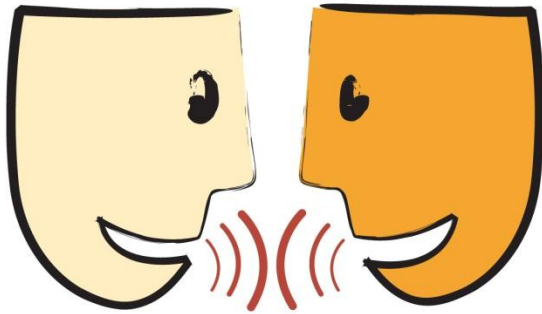




**Powerful Presentations -
how do I create one?**

by Farah Al Halwachi, PMP
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May 2012



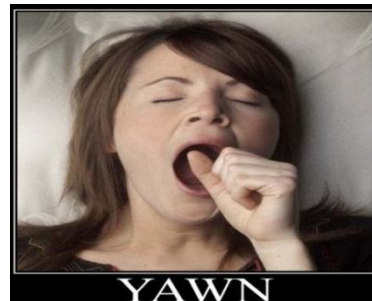
A main means of **communication** is via **presentations...**

However...

since PowerPoint was invented we have been seeing



and



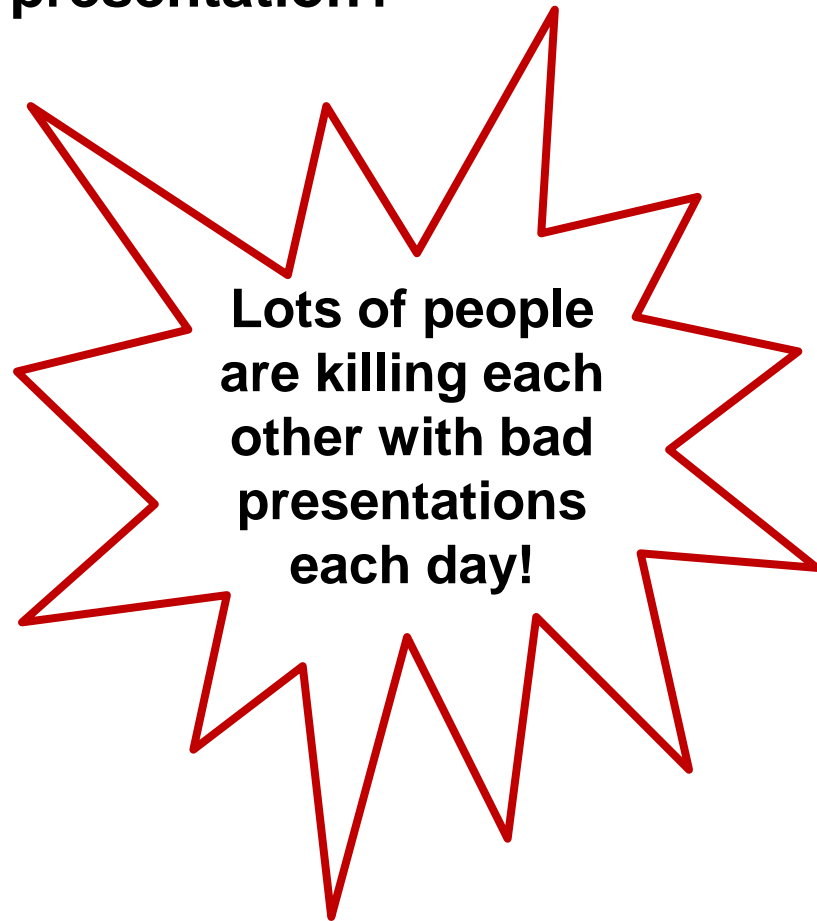
presentations

Q Have you sat through a **bad** presentation?

Q Why was it **bad**?

Q Do you **remember** anything about it?

