

PowerPoint Literature Search

AlHashim, D. D., S. Sankaran, et al. (2003). "The high tech global accounting classroom in the 21st century." Journal of American Academy of Business, Cambridge 3(1/2): 21.

Anonymous (2001). Learning, One Bullet Point at a Time Extended Title: Microsoft's PowerPoint presentation software is being used by growing number of elementary and secondary school students, although software was originally designed for corporate use. The New York Times. New York, NY. **770**: D1.

Microsoft's PowerPoint presentation software is being used by a growing number of elementary and secondary school students, although the software was originally designed for corporate use. The software enables students to incorporate animation and digital photos into their slide shows. However, some educators are worried about the acceptance of PowerPoint in the classroom, because they believe that it encourages standardization at the expense of imaginative or original thinking. One kindergarten teacher at San Altos Elementary School in Lemon Grove, CA, has been using the software with her 5- and 6-yr-old students for almost 4 yrs as part of their regular math and reading lessons. A science teacher at Ridgewood Avenue Upper Elementary School in Glen Ridge, NJ, also condones the use of PowerPoint in the classroom, as long as it does not replace of oral presentations and reports. According to Microsoft, 69% of teachers who use Microsoft software use PowerPoint in the classroom, making it the second most popular application after Microsoft Word. Over 95% of US public school districts are using Microsoft Office or plan to purchase it in 2001, according to Quality Education Data, a market research firm. Over 75% of schools are using the software.

Anonymous (2003). PowerPoint Man gets attention, but no sale. Electronic Engineering Times. **21**.

Anonymous (2003). "Storytelling that moves people." Harvard Business Review **81**(6): 51.

When executives need to persuade an audience, most try to build a case with facts, statistics, and some quotes from authorities. In other words, they resort to "companyspeak," the tools of rhetoric they have been trained to use. In an interview, Robert McKee, the world's best-known screenwriting lecturer, argues that executives can engage people in a much deeper - and ultimately more convincing - way if they toss out their PowerPoint slides and memos and learn to tell good stories. A big part of a CEO's job is to motivate people to reach certain goals. To do that, he or she must engage their emotions, and the key to their hearts is story. Stories are how people remember; they tend to forget lists and bullet points. An executive emphatically does not want to tell a beginning-to-end tale

describing how results meet expectations. Instead, they want to display the struggle between expectation and reality in all its nastiness.

Baines, L. (2000). "PowerPoint for Terrified Teachers / Teaching With the Internet: Lessons From the Classroom." Journal of Adolescent & Adult Literacy **44**(2): 184.

"PowerPoint for Terrified Teachers" by Elin Cook and "Teaching With the Internet: Lessons from the Classroom" by Donald Leu and Deborah Leu are reviewed.

Barrett, D. J. (2002). "Achieving results in MBA communication." Business Communication Quarterly **65**(3): 93.

The established mission for the communication program at Rice University's Jones Graduate School of Management includes: 1. providing the instruction, guidance, and resources for students to improve their oral, written, and interpersonal communication skills and 2. ensuring students possess the knowledge and confidence in individual and team communication to assume future organizational leadership roles. Three keys to the success of the program are discussed: 1. individual coaching, 2. integrated team instruction, and 3. constant assessment of the students and the program.

Begbie, R. and F. Chudry (2002). "The intranet chaos matrix: A conceptual framework for designing an effective knowledge management intranet." Journal of Database Marketing **9**(4): 325.

This study reviews synergies between knowledge management, intranet usability and level of control/chaos required for the organic growth of a knowledge management site. A conceptual framework entitled The Intranet Chaos Matrix was developed. the benefits of adopting this framework as a way of exploring the tension between these three factors were revealed by carrying out a case study at a multinational telecommunications organization on their WebMap intranet site. The WebMap online survey discovered that 70% of respondents believed that the site increased their market knowledge. Only 2% of respondents have had a negative experience of the intranet site.

Bowman, J. P. (2003). "Focus on teaching: It's not easy being green: Evaluating student performance in online business communication courses." Business Communication Quarterly **66**(1): 73.

