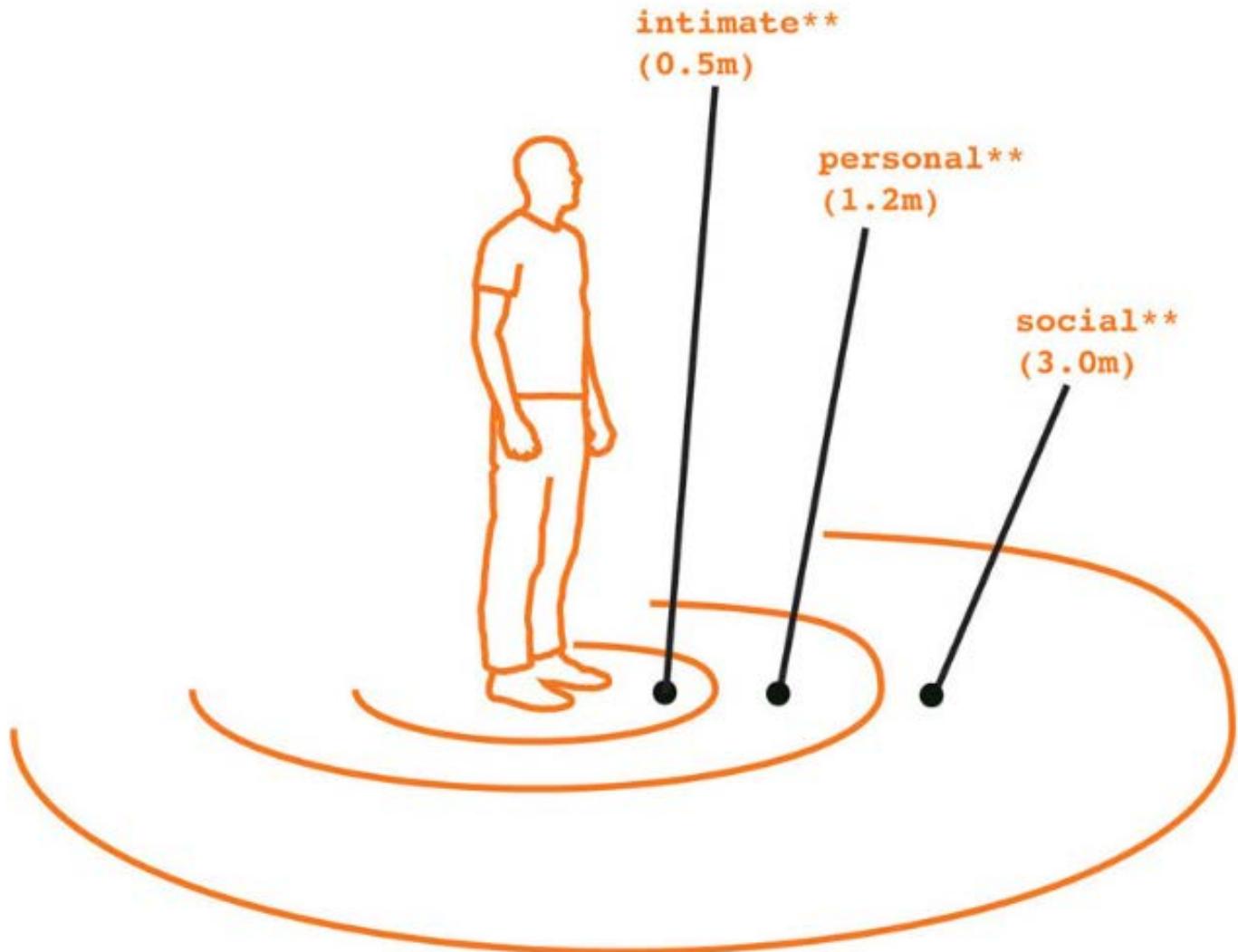
How often do learning technologies providers have a positive impact?



*Data as of 23.01.17. Over 1060 respondents.

