

Michael Jay Polonsky^{1a} and David S. Waller^b

Victoria University^a and The University of Technology, Sydney^b

Making Oral Presentations: Some Practical Guidelines and Suggestions²

Clearly presenting research results is an important part of the research process. While research can be presented in written and oral formats, oral communication is a very effective tool for reinforcing key elements and ideas associated with a research project. Oral presentations also provide an opportunity to "sell" findings, use of multi-media and clarify issues for the audience by responding to questions. This paper focuses on oral communication and discusses issues related to "Before the Presentation", "The Presentation", and "Wrapping Up" with the aim to improve the effectiveness of presenting research results.

Keywords: Oral Presentation, Effective Communication, Research Process

Introduction

The clear and concise communication of ideas is essential when undertaking research. Like marketing a good product, it is important that presenters communicate with their targeted audience and the "message" delivered has to be communicated effectively. If this does not occur then the presenter will not have successfully completed the task, as the presentation of ideas is a core part of research. In the business arena effective oral communication may be the difference between getting an idea accepted or not. Having the right answer is not always sufficient, and it has to be explained in a way that others see its value. Presenting ideas clearly is essential in demonstrating that you are on top of your research. While research, theoretical or applied, can be communicated in written and oral formats, in this paper we will focus on oral communication.

It needs to be remembered that making a presentation is the "marketing" of the presenter's ideas. Presenters are trying to communicate that they understand the issue being examined and that their solution adequately addresses the identified need, be it a consulting report or a class report. It is

¹ Correspondence: Michael Jay Polonsky, Melbourne Airport Professor of Marketing, School of Hospitality, Tourism and Marketing, Victoria University, Australia
David S. Waller, School of Marketing, The University of Technology, Sydney, Australia

² This article has been adapted from Polonsky, M.J. and Waller, D.S. (2005), *Designing and Implementing a Research Project: A Business Students Guide*, Thousand Oaks, CA: Sage Press

essential that presenters clearly explain their research and its findings in a way that is appropriate for the assigned requirements, and the audience. This means ensuring that support is provided for the arguments presented, as support justifies the views expressed. Within the business world, some managers are too busy to read long detailed written reports and will make significant managerial decision partly based on an oral presentation (Waller 1998).

Oral presentations can be used in a number of different ways and at different stages of a research, including: outline the research problem, methodology undertaken, main findings, and recommendations. Alternatively, an oral presentation might even be designed to cover the entire research process. Oral communication is a very effective tool for reinforcing key elements and ideas associated with a research project. The oral presentation is an opportunity to sell findings and allows for the use of multi-media, which is not available in a written report alone. Thus, when planning oral presentations, the use of both the audio and visual components should be considered, as well as how these will gain the audience's attention and keep them interested in what is being communicated. Clear communication is critical.

Planning the Presentation

Effective presentations, academic or business, require preparation. It has been suggested that there are four main phases of a presentation that need to be considered and planned, with numerous steps associated with each phase (Armstrong 2003). These include:

Activities before the talk that set the stage

During the talk, activities that include issues such as (a) organisation of materials; (b) visuals used; and (c) oral communication issues

Ending activities, which round off the presentation

Post-presentation activities (such as send or distribute summaries) that further emphasise the material. (See Armstrong 2003 for his complete checklist)

The following sub-sections expand on the areas and issues that form an oral presentation.

Before the Presentation

For an effective presentation, researchers must undertake some groundwork before beginning the actual presentation. Only skilful communicators, with extensive experience in public speaking can successfully ad lib a presentation or speech. And for these individuals they

still will need to have an extensive knowledge of the topic being discussed. For a research presentation, it is very important to be prepared before presenting, as this will minimise the chance that critical issues are missed or that the presentation fails to present the work effectively. The oral presentation is an opportunity to “sell” the research and the presentation should be used to its fullest potential. The less experience an individual has had with oral presentations, the greater the amount of preparation they may need. Some of the issues that need to be considered include the following:

Know the Audience

It is vital that a presenter know about their audience before beginning to plan the presentation (Warne and White 1986). Ideally presenters should discover who the audience is, what they already know about the topic, what they want to know about the presentation, and what they need to know from the presentation. By answering these types of questions presenters can better focus on the presentation and communicate information at the right level of detail, and with the right language that will satisfy the audience's requirements (i.e. ensuring their needs are met as any good marketer would do).