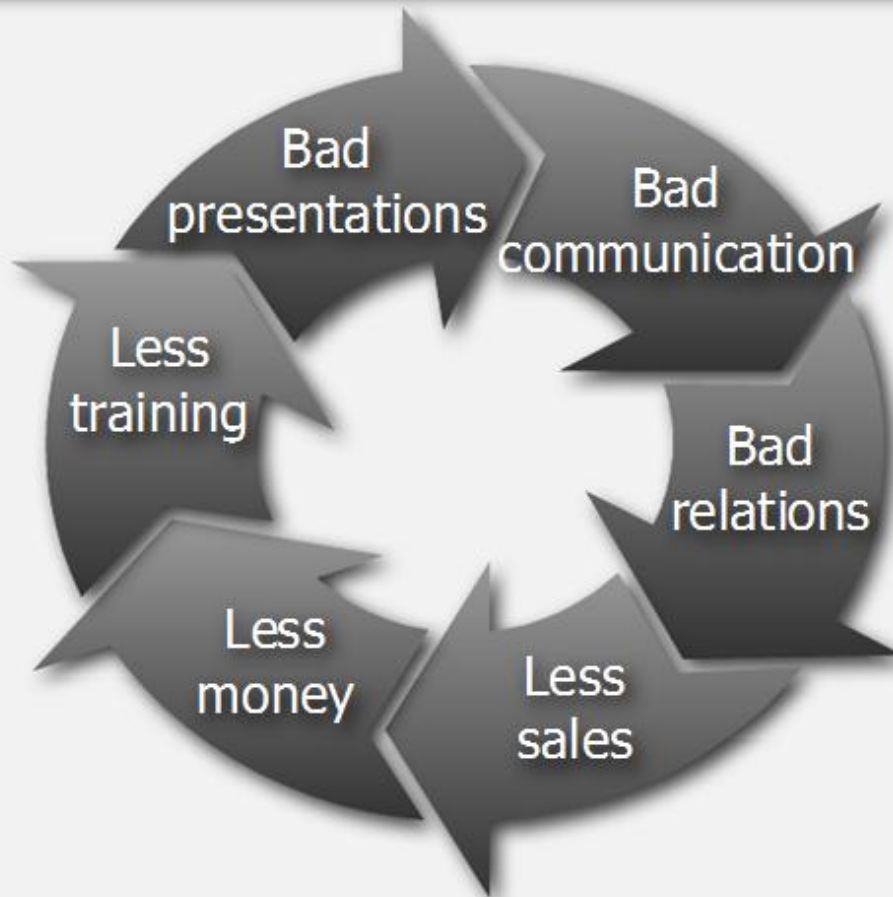
Probably **NOT (!)**



They are all **DEAD!** Well, almost.



A vicious circle





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



=

Presentation Processes



Initiation is to Think



Think different.

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!



Planning is to tell the story

1. Brainstorm



2. Go Analog



3. Craft Story

In Crafting the **story**



You need to **tell a story...**

n. Dik kenarları 1 birim
ile aarden yararlanırsız
5° | 1° | 1° | 1° |

Kural 1:

c) Etkenar üçgen 0
tereden inilen yü
böler (Etkenar üçgen)

Remember Multiplication Tables?

$$\begin{array}{r} 3 \\ 4 \\ \times \\ \hline \end{array} \quad \begin{array}{r} 3 \\ 5 \\ \times \\ \hline \end{array} \quad \begin{array}{r} 3 \\ 6 \\ \times \\ \hline \end{array} \quad \begin{array}{r} 3 \\ 7 \\ \times \\ \hline \end{array}$$