Classes taught over the Internet are relatively new, and online instructors are having to learn how to take full advantage of electronic delivery to provide good instruction and effective feedback on student work. Students submit most of their assignments as formatted documents attached to e-mail messages. The feedback on formatted documents requires a slightly different strategy from that used for paper documents. In the history of education, online classes are new, and it is yet to be determined how to

take full advantage of the technology. As changing cultural needs continue to push us in the direction of any time, anywhere delivery of education, what is learned now about how to evaluate student performance in an online environment may well provide the foundation for new strategies of teaching and learning.

Budd, J. W. (2002). "Teaching labor relations: Opportunities and challenges of using technology." Journal of Labor Research **23**(3): 355.

This article discusses the role of technology in labor relations instruction in both credit and non-credit courses. It discusses key terms and technological tools. It describes technology as a resource for instructors in which the delivery of the course is not altered, but technology multiplies the information available to instructors as they prepare courses. It considers the myriad ways in which new technology can supplement a traditional, classroom-based course. Finally, a brief review of learning theory is presented to that the pedagogical issues of technology-mediated instruction can be understood in a more critical fashion.

Celsi, R. L. and M. Wolfinger (2002). "Discontinuous classroom innovation: Waves of change for marketing education." Journal of Marketing Education **24**(1): 64.

The authors of a study suggest that faculty adoption patterns move through three identifiable stages. In wave 1, technology serves a support function that improves efficiency but does not significantly affect teaching. During wave 2, teaching technology enables faculty to efficiently mirror classroom activities using new technologies. Not until wave 3, however, does discontinuous innovation occur. The authors' conceptualization helps faculty and administrators better understand how they are currently using technology, identify barriers to wave 3 adoption behavior, and develop goals and create applications that will push faculty beyond using new technologies merely to support or mirror previous functions.

Clarke, I., T. B. Flaherty, et al. (2001). "Student perceptions of educational technology tools." Journal of Marketing Education **23**(3): 169.

In this age of rapid technological innovation, marketing professors are using various educational technology tools to assist learning in their classes. However, little is known about students' perceptions of how these unique teaching tools influence their overall experience. Consequently, marketing professors may be unsure which educational technology tools to incorporate into their courses. This study investigates how various educational technology tools affect students' perceptions in three outcome-oriented areas: overall learning, ability to get a job, and expected job performance. Student perceptions were obtained through a survey administered in a Marketing on the Internet course that simultaneously employed various educational technology tools. Findings reveal that students have differing opinions on the impact of these technologies on their learning, ability to get a job, and job performance.

Collins, R. H. (1989). "Unleash The Power Of Desktop Presentations." The Journal of Personal Selling & Sales Management 9(1): 70.

Apple Computer Inc.'s Macintosh microcomputer is rapidly finding a place in the business world, with one in every 10 machines in the business arena being a Macintosh. Desktop presentations are also gaining in popularity. It has been estimated that between 15 million and 30 million presentations are made in the US every day. Desktop presentation systems, however, are expensive and time consuming. To get the most of these systems, the user needs to have some training in graphics. The primary benefit of desktop presentation systems is that they free sales and marketing executives from outside professional graphics services, with their typically high costs and slow turnaround time. MS-DOS-based machines represent almost 90% of the installed base of microcomputers in the business community. However, most MS-DOS-based presentation systems are built around a charting package and are very limited in scope. As a result, desktop presentation systems based on a Macintosh, particularly Microsoft Corp.'s PowerPoint, are capable of doing more and are much easier to use than their counterparts in the MS-DOS environment.

Cresap, L. M. (2002). "Same content, less time--and online, too?: An assignment for meeting the challenge." Business Communication Quarterly 65(3): 76.

In Minot State University's (North Dakota) Master of Science in Management program, the managerial communication course is the first course all MSM students take. Recently the MSM program was converted to an accelerated delivery, where each course meets 4 hours one night a week for 8 weeks. The Contemporary Book Review and Discussion project was designed to incorporate any and all topics typically considered influences on managerial communication. The project is even more engaging in the online environment. The benefits of this assignment are discussed.

Cullen, K. F. (2001). "Using Macromedia Authorware for Web-based instruction." Information Technology and Libraries 20(3): 154.

Macromedia Authorware is a tool for creating computer-based instruction programs which are more interactive than standard Web pages. Authorware has been extended to allow Web delivery of programs created with it, but there is little literature regarding use of Authorware's Web features. The Colorado State University Libraries have created a media-rich library skills tutorial using Authorware and have learned enough to evaluate its potential for Web delivery.

