Powerful Presentations - how do I create one?

by Farah Al Halwachi, PMP
fhalwachi@gmail.com
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A main means of communication is via presentations...

However...

since PowerPoint was invented we have been seeing

BAD and presentations
Q Have you sat through a bad presentation?

Q Why was it bad?

Q Do you remember anything about it?

Probably NOT (!)

Lots of people are killing each other with bad presentations each day!
They are all **DEAD**! Well, almost.
A vicious circle

- Bad presentations
- Bad communication
- Bad relations
- Less money
- Less training
- Less sales

Q How do we make them better?

“We are what we repeatedly do. Excellence then, is not an act, but a habit.”

Aristotle
Change your perspective –

Treat a presentation as a project

And of presentation processes as project processes
Project Processes

Initiation
Planning
Execution
Monitoring & Controlling
Closing

Presentation Processes

Think
Story
Design
Optimise
Present
Initiation is to Think

1. Goal

2. Audience

3. Limitations
Presentation Facts!

Significance creates passion

Passion attracts attention

Attention leads to action
Can’t find the meaning?
Don’t present.
Recap!

THINK

Goal

Audience

Limitations
Planning is to tell the story

1. Brainstorm

2. Go Analog

3. Craft Story
In Crafting the **story**

You need to **tell a story**...
Remember Multiplication Tables?

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</table>
Even Multiplication Tables tell a story
A calculator can’t tell a story
And Remember…
Good Stories are…

Simple

Concrete

Emotional
Recap!

TELL STORY

Brainstorm

Go analog

Craft Story
Execution is to Design

1. Be Visual

2. Use Empty Space
   With only ONE word or picture!

3. Use Contrast

4. Use repetition
The audience can read faster than you can speak…

I bet you are reading this right now and nodding your head – raise your hand if you are

… Reemphasis on ‘be visual’
Turns out that being simple is not that simple!

Let’s enjoy some examples.
Chilean Exports

- Fresh fruit leads Chile's export mix - Chile emerges as major supplier of fresh fruit to world market due to ample natural resources, consumer demand for fresh fruit during winter season in U.S. and Europe, and incentives in agricultural policies of Chilean government, encouraging trend toward diversification of exports and development of nontraditional crops - U.S. Dept. of Agriculture Research Service Report
- Chile is among the developing economies that have succeeded in reversing some of these trends, pursuing a free market economy. This has been achieved through the expansion of fruit production for export to Western Europe. Chile has successfully diversified its economy so that it is now a major fruit exporting nation. Many even see it as a model for the revitalization of agriculture as a model to be followed.
- Meanwhile, the U.S. is now a single market for Chile's fruit exports. However, increasing market share in the EC and Central and East European countries combined may eventually pass exports to the U.S., spurring further growth in Chile's exports.
- If you've read this far, your eyes probably hurt and you've been reading this tedious long-winded text instead of listening to me. I'm insulted- can't you see I'm doing a presentation up here? Look at me! Congratulations, however, on having such good eyesight.
### K-12 curriculum changes

<table>
<thead>
<tr>
<th>What we need</th>
<th>Implied new responsibilities for educators</th>
<th>Curriculum implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>New generations with a better understanding of the future</td>
<td>- Alert students to the major global issues facing humanity now and in the crucial decades ahead</td>
<td>- Include contemporary global issues components in all social studies and science classes, requiring students to also consider their solutions</td>
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<td></td>
<td>- Equip them to form an educated opinion about these global issues and their solutions</td>
<td>- Ensure a reasonably detailed coverage of the 20 or so major global problems that are core to the K-12 path</td>
</tr>
<tr>
<td>New generations with a global citizen first mindset</td>
<td>- Seed the first generations that feel that they are global citizen first, national citizen second, and local citizen third</td>
<td>- Ensure that the curriculum includes world history and the awareness of humanity, and the problem-solving mindset they need for life, much to deal with current global problems that are free-riding</td>
</tr>
<tr>
<td>New generations with a broader perspective</td>
<td>- Equate global problem-solving with generations that are not limited by national boundaries and group principles</td>
<td>- Develop interdisciplinary teaching and learning opportunities for global issues vs. relying solely on the single lens of science, geography, economics...</td>
</tr>
<tr>
<td>New generations equipped with new skills</td>
<td>- Develop students’ potential to become reflective, creative and communicative voters, problem-solvers or movers-and-shakers viz. the global agenda</td>
<td>- Enable students to explore various nations ‘and groups’ vantage points viz. global problem-solving and to consider how to build on or transcend these differences in the search for common solutions</td>
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</tbody>
</table>