Upfront preparation will improve the presentation content and communication. It will also minimise misunderstandings between the presenter and their audience, as the talk will have been designed with the audiences' specific informational needs in mind. Within the presentation some of the above mentioned questions may be easily addressed and the answers will impact both on the presentation style and coverage of the material.

Know the Surroundings

In many cases presenters will not know where their presentation is going to be held. However, if possible, it is worthwhile to inspect the room before presenting to get a feeling for its physical surroundings. This will also allow the presenter to get comfortable in the room, and determine the layout. Where the presenter and audience sit will frequently impact on how the material is presented. For example, handing out materials may be easy in a small room set out in a boardroom style, but much more complex in a lecture room format.

It is also important to test the sound system, overhead projector and computer systems. This is especially important with the increased use of multimedia materials. For example, if a PowerPoint presentation is to be used, is the version supported with the computer's operating system? If not there will be a potential problem, delays and embarrassment. Technology differences mean that some of today's computers do not have disk drives and require CD's or a USB (Universal Serial Bus), also called memory sticks. However, some older computer systems do not support all USB's. Therefore, it is always advisable to have audiovisual and computer materials available in multiple formats.

Being more confident with the physical surroundings where the presentation will take place can also assist the presenter in being more confident in their oral communication. It will also minimise technical problems, which not only makes the presentation look disorganised but impacts on the audiences' confidence in the material, as well as possibly unsettling the presenter.

Plan the Presentation

Planning the presentation is extremely important, both in terms of content and structure. A well-planned presentation flows and communicates effectively, thus it results in a better experience for the audience. Presentations can be rather straightforward, but can become complex, especially when there are multiple speakers. When using multiple speakers it is critical that someone in the group coordinates all activities, and that roles within the presentation are clearly defined. That is, what is to be discussed by whom; what visuals will each person use; and how long will each section take to present.

Planning and understanding all areas of a presentation will make the presenter more confident in what they are saying. However, presenters need to be flexible, even if they have developed a strong presentation plan. For example, what happens if a group member talks for too long? This will require adjustments to be made to other sections of the presentation, rather than stretching out the presentation. According to Warne and White (1986), "planning begins with your purpose" (p. 7), so from the start it is important to be very clear in what the purpose of the presentation is, for example, to entertain, inform, teach, or persuade.

Practice the Presentation

As the saying goes, "practice makes perfect." While it may not be possible to end up with a perfect presentation, the presentation will run more smoothly if all presenters practice their public speaking skills and presentation delivery. It is possible to practice in front of family, friends or colleagues who can give valuable feedback. Practice will also make the presenter more familiar with the content of what is being said, as well as improve the flow and the timing of the presentation. Some people may find it more comfortable to practice by themselves, which can be done in front of a mirror or into an audio/video recorder. Again, being more familiar with what one is going to say will give the presenter more confidence, and help reduce any presentation jitters.

The Presentation

There are a number of different types of presentations (e.g. impromptu, from memory, and scripted) that can be made for various situations (e.g. staff member leaving, new product launch, imparting consumer information, and revealing research results). When it comes to presenting research material there are a number of activities and skills that can be used to assist in

delivering effective oral communication. These relate to the presentation content and the presentation style.

Presentation Content

An important part of an oral presentation is the content of what is being communicated. While planning what will be in the content of the presentation, there are a number of things to keep in mind to ensure that the objectives of the presentation are met.

Structure the Presentation

Make sure that the presentation has a planned organised structure with a clear beginning, middle, and end that flows in a logical way. Explain to the audience what will be discussed, deliver the information they want to hear (e.g., the overview, results, and recommendations of the project); and then conclude by summarising what they have been told. Malhotra et al. (2002) describes this as the “tell ‘em” principle:

Tell ‘em what you’re going to tell ‘em.

Tell ‘em.

Tell ‘em what you’ve told ‘em.

Make sure the material is easy to understand, relevant to the knowledge and experience of your audience, and that the material will fit within the time limit, without being rushed. A planned structure results in the presentation being perceived as more effective and professionally delivered. It may even be useful to have an opening overhead communicate the structure of the presentation to the audience, which results in them understanding what will be covered and when. This will stop the audience thinking about when points of interest to them will be discussed. Table 1 provides one possible structure for a presentation, although others could be used as well.

Audiences have a concentration curve, whereby memory retention is greatest at the beginning and end of any presentation (Ehrenborg and Mattock 1993). This fact is particularly true for any talk over 5 minutes long, and therefore needs to be considered when developing the presentation. It is very important that there is a strong beginning and that the ending emphasises the most important information that the audience should take away with them.