Dallimore, E. J. and T. J. Souza (2002). "Consulting course design: Theoretical frameworks and pedagogical strategies." Business Communication Quarterly 65(4): 86.

Educators need to be more proactive in expanding course offerings to respond to the academic needs of university students. Drawn by excellent pay and prospects of gaining valuable experience, more college graduates are pursuing employment in consulting. With consulting skills growing in importance for many students in the 21st century, business communication scholars are particularly well positioned to help students develop the requisite skills and knowledge. Offering a course dedicated to the topic of consulting, or including consulting experience in a standard business communication course prepares students for engaging in consulting activities, including research, assessment, training and development, facilitation, and evaluation. The course foregrounds instructional frameworks and service learning to assist students in systematically assessing organizational problems and designing and implementing organizational interventions.

Dannels, D. P. (2003). "Teaching and learning design presentations in engineering: Contradictions between academic and workplace activity systems." Journal of Business and Technical Communication **17**(2): 139.

In courses within technical disciplines, students are often asked to give oral presentations that simulate a professional context. Yet learning to speak like a professional in this academic context is a process often laden with complications. Using activity theory and situated learning as theoretical frameworks, this article explores the teaching and learning of one of the most common oral genres in technical fields - the design presentation. A study of the teaching and learning of this oral genre in 3 sequential engineering design course reveals critical academic and workplace contradictions regarding audience, identity, and structure. Results of this study show that in the teaching and learning of design presentations, audience and identity contradictions were managed by a primary deference to the academic context whereas structural contradictions were addressed by invoking both workplace and academic activity.

Ettington, D. R. and R. R. Camp (2002). "Facilitating transfer of skills between group projects and work teams." Journal of Management Education **26**(4): 356.

As organizations have adopted team-based work arrangements, the use of group projects in education has also grown. One objective is to help prepare students to be effective team members in organizations. Yet, student comments and instructor observations suggest we may not be achieving this objective.

Friesen, G. B. (2002). "Consulting 20 years hence." Consulting to Management **13**(4): 12. The problem-solving process in consulting depends on sophisticated pattern recognition. Clients provide context and some facts; consultants chase missing facts, use analysis to cull trends from facts, and apply practical experience to spot patterns in the trends. Solutions emerge as

relevant patterns are identified. Automate pattern recognition; transform consulting practice. The consultants of the future are going to be hired for their ability to work with and even go beyond the new pattern recognition software to effectively create patterns in conjunction with their computers (as in scenario analysis or strategic modeling). And they will have to be managed in ways that sustain this creativity on the computer interface.

Friesen, G. B. (2002). "Information technology." Consulting to Management **13**(2): 41. Advances in information technology over the past 20 years have transformed the practice of consulting. But the consequences for the business of consulting are decidedly mixed. The consultants of 2002 are light-years ahead of the consultants of 1982 in their access to data collection, analysis, and reporting tools. It would seem that the consultants of 2002 live easier lives.

Gendreau, R. (2003). "What has happened in the business world of on-line distance learning?" Journal of American Academy of Business, Cambridge **2**(2): 467. On-line distance education has been around long enough to establish a track record all over the world. This paper looks at what has happened in the business world of on-line distance education. There are proposed changes in federal regulations affecting financial aid with more universities doing on-line distance education. Both on-line and traditional classroom education are moving towards assessing the outcomes of their students. The U.S. Department of education is becoming involved in the accreditation process. Several institutions have dropped out of the on-line distance education market. Educational institutions and the U.S. Military are heavily involved in developing and offering on-line distance education all over the world.

Granitz, N. and C. S. Greene (2003). "Applying e-marketing strategies to online distance learning." Journal of Marketing Education **25**(1): 16.

This article uniquely identifies distance learning over the Internet as a form of e-commerce and applies e-marketing strategies to the implementation of online distance learning. Challenges posed by faculty and students of distance learning, as well as those resulting from incompatibilities between media and course content, are outlined. The e-marketing strategic themes of personalization and customization, community, disintermediation, reintermediation, consumer tracking, enhanced customer service, and mixing bricks and clicks are then applied to the challenges for the purpose of providing guidance toward the most appropriate deployment of the Internet for distance education. The question remains whether students and faculty are best served through the application of these strategies to entire courses delivered by distance learning or to a hybrid model.