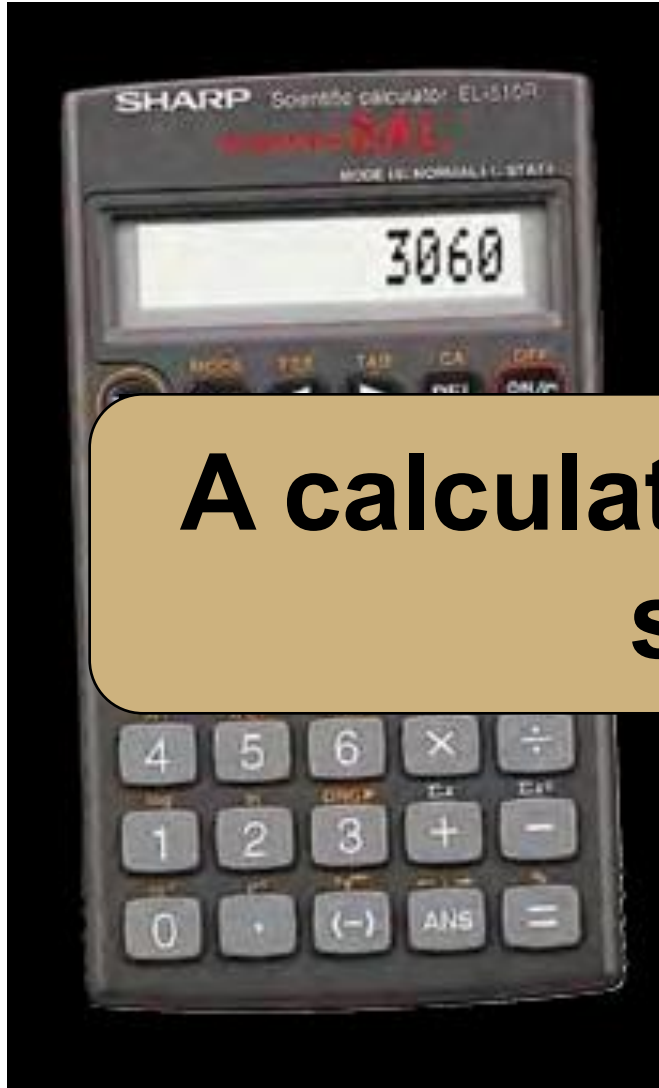


Times Table - 12x12

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48

Even Multiplication Tables **tell a story**

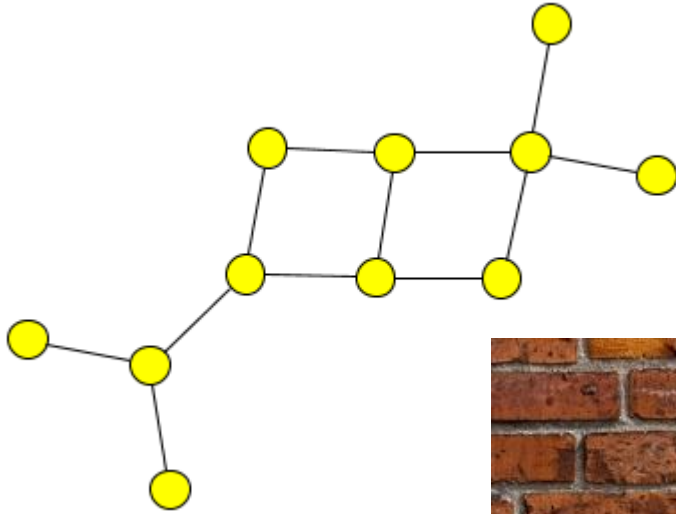
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



A calculator can't tell a story

And Remember...

Good Stories are...



Simple



Concrete



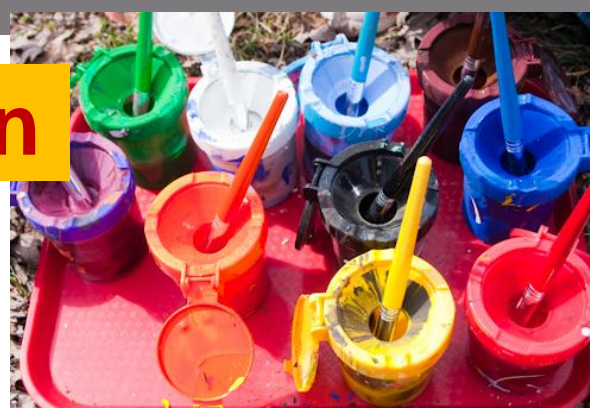
Emotional

Recap!