Ways to try to create some extra peaks of attention include: voice loudness, pitch, etc; equipment changes; body language and position; involving the audience; telling a joke or story; and keeping a clear, flowing structure (Ehrenborg and Mattock 1993).

Table 1. Presentation Structure

1	Introduction
	Introduce speaker(s) and the structure of the presentation
2	Research problem
	Basic background to the topic
	Research problem, objectives/hypothesis
3	Research Design
	Explain methodology in non-technical terms
	Data collection
4	Results
	Data analysis
	Tables with results that answer the research objectives/hypothesis
	Interpretation
5	Recommendations
	Clear recommendations that answer the research problem
6	Conclusion
	Summing up and emphasising the main points
7	Thank audience and ask for questions

Beware of the Beginning

The beginning, or introduction, of a presentation is critical and sets the scene for the entire presentation. The time should be used carefully to get the audience's interest regarding the project. The introduction should not start with an apology for some limitation, or begin with a joke or story that may not be funny and might embarrass or offend some members of the audience. Presenters should be professional at all times during the presentation (Ehrenborg and Mattock 1993).

Prepare the Ending

The end of the presentation is just as important as the beginning. By the end of the presentation the audience should have had its basic informational needs satisfied, the main points of the research should have been presented, and future actions or research area should be identified. After a great deal of effort working on research, it is not appropriate to leave the conclusion of the final presentation as a spur of the moment grab for words (Warne and White 1986). The ending is the last chance to sell the ideas and thus is an opportunity to emphasise issues of importance. Everything should be planned from beginning to end.

Be Visual

Visual aids can greatly assist in effective communication during an oral presentation, as: a) people are visually minded; b) visuals increase memory retention; c) visualisation focuses the presentation structure; and d)

misunderstandings can be reduced with good visuals (Luck and Rubin 1987). Visual aids also have the effect of diverting the audience's attention away from the speaker to the visual (illustration, graph, or slide), thereby giving the speaker a few moments in which to relax, gather thoughts, and prepare for the next point (Elliot and Windschuttle 1999). Therefore, designing overheads that communicate information in a visually appealing way is important.

Visual aids can be used to assist explaining results, and can be used to emphasise particular points. There are a variety of visuals that can be used: overheads, slides, PowerPoint presentations, flip charts, chalkboards, whiteboards, magnetic boards, videos, and samples. However, when using these devices, make sure that they assist in presenting the material being communicated, rather than diverting the audiences' attention away from the intended ideas. Dazzling the audience with impressive visuals that do not support the focal points in the presentation will not result in a better presentation.

Problems with visuals can occur, for example, when the information is too cluttered, too small to be read by the audience, and where there are too many information-packed slides, or too few to keep up with the spoken information. One mistake often made by those making their first presentations is they simply photocopy or cut and paste sections of a report onto an overhead. Presentation slides should be developed specifically to communicate the key issues.

When focusing on presenting findings or results there are a number of different approaches that can be used, including graphs, bar charts, tables, etc. These materials are designed to clearly communicate the significant information, and as such should be easy for the audience to follow. It is important to ensure that the findings are presented in a way that makes them meaningful for the audience. Visuals are a tool that allows the presenter to emphasise things, as well as lead the audience through the discussion. When presenting detailed discussion, emphasising the key issues will take the audience through the critical stages of the work, whereas discussing every issue in minute detail will possibly distract the audience.

Presentation Style

Once the content of the presentation has been planned and prepared, effort must be made to ensure that the presentation style effectively communicates the message. A poor presentation style could ruin a well-developed presentation, even one that includes all necessary information. Improving public speaking and presentation skills can increase the effectiveness of the presentation. The following are some suggestions to improve the presentation style and its effectiveness.

Don't Read - Reading the report verbatim is usually very boring for the audience. Reading also hinders the communication process and can stop the presenter making any eye contact with the audience, which is important for holding peoples' attention. Knowing the material, being confident with what is

being said and when it will be said, usually reduces the presenter's dependence on reading (Waller 1998). Tools such as palm cards or other visual devices (e.g., overheads, PowerPoint slides, or other devices mentioned above) can be used to help presenters remember information, by setting out the main points. It is important that key points are communicated to the audience, which is not the same as reading key points to them.

When using overheads be careful that these do not contain too much information, which can sometime result in the presenter reading the overheads to the audience. The audience should be able to read the overheads where ever they are sitting in a room re-inforcing the importance of knowing the layout of the room. Overheads should be designed to display key points, guiding the presenter and audience through the presentation. Knowing the topic allows the presenter to expand on points, therefore making the presentation more interesting.