- Griggs, K. (2002). "Creating Dynamic Multimedia Presentations: Using Microsoft PowerPoint." Business Communication Quarterly **65**(2): 118.
The book *Creating Dynamic Multimedia Presentations: Using Microsoft PowerPoint*, by Carol M. Lehman, is reviewed.
- Jennings, A. S. (2002). "Creating an interactive science murder mystery game: The optimal experience of flow." IEEE Transactions on Professional Communication **45**(4): 297.
Traditional in-class writing assignments often fail to engage the students effectively. This problem may be compounded when students are forced into group projects, where a student may rightly feel that he could complete the entire assignment more effectively alone than the whole group could working together. To alleviate these concerns, a university science writing class is assigned the creation of an interactive electronic murder mystery game. The students use PowerPoint to create linked slides in which the clues and cause of death were scientific information. This article begins with a description of the assignment. Next comes a discussion of the theoretical bases of flow, followed by a review of the conditions required for flow to occur.
- Kryder, L. G. (2002). "Large lecture format: Some lessons learned." Business Communication Quarterly **65**(1): 88.
The results of a recent experiment in using a large lecture format to teach business communication are provided.
- Littell, B. (1999). "A powerful selling tool." Journal of Financial Service Professionals **53**(4): 16.
Currently there are 2 ways to make a PowerPoint presentation over the Internet. If you have a home page, you can simply put the presentation on your home page; invite those who will be included in the conference call to go to that site and watch it or download it onto their computer. If you do not have a web site, or if you just think its easier, you can simply e-mail the persons involved with the conference copy of the slide show as an "attachment." Basic ground rules for designing a hard hitting PowerPoint slide presentation are presented.
- Mundell, J., C. Celene-Martel, et al. (2003). "An organizational model for instructional support at a community college." Information Technology and Libraries **22**(2): 61.
- Ogilvie, J. R. (2003). "Industrial/Organizational Psychology: Understanding the Workplace." Personnel Psychology **56**(1): 288.
Industrial/Organizational Psychology: Understanding the Workplace, by Paul E. Levy, is reviewed.

Pathak, A. (2001). "Teaching and assessing multimedia-based oral presentations." Business Communication Quarterly **64**(4): 63.

At Nanyang Technological University in Singapore, students are expected to be trained specifically in professional presentation skills. The multimedia presentations prepared by these students generally suffer from some of the following problems: 1. An overuse of the available effects, colors, and sounds. 2. Lack of coordination between the chosen effect and the intended meaning. 3. Inability to alter the style to suit the nature of the message and composition of the audience. A complete module is devoted for teaching presentations to students, who come mainly from the School of Computer Engineering. To focus the discussion, two aspects - color and animation - from among the many that might be addressed.

Phillips, J. T. J. (1994). "Professional presentations." ARMA Records Management Quarterly **28**(4): 44.

Using technology with some finesse can make presentations much more enjoyable and potentially more informative. By using technology to enhance a presentation, presenters can show that they are capable of adding personal value to the information being transmitted. The primary goal of professional communications is to inform and to educate. Presentation software applications such as Lotus' Freelance, Microsoft's PowerPoint, and Harvard Graphics by SPC Publishing have developed into extremely capable tools for creating both overhead transparencies and 35mm slides. Each of these software programs demands a good quality printer for achieving their potential as producers of quality presentations. The incorporation of multimedia tools and techniques such as sound and video, as well as graphics can help create truly impressive presentations.

Quible, Z. K. (2002). "Maximizing the effectiveness of electronic presentations." Business Communication Quarterly **65**(2): 82.

Some creative strategies in using electronic slides to keep students engaged in the learning process are presented. One strategy is to delete some of the material that appears on several of the slides students are able to download from the Web and preprint as a handout. If students have to follow along with the instructor's presentation to determine what material is missing from their handout so they can write it in, they are more likely to stay engaged during the presentation. Electronic slides can also be used in other ways as well, especially those that come bundled with textbooks and that tend to follow closely the material in the textbooks they accompany.