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

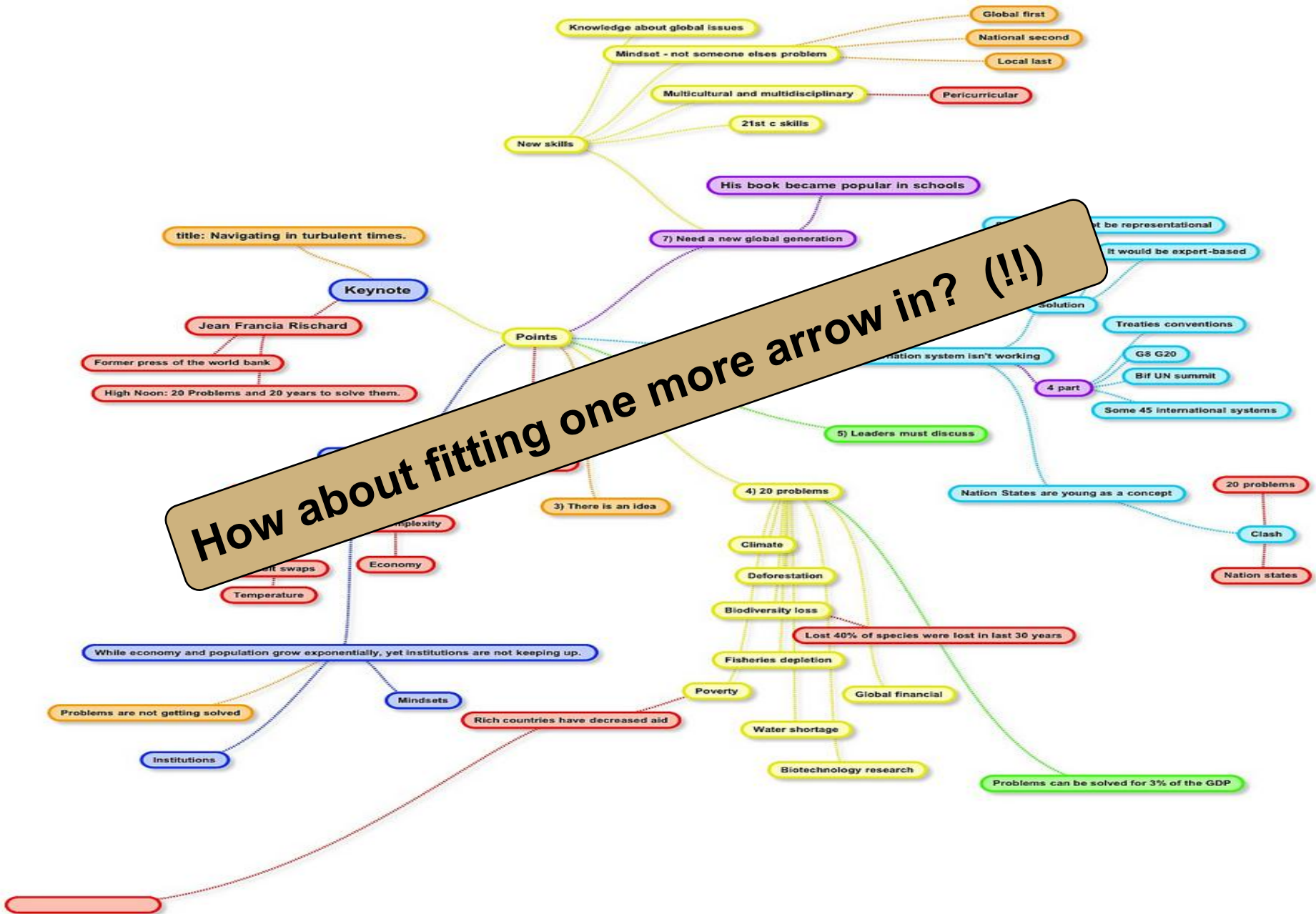
- Fresh fruit leads Chile's export mix - Chile emerges as major supplier of fresh fruit to world market due to ample natural resources, consumer demand for fresh fruit during winter season in U.S. and Europe, and incentives in agricultural policies of Chilean government, encouraging trend toward diversification of exports and development of nontraditional crops - U.S. Dept. of Agriculture Research Service Report
- Chile is among the developing economies pursuing these trends, pursuing a free market economy. This is achieved through the expansion of fruit production for export through the expansion of fruit production for export through the expansion of fruit production for export successfully diversified its export base to include fresh fruit. Chile has exporting nation. More than 50% of Chile's exports are now agricultural products that it is now a major fruit exporting nation. More than 50% of Chile's exports are now agricultural products to be followed.
- Meanwhile, the U.S. market remains the single market for Chile's fruit exports. However, increasing competition from the EC and Central and East European countries combined may eventually surpass 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.