(e-Learning Infographics, 2018)

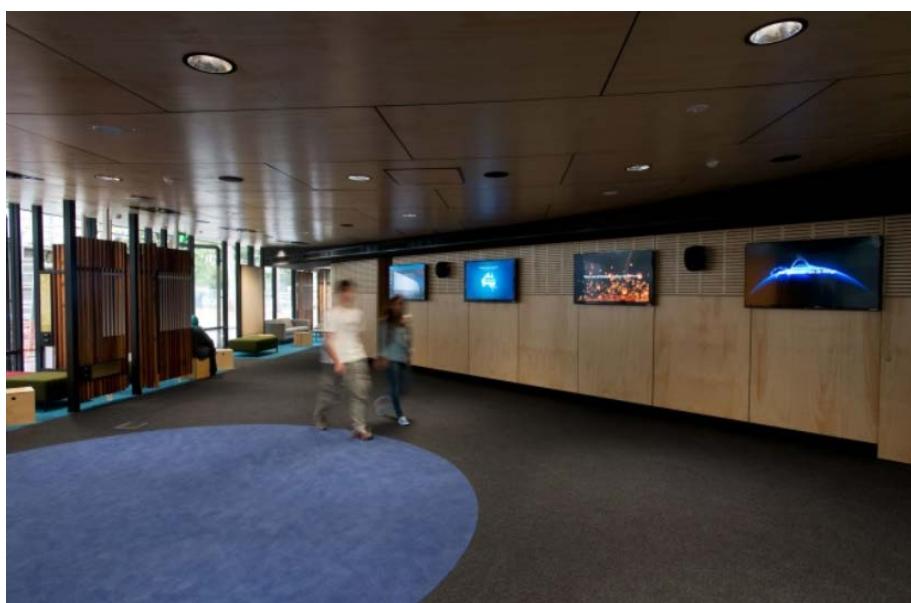
#5 Proxemics



How do you manage the boundary between you and the audience?



([English Subject Centre, 2003](#))



(Monash University, 2018)

- Who we are
- Our locations
- Our values
- Our management
- Project management
- Our experience
- Our memberships
- Business Development
- **100 people at your service**
- How we work



[Home](#) > [About us](#) > [100 people at your service](#) >

Now 100 people at your service

[\(Link Medical, 2018\)](#)

[NB: Indicative of the number of people only;
The content of the source is not relevant to the topic being discussed.]

#6 Spontaneity

How much *controlled* spontaneity can you allow without compromising the narrative?

What is the intrinsic benefit you'd gain from the *intended* spontaneity?

“It’s traditional at the end of the meeting that directors chat with shareholders over a sandwich and a cup of tea. ... With the prospect that they may be asked a few curly questions, the minute the meeting was over, [CEO] and his fellow directors snuck out a back door.” ([ABC, 2018](#))

ABC NEWS

Just In Politics World Business Sport Science Health Arts Analysis Fact Check More

Print Email Facebook Twitter More

ANALYSIS

Annual general meetings reveal what some directors really think of shareholders, and it's not a good look

By business reporter Andrew Robertson
Posted 21 May 2018, 6:34am

At the recent AMP annual general meeting, the company's interim chairman Mike Wilkins asked shareholders to judge directors on their actions.

His plea to the 300 or so people at the meeting came during a lengthy apology for the scandals around AMP which saw the chairman, chief executive and two other directors leave immediately, with a fifth director to go by the end of the year.



TOP STORIES

- Meet the team behind our diving heroes
- Analysis: Nine ways for millennials to boost their chances of owning a home and retiring comfortably
- 'They are psychopaths': Inside the minds of Australia's worst killers
- Authorities probe how airline employee could steal plane
- Images of unseen worlds find their kindred spirit
- Elon Musk uses Twitter to taunt Tesla short sellers amid legal scrutiny
- Analysis: Wages and jobs data to test Reserve Bank's mantra
- Andrew's only visitor is his mental health support worker. Soon she'll stop coming
- Truck driver charged after Australian cyclist's death in New York

([ABC, 2018](#))

#7 Preparation and follow up...

Success of a presentation is not just about how it went.

So, how will this week's topics be assessed in the exam?

Sample question 1 (based on this week's ePub): The following slide was used to illustrate that deliberate refusal of receiving questions can be used as a communication strategy to limit potentially uncontrollable spontaneity. If you are to reformat this into a hierarchical style of visual presentation (e.g. the Minto style), how would you do? Draw a sketch of the new slide, and explain why.