Rankin, E. L. and D. J. Hoas (2001). "Teaching note: Does the use of computer-generated slide presentations in the classroom affect student performance and interest?" Eastern Economic Journal **27**(3): 355.

Due to recent advances in technology, the use of computer-assisted teaching methods in the classroom is a prominent topic in higher

education research. Now that the use of computer-assisted instruction is more readily available to the professor, one question remains: how does it affect the student? This paper addresses this issue empirically. To isolate the effects of the many new innovative methods of teaching, this paper concentrates on only one of the innovations: computer-generated slide presentations in the classroom. Four sections of introductory economics taught at one institution were used to conduct the experiment—two taught with no computer-assisted presentations and two taught with the aid of computer-generated slide presentations. The data collected from these classes are used to test whether using slide presentations affects students' performance in the class, students' attitudes towards economics, and/or students' evaluation of the instructor.

Rankin, E. L. and D. J. Hoas (2001). "The use of PowerPoint and student performance." Atlantic Economic Journal **29**(1): 113.

Due to advances in technology, the use and effects of computer-assisted teaching methods are prominent topics in higher education research. This paper addresses the question of what effect that the use of PowerPoint presentations has on the students in an introductory economics class. It was found that there is no significant effect in terms of student performance.

Sankar, C. S. and P. K. Raju (2001). "Use of Multi-Media Courseware to Teach Real-World Decision Making Skills." Information Technology and Management **2**(4): 443.

We combined the case study approach and information technologies to create a multi-media courseware that brought real-world decision making from engineering industry into the classrooms. This paper describes the process of developing the CD-ROM courseware, details of classroom administration, and results of measuring the effectiveness of using the courseware in classes. This courseware was selected as the Premier Courseware of 1998 by NEEDS and John Wiley and Sons through a rigorous application and review process. Evaluation results of the use of the courseware in classrooms show that it enhanced classroom experience of students and helped them understand how decisions were made in the real-world. It also enhanced their higher-level cognitive skills. We expect that widespread use of multi-media courseware build on similar principles could lead to significant changes in the way students are educated.

Sears, A. and J. A. Jacko (2003). "Exploring the effects of hardware performance, application design and cognitive demands on user productivity and perceptions." Journal of End User Computing **15**(2): 54.

An investigation of the effects of hardware performance, application design, and cognitive demands on user productivity and perceptions is presented. This investigation focuses on clerical tasks typical of those activities that many lower level organization workers encounter. This was

accomplished by engaging 175 representative participants in a field-based experiment. Participants worked one 8-hour shift and completed a variety of realistic tasks involving the creation and modification of documents using Microsoft Word, Excel, and PowerPoint. Motivation was ensured through the use of a quantity/quality-based financial incentive. An analysis of both task-completion times and error rates revealed significant effects for cognitive demands, with more demanding tasks resulting in longer task completion times and higher error rates. The analysis also confirmed that under the right circumstances, providing individuals with a more powerful computing platform can lead to an increase in productivity. Participants also expressed a preference for more powerful computing platforms. Finally, the results provide strong support for the importance of navigational activities even when the users' primary goal is not navigation.

Sharp, D. (2002). "Two Ps better than one?" The Lancet **360**(9350): 2000.

Judge for yourselves, urge the authors, by reading the old-fashioned way³ and comparing the PowerPoint presentation,⁴ which comes with or without sound. [Ronald LaPorte] is a witty and persuasive advocate, yet paper can fight back. The PowerPoint presentation is not obviously superior to the BMJ paper. That PP for PowerPoint is generally better than P for paper as a format is untested since this experiment is not about research data. PP images rarely stand alone, for any purpose; they need oral or written supplementation. Modern methods are great for searching and choosing what to access but full-text is usually downloaded to paper and wastefully on only one side of it. The paperless office was a confidence trick.

Smart, K. L. (2003). "Usability Testing and Research." Journal of Business and Technical Communication **17**(2): 240.

Usability Testing and Research, edited by Carol M. Barnum, is reviewed.

Sochaczewski, P. S. (2001). "How can we put intimacy into presentations?" Consulting to Management **12**(3): 37.

Intimacy in a presentation takes a bit of courage. Why do consultants want intimacy with strangers at all? Because everyone in the audience wields a mental zapper. So, how can consultants involve people? By considering themselves as storytellers. Four techniques which can help are discussed, including: 1. the Little Red Riding Hood principle, 2. the Nancy Reagan paradigm, 3. Einstein's first attempt, and 4. Hamlet's soliloquy.