• TOO much text
• Font TOO small

K-12 curriculum changes

What we need	Implied new responsibilities for educators	Curriculum implications
New generations with a better understanding of the future	<ul style="list-style-type: none"> -Alert students to the major global issues facing humanity now and in the crucial decades ahead -Equip them to form an educated opinion about these global issues and their solutions 	<ul style="list-style-type: none"> -Include contemporary global issues components in all social studies and science classes, requiring students to also consider their solutions -Ensure a reasonably detailed coverage of the 20 or so major global problems along the K-12 path
New generations with a global citizen first mindset	<ul style="list-style-type: none"> -Seed the first generations that feel that they are global citizen first, national citizen second, and local citizen third -Counter young people's natural inclination to become adults that see global issues as much to deal with - and not as a desire to fix the world 	<ul style="list-style-type: none"> -Ensure that global issues are taught as world history, not as a side note in the class of humanity, and as a problem-solving tool for life, not as a set of abstract problems that are disconnected from real life
New generations with a broader perspective	<ul style="list-style-type: none"> -Equip students with the skills to understand the global perspective and how it will change this represents 	<ul style="list-style-type: none"> -Provide interdisciplinary teaching and learning opportunities for global issues vs. relying solely on the single lenses of science, geography, economics... -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
New generations equipped with new skills	<ul style="list-style-type: none"> -Develop students' potential to become reflective, creative and communicative voters, problem-solvers or movers-and-shakers viz. the global agenda -Develop students' ability to investigate complex global issues and their proposed solutions using new media and methods -Make teamwork around innovative problem-solving become second-nature for students 	<ul style="list-style-type: none"> -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)



Number of bikes sold (2002-2007)



Notice the cool background



Over 5,000 bikes sold in 2007



It's even too busy for a headline here



Hyperuricemia was independent, but minor (4.5% of CV death) RF, addition of Pu and GFR substantially attenuated association

Red boarders for emphasis... Cool! Some data!

Table 4. Mortality Risks (all cause and CVD) by Uric Acid Level and Women and Men with and without CVD-Risk Groups

