

# **Presentation Training: How to present successfully I**



**Department of Information Systems and Information Management**  
**Prof. Dr. Detlef Schoder**

**„Getting into Contact...“**

The magic stick



## „Getting into Contact...“ – The Magic Stick

- What was important in order to cope with the task?
- What are the implications for giving a presentation?

## „Getting into Contact...“ – The Magic Stick

- What was important in order to cope with the task?
  - Bringing everybody on the same level
  - Watching the group
  - Not losing anyone
  - Adaptability / Learning ability
- What are the implications for giving a presentation?

## „Getting into Contact...“ – The Magic Stick

- What was important in order to cope with the task?
  - Bringing everybody on the same level
  - Watching the group
  - Not losing anyone
  - Adaptability / Learning ability
- What are implications for the presentation?
  - Eye contact
  - Connecting with the audience
  - Watching the audience
  - Adapting to the audience
  - Choosing the right pace / appropriate speech rate
  - Creating tension

# What Makes Your Audience Listen?

Examples for content-related variables

- Interesting topic (cannot always be influenced)
- Appealing slide design (see „How to present successfully II“)
- Connecting with the audience

Examples for rhetorical variables

- Enunciation / Articulation
- Appropriate pace
- Directly addressing the audience
- Smooth appearance
- Reputable outward appearance
- Authenticity

# How to Appear While Giving a Presentation

## Rhetorical variables

- Facial expression
  - Eyes
    - **Eye contact**
  - Mouth
    - Speech
      - › Volume
      - › Pace / Rate
      - › Accentuation
- Gestures
  - Posture of arms
  - Supporting the flow of speech
- Posture
  - Standing upright
  - Standing calm
  - Movements to create tension
- Outward appearance/ clothing
  - Appropriate clothing
  - Clothing can influence the perception of content

# Why is Eye Contact Important?

# Why is Eye Contact Important?

- Reducing distance
- Gaining the attention of the audience
- Helps the speaker create/convey:
  - Trust
  - Authenticity
  - Enthusiasm
  - Convincement

# Components of a Good Presentation

- Start
  - Welcoming
  - Personal introduction
  - Introducing the agenda
  - Arousing interest
  - Connecting with the audience
- Main part
  - Conveying content
  - Important: common thread („Roter Faden“)
- Ending
  - Summarizing the most important aspects (reference to the objectives)
  - Thanking the audience for the attention
  - Inviting/initiating a discussion

## Initiating a Discussion

- A lively „question and answer“ part is established by a clear and open invitation to ask questions
- While doing so, posture is particularly important

For example:  
„Now, I would like to invite you to ask  
questions“

vs.

„I am done. Does anyone have questions?“

# Learning by Doing – Presentations

## Form

- You had to prepare a presentation using PowerPoint.
- The presentation should take about ten minutes.  
*(Time will be controlled, cut after 10 minutes)*
- Afterwards: 5 minutes feedback
  - Feedback by students (participants)
  - Summary and additional feedback by advisors
  - Focus of the feedback: presentation, not content
- In addition to your slides, you can use the flipchart / whiteboard to support your presentation.
- Optionally: Presentations will be recorded on video and made available to participants.

## Learning by Doing – Presentations

The topic of your presentation can be chosen freely.

Please note:

- You should choose a topic that is interesting for all participants
- Your presentation should not require any special background knowledge (pure re-use of a presentation you have given in another context is not appropriate)
- You want to learn from the provided feedback (this requires a good preparation on your part)

# Giving Feedback

- **Preferably descriptive**
- **specific** (referred to circumscribed behavior), **not general** (referred to the whole person or whole presentation).
- **Useful** (referred to alterable behavior)
- **Perception** as perception, **sensation** as sensation with **explanation** (first person view: „I had the impression...“; “I perceived it as...”)
- **Do not demand changes** (the speaker decides whether he / she changes something)
- **Provide new information**

**Giving feedback means:  
Holding a mirror up to the speaker**

# Receiving Feedback

- Listen and take notes
- Do not justify
- Ask questions for clarification if necessary
- Thank the participants for feedback
- **Evaluation afterwards: YOU decide how to deal with the feedback**

**Receiving feedback means:  
Looking into the mirror in order to  
recognize potential for improvement**

## A Few Final Tips for the Presentation

- Stand upright with an open stance / body language
- Keep eye contact with the audience
- Plant – Move – Plant
- If you think you are speaking too slow, you have the right pace!
- Positive appearance (smiling, clothing, shoes)
- Too reputable is better than too offhand
- If something goes wrong: Do not apologize / explain yourself; rather, quickly adapt your presentation to the new situation!
- „Vollkommene Sicherheit bei totaler Unwissenheit“