Swartz, N. (2003). "Smile: You're on v-mail." Information Management Journal **37**(2): 13.

Video mail, more commonly called "v-mail," a technology that combines voice and video, is becoming increasingly popular and affordable. The cost of v-mail services has dropped as several companies have recently introduced cheap v-mail offerings that compress a one-minute multimedia

message into the size of a one-page Word document, and Web cameras have become more affordable.

Weber, R. M. (2002). "Technology and its role in our ethical relationships." Journal of Financial Service Professionals **56**(6): 39.

There are at least five essential processes that advisers facilitate so clients can make good decisions about financial matters. First must come an awareness or appreciation that there's a problem to be solved. Second is the process of fact and financial attitude gathering. Once an assessment is made of the current and desired situation, it is important to envision what it will take to meet the financial objective. Finally, of course, the client must decide and act. A closer look is taken at these processes. One of the major benefits of the Internet and the World Wide Web is the availability of information on virtually any subject. Millions of people surf the net" every day, seeking information that will widen their understanding of issues that are important to them, and many of them actively seek financial solutions. This allows them to ask informed and often sophisticated questions that demand truthful and thoughtful answers consistent with their circumstances.

Weber, R. M. (2003). "Reach out and contact someone." Journal of Financial Service Professionals **57**(2): 29.

A completely informal survey of a handful of successful planners shows some interesting facts on how planners go about reaching out and "contacting" those who are important to the success of their businesses. Surprisingly, very little technology is being utilized to track communication, tasks, and follow up for prospects, clients and centers of influence. A discussion is presented regarding how technology might improve the effectiveness of what they do and how they do it. Outlook can be the centerpiece of the ability to track and communicate with clients, and its current program incarnation is Outlook 2002 bundled with Office XP.

Weber, R. M. (2003). "Technology's spring fashions." Journal of Financial Service Professionals **57**(4): 34.

Wyeth, S. (2002). "The Three Commandments of Presenting and how to obey them." Consulting to Management **13**(1): 8.

Al Gore is a remarkable man - smart, disciplined, and determined. Despite all his virtues and advantages, there is one area of his life where Al Gore is a profligate sinner, and these sins might well have prevented him from passing through the pearly gates of the election to the kingdom of the White House. These are his sins as a presenter. The Three Commandments of Presenting are presented: 1. Thou shalt not be arrogant. 2. Thou shalt not be boring. 3. Thou shalt not be confusing.

Yoo, Y., P. Kanawattanachai, et al. (2002). "Forging into the wired wilderness: A case study of a technology-mediated distributed discussion-based class." Journal of Management Education **26**(2): 139.

Yoo et al present a case study that describes the design and implementation of a course that uses technology-mediated distributed small group discussion between two universities, one in the US and the other in Hungary, as the primary teaching method in a graduate-level management course. Furthermore, it describes how students' learning outcomes in the learning environment were measured using an integrative complexity measure.

PowerPoint Literature Search Part II

Anonymous (1990). "Hotel Operations: Beat the Training Challenge with Interactive Videodiscs." Cornell Hotel and Restaurant Administration Quarterly **31**(1): 46.

Mediated training uses technology to assist or supplement other forms of training. The use of interactive videodiscs (IVD) is a very promising training method that combines the strengths of computer-assisted instruction and videotapes. An advantage of the IVD is that it allows the training presentation to stop at strategic points for the trainee to react to questions or to make some form of decision. The IVD program can then go on to the next section or repeat or explain the material already presented, depending on the answer given by the trainee. The high cost of hardware is a definite drawback to IVD technology. Airline companies have used IVD programs for training, as have the US Army, Domino's Pizza, Pickett Hotels, and Marriott. IVD programs can be purchased from third-party suppliers or developed in-house. In-house development consists of 3 phases: analysis, design, and production.

Anonymous (1991). "Designing and Delivering Effective Presentations." Cornell Hotel and Restaurant Administration Quarterly **32**(1): 40.