- Place the paradigm of creative problem-solving at the center of all social studies and science classes, using urgent global problems as case material
- Push students to use various media and methods to analyze information about global issues and their solutions critically, and to form reasoned judgments
- Develop students’ communications, negotiating and teamwork skills, using global issues as props for honing all three skills

- Notice the bullets... creates obstacles
- Notice the colors... how many? 8...
- limit to 3 (PLEASE)
How about fitting one more arrow in? (!!)
Notice the cool background

Number of bikes sold (2002-2007)

Over 5,000 bikes sold in 2007
It’s even too busy for a headline here
Table 4. Mortality Risks (all cause and CVD) by Uric Acid (men and Women). CVD-Risk Groups

<table>
<thead>
<tr>
<th>Uric Acid (mg/dL)</th>
<th>No. of Participants</th>
<th>No. Of Deaths</th>
<th>HR(^a) (95% CI)</th>
<th>HR(^d) (95% CI)</th>
<th>Deaths</th>
<th>CVD</th>
<th>HR(^b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>246,697</td>
<td>3,837</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.1-3.9</td>
<td>25,023</td>
<td>238</td>
<td>1.04 (0.86-1.25)</td>
<td>1.05 (0.87-1.27)</td>
<td></td>
<td></td>
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<tr>
<td>4.0-4.9</td>
<td>59,690</td>
<td>704</td>
<td>1.09 (0.96-1.24)</td>
<td>1.11 (0.97-1.26)</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>5.0-5.9</td>
<td>66,149</td>
<td>968</td>
<td>1.00 (ref)</td>
<td>1.00 (ref)</td>
<td>109</td>
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<tr>
<td>6.0-6.9</td>
<td>50,459</td>
<td>863</td>
<td>1.05 (0.93-1.18)</td>
<td>1.03 (0.91-1.16)</td>
<td>116</td>
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<tr>
<td>7.0-7.9</td>
<td>28,177</td>
<td>573</td>
<td>1.11 (0.97-1.28)</td>
<td>1.05 (0.91-1.27)</td>
<td>79</td>
<td></td>
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<tr>
<td>8.0-8.9</td>
<td>11,629</td>
<td>283</td>
<td>1.32 (1.10-1.58)</td>
<td>1.27 (1.06-1.52)</td>
<td>48</td>
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<tr>
<td>≥9.0</td>
<td>5,570</td>
<td>208</td>
<td>1.73 (1.40-2.14)</td>
<td>1.59 (1.28-1.98)</td>
<td>47</td>
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<tr>
<td>≥8.0</td>
<td>17,199</td>
<td>491</td>
<td>1.46 (1.25-1.69)</td>
<td>1.37 (1.18-1.60)</td>
<td>95</td>
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<table>
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<tr>
<th>Individuals Without Overt CVD Risk Factors(^b)</th>
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<tr>
<td>Overall</td>
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<tr>
<td>0.1-3.9</td>
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<td>4.0-4.9</td>
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<td>8.0-8.9</td>
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<th>Individuals Without Overt CVD and Pre-CVD Risk Factors(^d)</th>
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<tr>
<td>Overall</td>
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<tr>
<td>0.1-3.9</td>
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<td>8.0-8.9</td>
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Red boarders for emphasis... Cool! Some data! But yet – a graph?
Equations

\[ X' = A \times B \]
\[ = (A - (2^p - 1)) \times (B - (2^q - 1)) \]
\[ = AB - B(2^p - 1) - A(2^q - 1) + (2^p - 1)(2^q - 1) \]