Speak Up and Be Clear - The audience must be able to hear and understand what is being said and it is, therefore, important to speak up and speak clearly. Everyone in the room should be able to hear the presentation. Speaking quickly or mumbling will only distract the audience and result in them not following the logic associated with the presentation. The loudness of the presenter's voice may need to be varied depending on whether the presentation takes place in a classroom or a lecture theatre, and whether a microphone is used or not. As was mentioned previously, visiting the room and testing the equipment would assist in this regard.

Use Your Voice - It is important for a presenter to use his/her voice. There are a wide range of voice qualities involved in oral presentations, including speed, pitch, loudness, and rhythm. To communicate effectively the speaker must control all these aspects of their voice. For example, to communicate less anxiety when speaking, a speaker should lower the pitch, slow down the pace, and use subtle pauses between key points (Elliot and Windschuttle 1999)

Use Body Language- Body language features, such as position, posture, gestures, facial expressions, and eye contact, may impact upon the audience's perception of the speaker and the material presented. It is important to express confidence in what has been done. Therefore, the presenter should stand erect with head out, avoid hiding behind objects, keep gestures to a minimum, but use them effectively to emphasise points, establish various eye contact points, and dress professionally (Ehrenborg and Mattock 1993)

Be Interested/Enthusiastic- Show that those who undertook the research are interested in the results, which will get the audience interested as well. This interest and enthusiasm will also enhance the presentation style. After undertaking all the project research activities, no matter what the final results,

researchers have something interesting to tell others - so tell them! Try to keep the audience awake, attentive, and involved. Unfortunately, speaking in a monotone and being unenthusiastic about the project will quickly be communicated to the audience.

Support Activities and Materials- Presenters, students and business, frequently look to differentiate themselves and their presentations. This can be done in various ways. For example, presenters can dress up in costume to support the theme of the presentation, or seek to get audience participation. Such activities are fine, as long as they do not distract from the presentation and costumes are used to support the material being presented. Therefore, asking people what their favourite sporting team is might be relevant in a presentation on customer loyalty if it linked into the teams' performance later in the presentation, whereas asking something that does not add to the presentation could seem to distract the audience and take up time, which is usually limited.

The same caution about relevance applies using video materials. Short video "grabs" or advertisements serving as examples may highlight points in the presentation, showing a 10-minute video in a 20-minute presentation would usually be unwarranted. This would reflect 50% of the presentation and, therefore, its importance should be commensurate with the time allocated.

A second issue with using supplementary materials relates to whether materials should be distributed before or during the presentation (distributing at the end of the presentation will be discussed later). This may be valuable especially if the materials provide detailed exhibits that are discussed in the presentation, thus making it easier for the audience to follow the presentation. On the other hand, distributing the report, a set of PowerPoint notes, or other supplementary information during the presentation could serve to distract the audience. In some cases the audience will read these materials rather than listen to the presentation, therefore reducing the benefit of having an oral presentation.

Be Positive- Presenters should be positive about their results, even if the final results do not give clear and unequivocal findings. Do not be negative, even as a joke, as this can make the audience negative toward the project and the presenter.

Keep to Time Limits- The audience will lose interest if the presentation is too long and does not hold their attention. Keep to the point, while providing the main information required by the audience, and aim to be finished within the time limit, leaving ample time for questions and clarifications. It is not possible to bore someone into understanding, let alone implementing recommendations.

Be Professional -It is important that the material is presented in a formal fashion. While, there may not be a requirement to wear formal business attire, it always seems that when presenters (especially student presenters) take themselves more seriously, it usually translates to the audience taking the presentation more seriously as well. Other issues to consider here relate to how group members behave when they are not presenting. If members of group appear to be disinterested (i.e., talking among themselves), how can the audience be expected to be interested? Presenters' mannerisms are equally important, so things such as chewing gum or being disorganised distract from what is being said. Other issues such as using a phrase too frequently can also distract in this regard. For example, an audience can get distracted when the presenter frequently says "Umm." Though this phrase is frequently used when people are nervous, it is a stylistic issue that should be minimised or eliminated.

Wrapping Up

The oral presentation has the benefit of going beyond the written words, as well as being flexible. There are two final activities associated with the oral presentation that occur at the end of the presentation, but are important to how the presentation is evaluated. These are dealing with questions and distributing supplementary materials.