A set of concepts called MAPP focuses on 4 keys to effectiveness in presentational speaking: motivation, attitude, principles, and practice. By following MAPP and some guidelines, powerful presentations can result. The guidelines revolve around 3 main steps: 1. analyzing the situation, 2. preparing to speak, and 3. delivering the presentation. The information presented must be selected on the basis of the listeners and the specifics of the occasion. Effective speakers learn to listen objectively to all of the facts before making any judgment or evaluation and to observe nonverbal cues to understand people's ideas and feelings more accurately. A speaker can prepare for the event by: 1. developing a clear statement of purpose, 2. researching the presentation, 3. organizing the facts logically, 4. developing the main points, and 5. creating an effective introduction and conclusion. In delivering the presentation, the speaker should: 1. choose the appropriate style of delivery, 2. overcome any nervousness, 3. use appropriate nonverbal communication, and 4. control the environment.

Anonymous (1994). "HyperLecturing and Linkages." American Economist **38**(2): 58.

Limited classroom instruction time is a binding constraint for professors teaching economics. Time requirements necessary to learn economics also impose similar constraints on students. An environment that can both increase the economic content delivered during classroom instruction and increase the potential for students' learning economics outside the classroom is presented. The methodology is twofold: 1. HyperLecturing, which is a classroom presentation style where computer resources serve as instructional aides, and 2. Linkages, which places an emphasis on

interdisciplinary connections to other course material in a student's repertoire. The specific setting is Intermediate Macroeconomic Theory, but the methodology generalizes to any course in economics.

Anonymous (1996). Do your advertisers expect interactive sales presentations? Folio. **25**: 9.

Extended Title: Some publishers have moved to more high-tech presentations for advertisers.

Some publishers are moving to more high-tech presentations, including CD-ROMs, to provide advertisers with information and convince them to buy ad space. Some advertisers in the high-tech area themselves expect high-tech presentation, while other advertisers work on a more one-to-one basis, where the high-presentations would just get in the way. Several tips on creating and making high-tech presentations are presented; including buying powerful enough equipment so that the presentation is not slow and creating a basic presentation onto which can be added customized data for a specific presentation.

Anonymous (1996). Kiosks offer instant interactive information. Hotel & Motel Management. **211**: 56+.

Extended Title: Several hotel chains are test marketing kiosks which allow automatic check-in, guest questionnaire and reservations.

Several hotels are test marketing computerized kiosks which provide automated services for guests. Promus Hotels Corp (Memphis, TN) is currently testing a self-service check-in kiosk that gives guests with reservations an alternative to checking in at the front desk. The kiosks allow guests retrieve their stay information by inserting a credit card into the machine. The machine gives the guests a registration card and room key. HFS-owned Wingate Inns will feature AutoCheck kiosks when the chain opens in 6/96. AutoCheck features a touch-screen, credit card reader, electronic key dispenser and receipt printer and also allows guests to fill out an electronic guest questionnaire survey. Marriott Resorts uses kiosks to cross-market its resorts, highlighting the features of its resorts with colorful graphics. The kiosks feature a one-touch speed-dial phone that connects guests directly to Marriott's reservation center. WizCom International is developing the Travel Wiz Kiosk which provides users with multimedia product presentations as well as on-line reservation feature. The kiosks will also include an automated room check-in/check-out feature, allow for car reservations, give weather and airline information and an electronically dispense room keys. Applied Manufacturing Technology (Hampstead, NH) has designed a fax-based electronic information kiosk called INFObooth. The kiosk can provide printed information on restaurants, shops and other local attractions.

Anonymous (1996). Smooth Delivery for Your Pitch. Windows Magazine: 148.

Extended Title: Software Publishing Corp's Harvard Graphics 4.0 for Windows 95 has features including tabbed dialog boxes, context menus and quick-start presentation templates.

On the surface, Harvard Graphics 4.0 is much like the version for Windows 3.1. But once you dive beneath the surface and get beyond the standard Windows 95 features like tabbed dialog boxes, context menus and common toolbars, you'll discover a rich set of tips and other helpful aids, including new quick-start presentation templates. These new features will get you up and running in no time.

For harried presenters, the Quick Presentations option provides a variety of templates for common types of pitches. The templates include Marketing Plan, a Quarterly Review and a Business Plan to Partners. This version has five new templates, and all are more than just graphic design elements -- they also get you going on your presentation's content with suggested text, such as a sample agenda. You can also add templates that you develop to the Quick Presentations choices.