Uric Acid (mg/dL)	No. of Participants	No. Of Deaths	All-Cause Mortality*		CVD Mortality*		
			HR ^a (95% CI)	HR ^b (95% CI)	HR ^a (95% CI)	HR ^b (95% CI)	
Individuals Without Overt CVD Risk Factors^a							
Overall	246,697	3,837			470		
0.1-3.9	25,023	238	1.04 (0.86-1.25)	1.05 (0.87-1.27)	21	1.45 (1.05-1.80)	0.94 (0.47-1.88)
4.0-4.9	59,690	704	1.09 (0.96-1.24)	1.11 (0.97-1.26)	51	1.48 (1.05-1.98)	0.93 (0.58-1.48)
5.0-5.9	66,149	968	1.00 (ref)	1.00 (ref)	109	1.00 (ref)	1.00 (ref)
6.0-6.9	50,459	863	1.05 (0.93-1.18)	1.03 (0.91-1.16)	116	1.27 (0.91-1.79)	0.93 (0.65-1.79)
7.0-7.9	29,177	672	1.11 (0.97-1.28)	1.10 (0.95-1.27)	79	1.04 (0.75-1.44)	0.94 (0.54-1.60)
8.0-8.9	11,629	283	1.32 ^c (1.10-1.58)	1.27 ^c (1.06-1.52)	48	1.98 (1.21-3.22)	1.06 (0.47-2.06)
≥9.0	5,570	208	1.73 ^c (1.40-2.14)	1.59 ^c (1.28-1.98)	47	3.79 (2.30-6.25)	1.06 (0.47-2.06)
≥8.0	17,199	491	1.48 ^c (1.25-1.69)	1.37 ^c (1.18-1.60)	95	2.57 (1.71-3.86)	2.30 ^c (1.49-3.57)
Individuals Without Overt CVD and Pre-CVD Risk Factors^b							
Overall	157,238	1,732			153		
0.1-3.9	18,843	139	1.02 (0.79-1.31)	1.01 (0.78-1.31)	8	0.39 (0.12-1.31)	0.41 (0.12-1.39)
4.0-4.9	43,488	359	1.05 (0.88-1.27)	1.04 (0.86-1.26)	18	0.59 (0.29-1.22)	0.57 (0.27-1.21)
5.0-5.9	43,691	460	1.00 (ref)	1.00 (ref)	42	1.00 (ref)	1.00 (ref)
6.0-6.9	29,004	390	1.13 (0.95-1.35)	1.10 (0.92-1.31)	36	0.98 (0.54-1.79)	0.93 (0.51-1.70)
7.0-7.9	14,157	223	1.04 (0.83-1.29)	1.01 (0.81-1.26)	21	0.77 (0.35-1.67)	0.71 (0.33-1.55)
8.0-8.9	5,375	97	1.44 ^c (1.08-1.91)	1.39 ^c (1.04-1.85)	15	2.07 (0.95-4.52)	1.90 (0.87-4.17)
≥9.0	2,380	64	1.45 (0.99-2.13)	1.37 (0.94-2.02)	13	3.89 ^c (1.70-8.87)	3.37 ^c (1.46-7.77)
≥8.0	7,755	161	1.44 ^c (1.13-1.84)	1.39 ^c (1.08-1.78)	28	2.64 ^c (1.39-5.02)	2.38 ^c (1.24-4.54)

But yet – a graph?

Equations

$$\begin{aligned}
 X' &= A * B \\
 &= (A - (2^p - 1)) * (B - (2^q - 1)) \\
 &= AB - B(2^p - 1) - A(2^q - 1) + (2^p - 1)(2^q - 1)
 \end{aligned}$$

$$\begin{aligned}
 X'' &= (A - E_p)(B + E_q) \\
 &= AB + AE_q - BE_p - E_p E_q \\
 &= AB + AE_q - (BE_p + E_p E_q) \\
 &= AB + AE_q - \frac{E_p E_q}{2} - \left(BE_p + \frac{E_p E_q}{2} \right)
 \end{aligned}$$

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

Do you **really** need **all** of them?

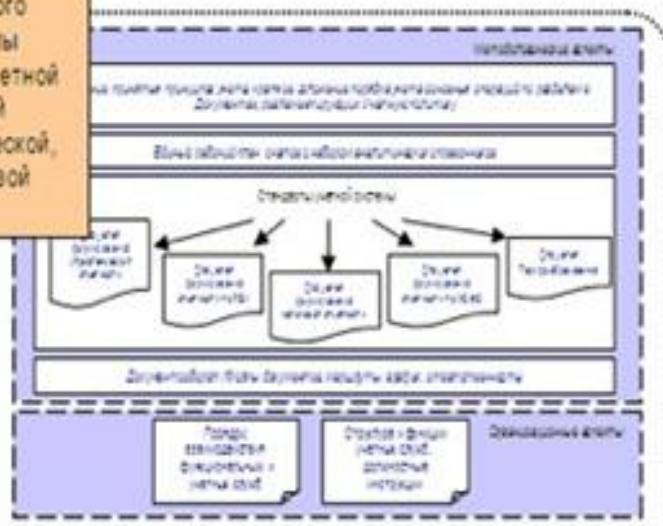
- Sometimes you do
- Explain the variables and what they mean
 - If you don't, don't use them!