Dealing with Questions

One key benefit of an oral presentation is that the presenter can deal directly with issues that are not clear to the audience, right away. For example, though the material is clear to those involved in the research, there might be issues that are not clear to the audience. In some cases presentations are evaluated on how well the presenters deal with questions, as this can identify how well the presenters understand the material being presented.

When making a presentation it is possible to deal with questions during the presentation or at the end. We suggest that presenters deal with questions at the end. The main reason for this suggestion is that unanticipated questions might fluster presenters or others in the group. Questions and the associated answers can also take up time, as well as disrupt the presentation's rhythm. Therefore, dealing with questions at the end allows presenters to cover the material as they intended. The only negative with responding to questions at the end of a presentation is that if the audience does not understand an essential point, it could detract from their understanding of material throughout. It is important to realise that questions are not necessarily an indication that there are problems with the presentation or report, but could be an indication that the audiences' interest has been stimulated.

Given that there will most likely be questions, it is important to determine how these will be dealt with, especially when there is a group presentation

and questions may relate to different individuals' sections. Should the individual that presented the material deal with the question, or should others in the group respond? This will partly depend on how sections of the presentation are allocated. For example, one presenter might not have relied on a range of others in the group for input, and so that person might be better able to respond. It is important that group members do not "fight over" answering a question (in some cases no one might want to try and address a difficult question) and there is no open disagreement amongst group members.

Questions that people might ask should be considered in advance, and in some cases it may be clear from your presentation that people might want more information about specific issues. It may even be possible to develop additional overheads that explain issues in more detail, in anticipation that the audience will ask about given issues. This does not mean the points raised by the audience were not covered well in the presentation, but that more depth is needed to explain the issue to some members of the audience. The type of audience being presented to will possibly indicate the type of questions that might be asked.

Another problem that frequently arises in presentations is that someone will ask about an issue that was not considered. This sort of question often is difficult to address spontaneously, although thinking on ones feet is a valuable skill to have. Presenters need to be careful that questions about unanticipated issues do not result in overly defensive responses. If it appears that an individual has not understood a point, then it is important to clarify the matter. This should be done in a civil and objective fashion, i.e., do not attack the person. In some cases the question asked might relate to an issue that was not considered in the research. There is nothing wrong with identifying that this is the case and acknowledging that the issue should be taken into consideration in the future. It is impossible to cover everything in one research project, or the presentation of that research. If the person's question identifies an error, it is important to recognise this fact and consider whether the issue affects the material presented. In some cases, corrections may be as simple as acknowledging there were typographical errors. For example, in one place it was mentioned that 20 people were interviewed and in another it is 25. However, if the problems are more fundamental, then it may not be as easy to answer the question without additional consideration. Hopefully, these errors will not occur, but admitting something is wrong is often better than trying to defend the error.

Distributing Support Materials

While it was suggested that the distribution of supplementary materials before or during a presentation might serve as a distraction, at the end of the presentation these same materials might serve to reinforce the points made in the presentation—timing is everything. At the end of the presentation it might be appropriate to distribute an executive summary, PowerPoint notes, or even the full report. These materials distributed at this point can be taken

away by participants, and referred to later. If the presentation relates to a firm or product it might even be possible to distribute "promotional" types of materials. For example, at a presentation on the brewery industry a speaker gave everyone a beer from the firm being discussed. However, if there are several presentations in a row, materials distributed at the end might distract the audience from listening to the presenter to follow. In a business presentation where there is a client, distributing materials at the end will assist to reinforce what has been said and is exceptionally valuable.

It might be beneficial to discuss the distribution of materials with the organiser of the presentations in advance to ensure he/she does not believe it will distract from other presenters. It is critical to make sure that there are sufficient materials for everyone, especially if it is something everyone might want. Failing to have enough materials would potentially alienate members of the audience, and it is critical that materials that are potentially offensive not be distributed.

Conclusion

Within research the oral presentation often plays an important part in the assessment of whether the objectives were met. Whatever its role, the oral presentation is an effective tool to reinforce key elements of the project, such as the problem, methodology, main findings, and recommendations. It is vital that all aspects are clearly explained to the audience, and they are provided with the key information they require. To make sure that the presentation is effective, it is essential to plan the presentation with a clear, logical structure and be confident of the content, and in the style of presentation.

Often people complain that they are too nervous when presenting to focus on the material. Nervousness is not a completely bad thing, as it helps produce adrenaline, which can assist in presentation delivery. However, it can negatively affect the overall communication of ideas, as well as result in the presenter and audience being embarrassed. There are ways to reduce nervousness before public speaking, such as breathing deeply and relaxing muscles, but, as mentioned above, one practical way is thoroughly planning and understanding all areas of the presentation so that it instills confidence in the presenter. The presentation will be over before one knows it, so it is important to "give it your best shot!"