“It’s traditional at the end of the meeting that directors chat with shareholders over a sandwich and a cup of tea. ... With the prospect that they may be asked a few curly questions, the minute the meeting was over, [CEO] and his fellow directors snuck out a back door.” ([ABC, 2018](#))

The screenshot shows a news article from ABC News. The header reads "ABC NEWS" with a "SET LOCATION" button. Below the header is a navigation bar with links for "Just In", "Politics", "World", "Business", "Sport", "Science", "Health", "Arts", "Analysis", "Fact Check", and "More". The main headline is "Annual general meetings reveal what some directors really think of shareholders, and it's not a good look", written by business reporter Andrew Robertson and posted on 21 May 2018, 6:34am. The article text discusses a recent AMP annual general meeting where shareholders asked directors to judge their actions. A photograph shows a panel of directors seated at a long table during the meeting. To the right of the article is a "TOP STORIES" sidebar with several news items.

([ABC, 2018](#))

Hints and comments: The most prominent feature of the Minto style is the idea of hierarchy (or a pyramid, they would call). One needs to formulate a brief sentence that captures the main message, and include some textual information and image to support the main message.

In the actual exam, we will not necessarily specify the Minto style as such, but you still need to understand the idea of hierarchy within a slide. PowerPoint presentations usually exploit this idea of hierarchy within, and across the slides, and this needs to be translated into the cohesion and independence within each slide, as well as across the slides as a set.

Sample question 2 (based on this week's lecture): Imagine that you are to deliver a presentation to a group of employees at the client's organisation. The presentation will be on a new system that would result in yet another restructuring in the client organisation, and you expect the audience to be hostile against you at the presentation. Your role to date was only to provide a report on the feasibility of implementing the new system, and another group of consultants have been working on change management. Your presentation will focus on your own topic, though it is likely that the audience will quiz you over the change management side of the situation.

What would you do? List two actions you would take to prepare for the presentation.

Hints and comments: Think about all the seven key aspects discussed in the lecture, though purpose and positioning are the most relevant. An example would be to make your role explicit by stating at the beginning that you are presenting this as a SME on a specific topic, so that the parameter of the presentation is clear to the audience.

You could also provide the audience with an alternative channel of communications specifically for the purpose of obtaining further clarifications on the topic outside of your presentation. Now, how would you do that? Have a think about it.

Things to do this week...

1. Attend your Tutorial session(s) this week.
2. Read the specification for Assignment 1.
3. Read the ePub for Week 5 before the lecture next week. You will also see in the Week 5 tab on the Moodle Site a summary of what to come in Week 5.

Pre-lecture activities (30 minutes)

Before you attend the Week 5 lecture, please read the following chapter from the ePub, which is on meetings and their purpose and structure (be it in IT or more generally).

We understand that sometime your life may get in a way of these tasks, and just in case you could not have 30 minutes for reading the full chapter, we have also prepared a summary version, which can be read in approximately 5 minutes. Please at least read these before you attend the lecture, thank you.

Please also note, that aside from its obvious purpose to prepare you for the lecture activities, reading the ePub in a timely manner will also help you prepare for the final examination, since all the contents in the ePub will be assessed as part of the final examination.



[FIT1049 ePub Chapter 5: Meetings](#)