\[ X'' = (A - E_p)(B + E_q) \]
\[ = AB + AE_q - BE_p - E_p E_q \]
\[ = AB + AE_q - (BE_p + E_p E_q) \]
\[ = AB + AE_q - \frac{E_p E_q}{2} - \left( BE_p + \frac{E_p E_q}{2} \right) \]

\[ f(X', X'') = \frac{\Gamma}{2} \sum \frac{X' \delta \alpha \max(\phi^2)}{X'' \Gamma^{3/2}} \sum \sqrt{AB + AE_q - \frac{E_p E_q}{2} - \left( BE_p + \frac{E_p E_q}{2} \right)} \]
\[ \int_R \phi \rho f(\overrightarrow{X} | S_k) \frac{1}{(2\pi)^{d/2} \sigma^d} * \frac{1}{P_k} \sum_{i=1}^{P_k} \exp \left[ -\frac{(\overrightarrow{X} - \overrightarrow{W}_{ki})^T(\overrightarrow{X} - \overrightarrow{W}_{ki})}{2\sigma^2} \right] \]

- Sometimes you do
- Explain the variables and what they mean
- If you don’t, don’t use them!
Ain’t this great?
Fundamental Problem?

**Remember** that PowerPoint helps you to:

1. Visualise ideas
2. Create key points
3. Impress (emotions)
• Do not attempt to put all the text, code, or explanation of what you are talking about directly onto the slide, especially if it consists of full, long sentences. Or paragraphs. There’s no place for paragraphs on slides. If you have complete sentences, you can probably take something out.
• If you do that, you will have too much stuff to read on the slide, which isn’t always a good thing.
• Like the previous slide, people do not really read all the stuff on the slides.
  – That’s why it’s called a “presentation” and not “a reading” of your work
• Practice makes perfect, which is what gets you away from having to have all of you “notes” in textual form on the screen in front of you.
• Utilize the Notes function of PowerPoint, have them printed out for your reference.
  – The audience doesn’t need to hear the exact same thing that you are reading to them.
  – The bullet points are simply talking points and should attempt to summarize the big ideas that you are trying to convey
• If you’ve reached anything less than 18 point font, for God’s sake, please:
  – Remove some of the text
  – Split up the text and put it on separate slides
  – Perhaps you are trying to do much in this one slide?
• Reading a slide is annoying.
• You should not simply be a text-to-speech converter.
• If you do that, you will have too much stuff to read on the slide, which isn’t always a good thing.
• Like the previous slide, people do not really read all the stuff on the slides.
  – That’s why it’s called a “presentation” and not “a reading” of your work
• Practice makes perfect, which is what gets you away from having to have all of you “notes” in textual form on the screen in front of you.

One simple point… delete everything else
How much does an extra slide cost?

Don’t be afraid. Use them.
WORDS + PICTURES > WORDS
Recap!

DESIGN STORY

Be Visual
Empty Space
Contrast
Repetition
SLIDES ARE NOT HANDOUTS
What if I want to send or print my slides?
No worries! – lots of options

Have 2 sets of slides

Write a document

Print with notes
Monitoring & Control is to Optimise

1. Stand Back

2. Ask for Feedback

3. Refine
Recap!

OPTIMISE STORY

Stand Back
Ask for Feedback
Refine
1. Check props

2. Be Completely Present

3. Connect with audience
Recap!

PRESENT STORY
Check Props
Be Present
Connect
SO, can we create simple and engaging presentations?
OF COURSE!
Remember!

Project Processes

- Initiation
- Planning
- Execution
- Monitoring & Controlling
- Closing

Presentation Processes

=  

- Think
- Story
- Design
- Optimise
- Present
Credits and References

- http://www.slideshare.net/brianchandra
- http://www.slideshare.net/thecroaker/death-by-powerpoint
- http://www.slideshare.net/ciprian/ideas-on-how-to-create-powerful-presentations-1027429

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