## Literature Recommendations

- Andreas W. O. Böringer, Marcel Hülsbeck: Die wissenschaftliche Präsentation. Logischer Aufbau, gelungene Visualisierung und überzeugender Vortrag wissenschaftlicher (Abschluss-) Präsentationen. München 2003
- Martin Hartmann, Bernhard Ulbrich, Doris Jacobs-Strack: Gekonnt vortragen und präsentieren. 2. Aufl., Weinheim, Basel 2000

# **Presentation Training: How to present successfully II**



**Department of Information Systems and Information Management**  
**Prof. Dr. Detlef Schoder**

# Overview

- Slide design
  - Purpose
  - Highlighting
  - Legibility / comprehensibility
  - Amount of information
  - Figures / tables
- Planning the presentation
  - Objectives
  - Seminar paper as foundation
  - Structure
  - Anxiety
  - Speech manuscript
  - Rehearsing

# Overview

- Slide design
  - Purpose
  - Highlighting
  - Legibility / comprehensibility
  - Amount of information
  - Figures / tables
- Planning the presentation
  - Objectives
  - Seminar paper as foundation
  - Structure
  - Nervousness
  - Speech manuscript
  - Rehearsing

# Purpose of Slides

- Visual support of the presentation
- Usually, slides from lectures go beyond this purpose!
  - Use figures
  - Keep slides simple

# Highlighting

- **Bold text** is more suitable for highlighting than underlined text
- Use ***highlighted text*** carefully and ***consistently***
- Using colors often contributes to the clarity of slides (captions in blue, black and green; red for marking or in figures; do not use yellow)
- Dyschromatopsia (red-green color blindness): 9% of the male population
  - Avoid using **red** and **green** on the same slide
- Essentially: Consistent design

# Legibility and Comprehensibility

- Use a legible font (no serifs and ornate writing), e.g. Arial
- Think about font size: 12pt is too small in most cases
- **18pt bold is better suited...** or 20pt (headings larger; no text should be smaller than 16pt)
- Do not write too close to the edge of slides
- Do not strive to fill all open space on slides
- Refrain from overly fancy slide transitions or unnecessary animations
- In most cases horizontal format is better suited than vertical format
- Do not animate every line individually

## Amount of Information 1/2

- Every slide should have its own topic, which should be clear as such to the audience → headings for every slide
- Recommended: at most 5 thoughts per slide
- The more text is written on a slide, the more incomprehensible and deterrent the slide is for the audience. A lot of text leads to a small font size. As a consequence, the speaker only reads out the slides. The audience is busy reading the text and cannot listen to the speaker.
- Split complex slides
- Can you tell something about every slide that is not written on it?
- If something is written on a slide, it has to be explained

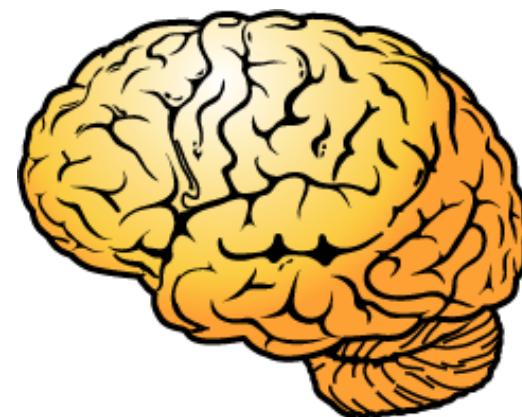
→ Critical: Not too much text on a slide!

## Amount of Information 2/2

- Complete sentences are often very long, incomprehensible and overwhelming for the audience, especially if you use unnecessary clauses and end grammatically incorrect your sentences.
- Reading full sentences on slides while listening to an oral presentation is often confusing. Keywords or short sentences are more suitable.
- No long sentences, but rather brief and concise sentences.
- Keywords

## Benefits of Visualization

- Attention is directed to pictures before the text
  - Visual information is perceived faster than verbal information
  - Pictures are better stored and processed than verbal information
  - Pictures can direct gaze behavior
  - Visual events draw attention
- A picture is worth a thousand words