СИСТЕМА ПОКАЗАТЕЛЕЙ СТРАТЕГИЧЕСКОГО УПРАВЛЕНИЯ РЭК

СОЗДАНИЕ ВЫСОКОЭФФЕКТИВНОГО РАСПРЕДЕЛИТЕЛЬНОГО ЭЛЕКТРОСЕТЕВОГО КОМПЛЕКСА, КАК ОСНОВЫ СОЦИАЛЬНО-ЭКОНОМИЧЕСКОГО РАЗВИТИЯ РЕГИОНОВ

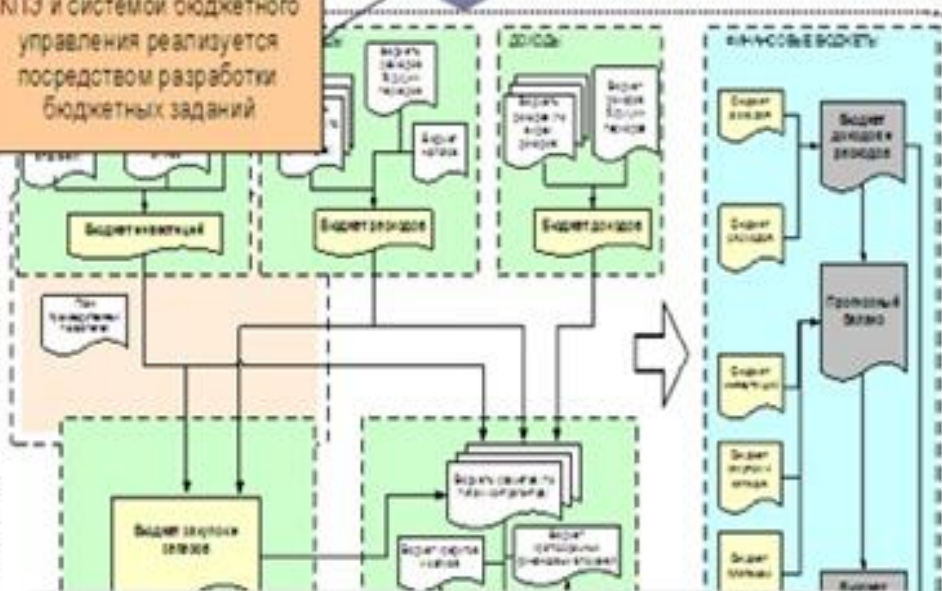


Связь КПЭ, бюджетного управления и системы тарифообразования с учетной системой для целей составления управленческой, финансовой и налоговой отчетности



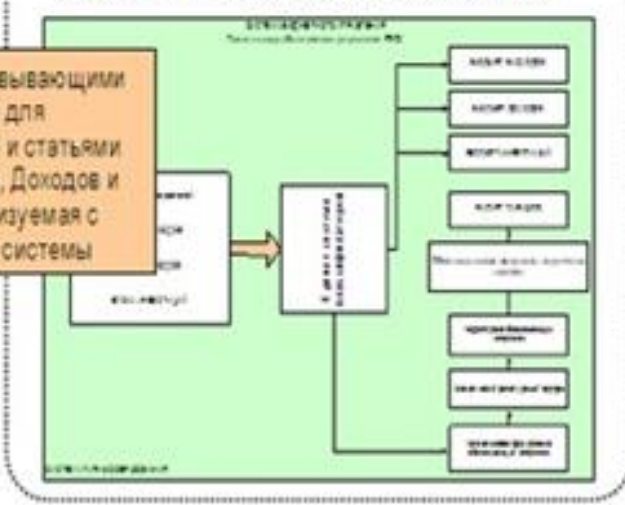
ИНТЕГРИРОВАННАЯ УЧЕТНАЯ СИСТЕМА

Связь между контрольными КПЭ и системой бюджетного управления реализуется посредством разработки бюджетных заданий



СИСТЕМА ТАРИФООБРАЗОВАНИЯ

Связь между обосновывающими документами для тарифообразования и статьями Бюджетов Расходов, Доходов и Инвестиций, реализуемая с помощью единой системы



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, put them on separate slides.
- If you have a long list of items, use a bulleted list on the slide, which isn't always a good idea.
- 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 your "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 reader
- If you do that, you will have a bad time
- 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 your "notes" in textual form on the screen in front of you.

What's the point?

One simple point... delete everything else

How much does an extra slide cost?



Don't be afraid. **Use** them.