References

- Armstrong, S.J. (2003), "Checklist for Making Oral Presentations", Authors Web page http://www-marketing.wharton.upenn.edu/ideas/pdf/Armstrong/Checklist_for_Oral_Presentations.pdf (accessed 13/12/03)
- Ehrenborg, J. and Mattock, J. (1993), *Powerful Presentations: 50 Original Ideas for Making a Real Impact*, London: Kogan Page
- Elliot, E. and Windschuttle, K. (1999), *Writing, Researching, Communicating: Communication Skills for the Information Age*, 3rd edition, Australia,

Sydney: McGraw-Hill

Luck, David J. and Rubin, Ronald S. (1987), *Marketing Research*, Englewood Cliffs NJ: Prentice-Hall International

Malhotra, Naresh K., Hall, John, Shaw, Mike and Oppenheim, Peter (2002), *Marketing Research: An Applied Orientation*, Sydney: Pearson Education

Waller, David (1998), *How To Prepare a Promotional Plan*, Australia, Sydney; Irwin/McGraw-Hill

Warne, Clifford and White, Paul (1986), *How To Hold an Audience - Without a Rope*, Sydney; AIO Press

About the Authors

Michael Jay Polonsky is the Melbourne Airport Chair in Marketing within the School of Tourism, Hospitality and Marketing at Victoria University, Melbourne, Australia. Prior to taking up this position he was an Associate Professor at the University of Newcastle and has also taught at Charles Sturt University (Aus), Massey University (NZ), the University of the Witwatersrand (South Africa) and Temple University (USA). He has a PhD from the Australian Catholic University, two masters degrees - Rutgers University-Newark and Temple University, as well as a BS from Towson State University.

Michael's areas of research include environmental marketing/management, stakeholder theory, ethical and social issue in marketing, cross-cultural studies and marketing education. In 2001 he won the Vice-Chancellor's Citation for Excellence in Research within the Faculty of Business and Law. He has published extensively across these areas including: co-edited 3 books, one of which was recently translated into Chinese; authored or co-authored 11 book chapters; authored or co-authored 80 journal articles and presented more than 100 presentations at national and international conferences. Some of his works appear in: *Journal of Business Research*, *Marketing Theory*, *Journal of Marketing Education*, *Advances in International Marketing*, *Journal of Market Focused Management*, *Journal of Marketing Communications*, *European Journal of Marketing*, *Business Horizons*, *Journal of Marketing Theory and Practice*, *Journal of Business Ethics*, *Journal of Macromarketing*, *Journal of Marketing Management*, *International Journal of Nonprofit and Voluntary Sector Marketing*, *Business Strategy and the Environment*, *International Journal of Retailing and Distribution Management*, *Journal of Organizational Change Management*, *Journal of Business and Industrial Marketing*, *International Marketing Review*, *International Journal of Advertising*, and *Journal of Advertising Research*.

David S. Waller is a Senior Lecturer in Marketing at the University of Technology, Sydney, Australia. David was born and raised in Sydney and, after working in the banking and film industries, taught at a number of universities in Australia, including the University of Newcastle, the University

of New South Wales and Charles Sturt University, Riverina. David has a Bachelor of Arts from the University of Sydney, a Master of Commerce from the University of New South Wales and a PhD from the University of Newcastle. His research interests include advertising agencies, agency-client relationships, controversial advertising, international advertising and marketing education.

David has published in a wide range of areas relating to advertising and marketing communication. He has authored and co-authored a number of articles that have appeared in various journals including *Journal of Advertising Research*, *Journal of Consumer Marketing*, *Journal of Marketing Communications*, *International Journal of Advertising*, *European Journal of Marketing*, *Marketing Intelligence and Planning*, *Journal of Marketing Education*, *Asia Pacific Journal of Marketing and Logistics*, *Asia-Australia Marketing Journal*, *Asian Journal of Marketing*, *Australasian Journal of Market Research*, and *Journal of Business Ethics*. David is also a regular presenter at marketing educators' conferences in Australia and New Zealand. His workbooks, *How to Prepare a Marketing Plan* and *How to Prepare a Promotional Plan*, are being used by marketing and advertising students at tertiary institutions in a number of countries.

Copyright of *Marketing Review* is the property of Westburn Publishers Limited and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.