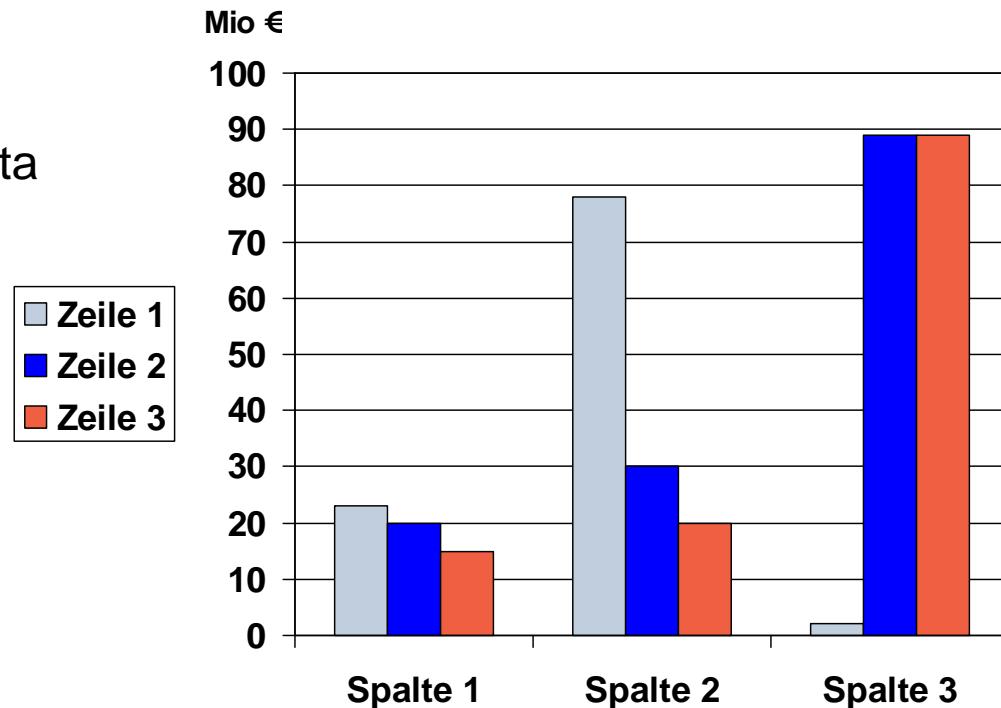
# Example: Motivation & Research Question

Problem	Causes	Research Gap
<ul style="list-style-type: none"><li>▪ Organizations often confronted with heterogeneous application landscapes</li><li>▪ Struggle with enterprise application integration (EAI)</li><li>▪ Significant time and budget overruns</li></ul>	<ul style="list-style-type: none"><li>▪ Underestimation of the required effort</li><li>▪ Applying unsuitable estimation approaches</li><li>▪ Not all factors influencing the effort are considered in the estimation process</li></ul>	<ul style="list-style-type: none"><li>▪ Missing synthesis of factors influencing the effort of EAI projects</li></ul>

**What factors need to be considered in effort estimation of EAI projects?**

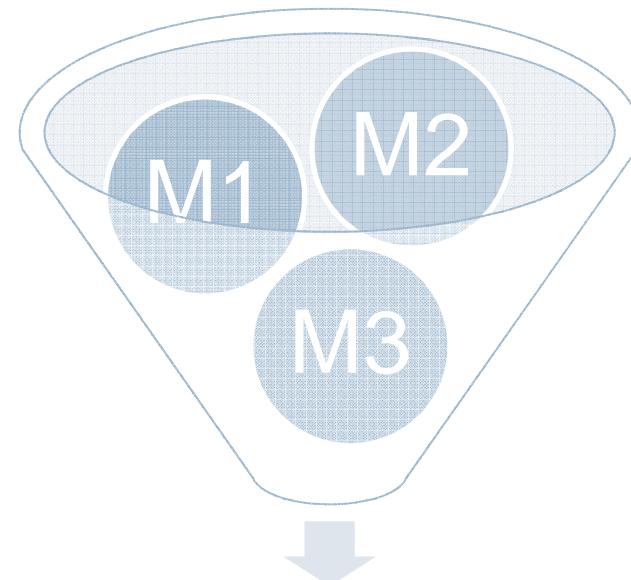
# Designing Figures (1/3)

- Charts
  - Line chart, bar chart, pie chart
- First: Introducing structure and units
- No copied/scanned figures → reproducing, simplifying and ensuring that everything is clearly visible
- Designing clearly
  - Clear contrasts
  - Reducing amount of data
  - Only integers