WORDS +



> WORDS

PICTURES

Recap!



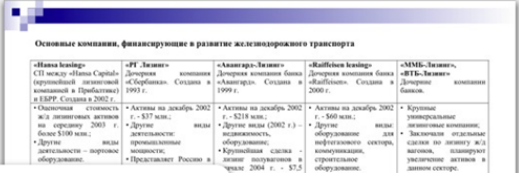
SLIDES ARE
NOT
HANDOUTS



What if I want to
send or **print** my
slides?

No worries! – lots of options

Have 2 sets of slides

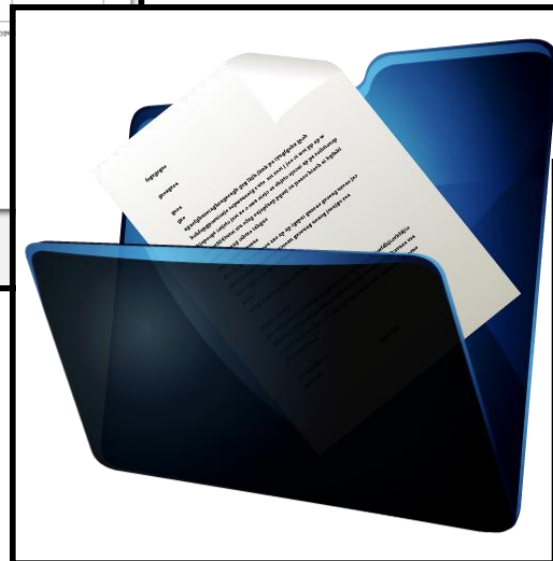


«Hansa Leasing» СНП ООО «Hansa Capital» перуанской финансовой компанией в Праге (создан в ЕБРР. Создан в 2002 г.)	«РГ Лизинг» Дочерняя компания «Сурбизнес» Создан в 1991 г.	«Авангард-Лизинг» Дочерняя компания банка «Авангард» Создан в 1999 г.	«Raiffeisen Leasing» Дочерняя компания банка «Даблбанк» Создан в 2000 г.	«ММБ-Лизинг» «МТК-Лизинг» Дочерние компании банка
• Основная деятельность для периода 2003 г. более 3300 млн.;	• Активы на декабрь 2002 г. – 537 млн.;	• Активы на декабрь 2002 г. – 5214 млн.;	• Активы на декабрь 2002 г. – 560 млн.;	• Крупные универсальные перевозочные компании.
• Другие виды деятельности – порочное оборудование.	• Другие виды деятельности – порочное оборудование.	• Другие виды (2002 г.) – незначительность, оборудование: • Крупнейшая сделка лизинг паровозов в начале 2004 г. – 37,5	• Другие виды деятельности – порочное оборудование: • Заключены отдельные сделки по лизингу ж/д вагонов, вагонов различные вагоны в линейном секторе.	

The Largest Leasing Companies

- Hansa Leasing
- РГ Лизинг
- Авангард-Лизинг
- Raiffeisen Leasing
- ММБ-Лизинг

Write a document



Print with notes

Оптимизация баланса электроэнергии на 2006 год

1. Проведена экспертиза ФСТ
2. Подготовлен баланс:
 - Повышенная загрузка для экономичных станций
 - Разгружены неэффективные
3. Экономия – 7 млрд. руб.

1. ФСТ с участием ОАО РАО «ЕЭС России» провела экспертизу микротальной выработки электростанциями АО-энерго, ТТК и РТК.
2. На основе этой экспертизы РАС «ЕЭС России» подготовило и направило в ФСТ оптимизированный баланс электроэнергии на 2006 год.
3. Баланс предполагает повышенную загрузку экономичных станций и, наоборот, разгрузку неэффективных, до теплофикационной выработки + необязательной объем ее когенерационной выработки.

Monitoring & Control is to Optimise

1. Stand Back



2. Ask for Feedback



3. Refine



Recap!



OPTIMISE STORY

Stand Back

Ask for Feedback

Refine

Closing is to Present

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



=

Presentation Processes





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>

Stock Photos taken from

- Google images