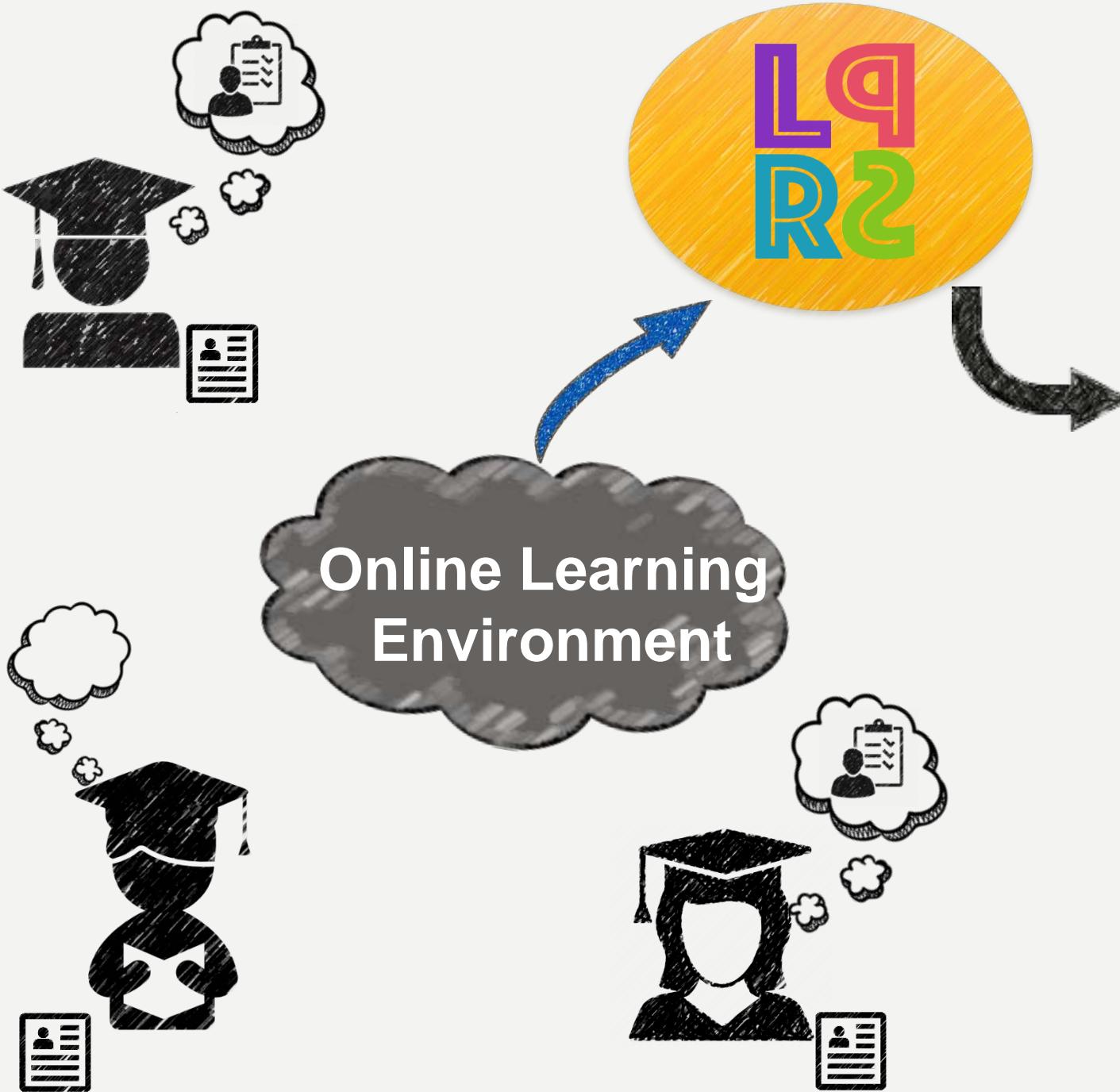
[FIT1049 ePub Chapter 5 - 5 minutes version 110.6KB PDF document](#)



The logo consists of the letters "LPRS" in a bold, black, sans-serif font. These letters are contained within a white, irregularly shaped cloud-like frame that has a wavy, organic border. The entire logo is set against a solid yellow background.

LPRS

[HTTP://LPRS.INFOTECH.MONASH.EDU:5000](http://LPRS.INFOTECH.MONASH.EDU:5000)

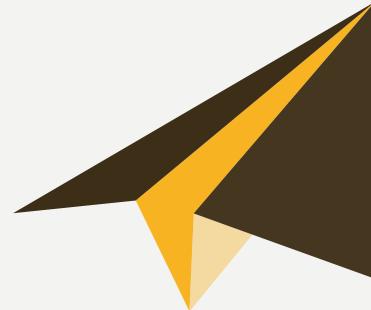


Sign up

- Create account
- Verify email

System Outputs

- Characteristics results
- Recommendations



1

2

3

4

Data Inputs

- Basic Information form
- 4 characteristics forms
- Preferences form

Tools

- Message
- Connect
- Vote

THANK **Y**OU!

HTTP://LPRS.INFOTECH.MONASH.EDU:5000