## Designing Figures (2/3)

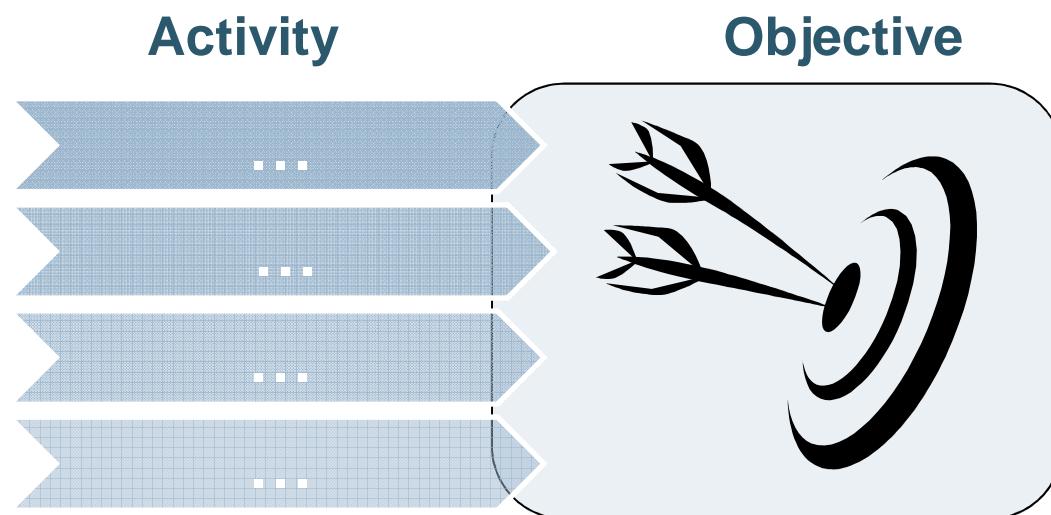
- Example: Bundling three actions leads to the desired result.
  - Read and understand the statement
  - Identify relevant components and possible “pictures” in the statement
    - Bundling
    - Actions
    - Desired result
  - Examining coherence



Success!

## Designing Figures (3/3)

- Example: „The four activities, which are carried out simultaneously, have a common objective“
- Figure:



# Designing Tables

- Highlighting headings
- Captions clearly legible
- Values in cells should be small
  - Quickly understandable
  - Choosing the right numbers: 1.5 million instead of 1,500,000
- First: verbally introducing the structure of the table

	Column 1	Column 2	Column 3
Row 1	23	78	2
Row 2	20	30	89
Row 3	15	20	89

# Overview

- Slide design
  - Purpose
  - Highlighting
  - Legibility / comprehensibility
  - Amount of information
  - Figures / tables
- Planning the presentation
  - Objectives
  - Seminar paper as foundation
  - Structure
  - Anxiety
  - Speech manuscript
  - Rehearsing

# Objectives of the Presentation

- It is not the purpose of the presentation to explain every detail to the audience
  - Explaining principles, pointing out underlying thoughts, raising awareness for problems and solutions
- Using common sense:
  - Who is the recipient of the presentation?
  - Which background knowledge exists?
  - What would I like to see if I was in the audience?
  - Would I be able to understand and comprehend the presentation?

# Seminar Paper as Foundation

- Presentation is based on the seminar paper, but not identical with it
  - Possibly different structure
  - Possibly less details
  - Possibly additional examples
- Explaining central statements
- Duration of presentation (includes answering short content-related questions)
  - 15 minutes per person

# Structure

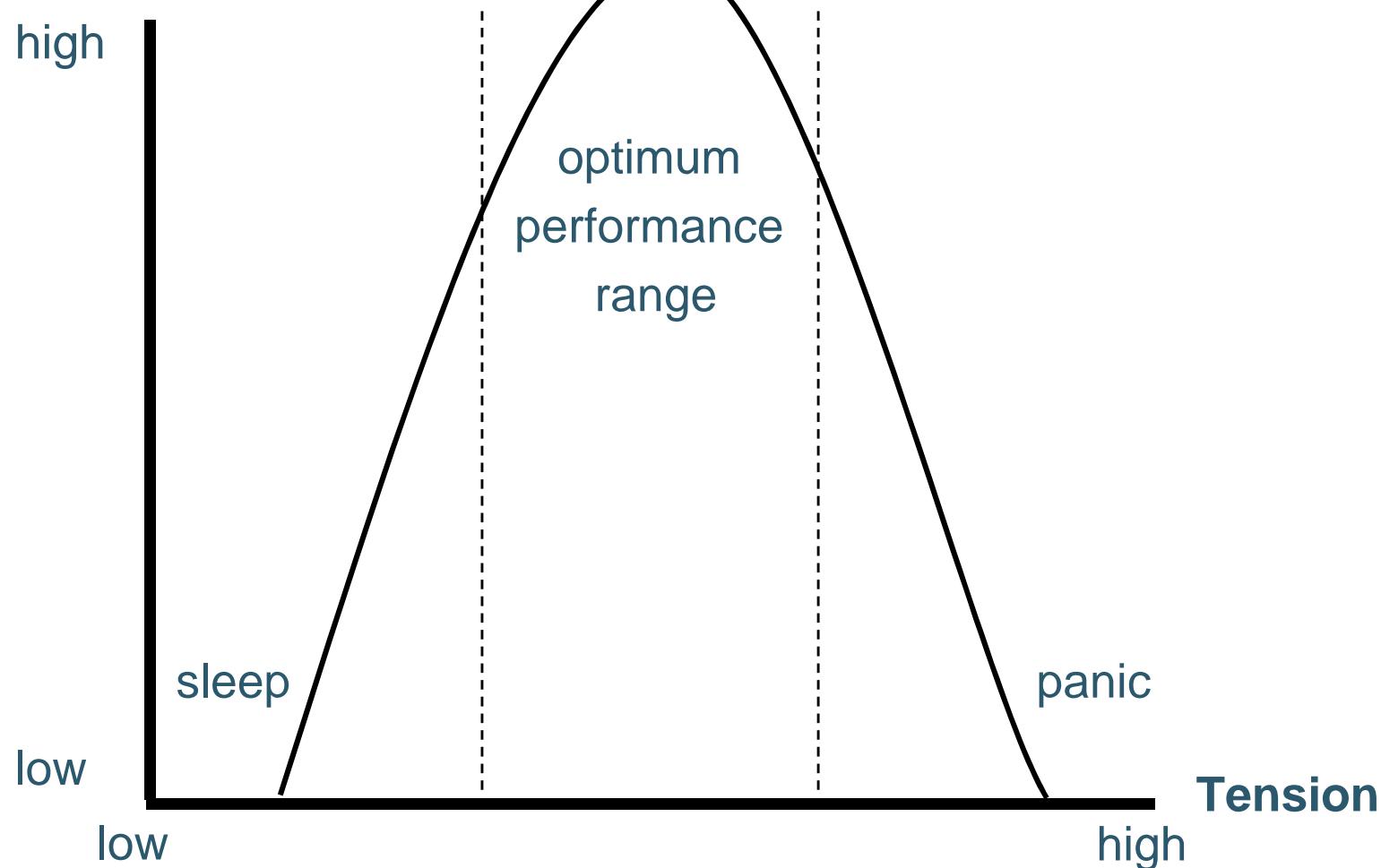
- Title slide should contain name of the speaker, occasion, topic of the presentation and date
  - Overview, topic introduction, objectives of the presentation
  - Main part
  - Ending: Conclusion and initiating discussion
- Common thread („Roter Faden“) should be clear
- Presentation should be reviewed by a third party
- Rule of thumb: 3-4 minutes (on average) per content slide

## Anxiety (1/3)

- **The audience is not a predator!**
  - Audience knows the feeling of stage fright
  - Audience does not notice everything
  - Small verbal mistakes are not a big deal
- Do not show discontent with your own presentation  
(e.g., do not apologize for a too small figure)!

## Anxiety (2/3)

Performance Capability



Source: Hartmann et al. (2004)

## Anxiety (3/3)

- „Stage fright“ is normal
  - Take a deep breath
  - Introduce yourself and the topic of your presentation
  - If you get off track / lose your train of thought:
    - Look at your slides or
    - in your manuscript and
    - start over with your thought.
- Thorough preparation!

# Speech Manuscript

- Notes in the presentation or on index cards
- Prepare to speak freely
  - Only keywords
  - Structure of the argumentation
  - Structure of the presentation
- Gives the speaker confidence, but should not mislead him/her to only read out written text
- Big font size

# Rehearsing

- The slides should be **ready in time** for the final rehearsal a few days before the date of the presentation. Do not make your slides at the day of your presentation
- Speak freely
- Practice under realistic conditions
  - If possible: with an audience
  - Pay attention to...
    - Time: one content slide = 3-4 min.
    - Comprehensibility
- Receiving feedback afterwards (look into the mirror)

# The Last Slide

- Avoid pointless slides (e.g., „questions?“, “Thank you for your attention!”)
- Better: Briefly summarize the content or highlight important aspects with regard to the objectives

Clear common thread

Connect with the audience,  
avoid reading out slides

Clear and consistent slide  
design

Mindful visualizations



## Literature Recommendations

- Andreas W. O. Böringer, Marcel Hülsbeck: Die wissenschaftliche Präsentation. Logischer Aufbau, gelungene Visualisierung und überzeugender Vortrag wissenschaftlicher (Abschluss-) Präsentationen. München 2003
- Martin Hartmann, Bernhard Ulbrich, Doris Jacobs-Strack: Gekonnt vortragen und präsentieren. 2. Aufl., Weinheim, Basel 2000