The program's Graphics Advisor System, a combination of help and advice, has always been impressive. You can use the Design Checker to inspect for presentation faux pas, such as too many bullets on one slide. The new Fixer Mode will take you to the right place in the program to fix errors that the Advisor detected.

In addition to the Advisor, Harvard Graphics offers a couple of other comfort-inducing features. A Quick Tour shows you around the program and describes its major features, and the "Five Minute Coach" provides some more-than-basic instruction about creating text slides, building charts or delivering effective presentations.

Harvard Graphics includes a "light" version of Harvard Montage for managing image libraries and the more than 500 pieces of clip art also in the package.

Anonymous (1997). Can Corel Corral Office? Mobile Computing & Communications. **8**: 36+.

Extended Title: The new WordPerfect Suite 8 from Corel features enhanced editions of WordPerfect, Quattro Pro and Presentations. Corel's WordPerfect Suite 8 software includes upgraded versions of WordPerfect, Quattro Pro and Presentations. An enhanced version of Paradox is included in the Professional edition. In WordPerfect, the improvements include: the Shadow Cursor allows a user to click and type at any location on the page; the Prompt As You Go feature provides spelling, grammar or alternate words as the user types; and easy manipulation of tables or cells. In Quattro Pro, the enhancements include: the WYSIWYG Page View mode for adjusting margins and print-to-fit settings before printing; feature for changing fonts, attributes and text manipulation within a cell; and support for subscript and superscript text, and an accounting numeric format. WordPerfect Suite 8 is priced \$479. Article describes its other features.

Anonymous (1997). Point and Click Pitches. Inside Media. **9**: 35.

Extended Title: A number of magazines have developed online interactive sales pitches to advertisers.

A number of magazines have developed online interactive sales pitches to advertisers as an adjunct to more traditional sales methods. Publishing companies need to invest about \$30,000-60,000 to set up multimedia presentations but can enjoy a number of benefits as a result. American Express Publishing's Travel & Leisure and Harper's Bazaar, to mention two examples, cite fluid graphics, the capability to specifically tailor a presentation and the potential for viewer involvement as important points in their favor. According to Jeannette Chang, Harper's publisher, the focus of the magazine's interactive presentation is to have its editors "visit" clients. Thus its editor-in-chief, fashion director and features director are featured. There is also use of fashion photography, which Chang hopes reflects Harper's "cutting-edge" style and can reach advertising executives not familiar with the fashion or beauty business. Travel & Leisure also takes personalities on-line but does so via animated cartoon forms of its editor and publisher. Their voiceovers highlight the site's four areas: editorial, the T&L brand, readers and the publication's association with American Express.

Anonymous (1998). Easy suites: Still more goal than reality. Computer Reseller News: 75.

Despite massive power, simple everyday tasks present challenges for nonexperts
Extended Title: Application suites represent a \$3.7 billion market, according to Dataquest; suites' ability to perform everyday tasks done by nonexpert users is reviewed
Application suites represent a \$3.7 billion market, according to Dataquest. While these products contain extensive features, the Test Center drew a line in the sand focusing on how well these products perform everyday tasks done by nonexpert users: mail merging, simple presentations and low-level Web output. Most of these packages also include databases and, in some cases, contact management/E-mail packages, but they were not examined because these modules were beyond the scope of this review. These common tasks should be simply and easily "discoverable." A user with a modicum of computer knowledge should be able to perform the tasks without pulling out the manual or reaching for online help. "Discoverability" and ease of use were the two aspects that the Test Center had in mind for reviewing application suites. An industry rule of thumb is that less than 10 percent of a suite's features are used. Many users wish for features that a product already contains-the dreaded discoverability issue. With the obvious exception of operating systems, there is no segment of the hardware or software market as stratified as application suites. As with its stranglehold on the PC world, Microsoft Corp. leads the application suite market with its Office product, which holds an estimated 85 percent share, according to

Dataquest. Even in the Macintosh world, which has long been leery of the Redmond, Wash.-based giant, the Microsoft Office suite dominates. While conventional wisdom suggests that Microsoft stands alone, this simply is not true. Serious competition from Corel Corp. and the Lotus Development Corp. unit of IBM Corp. makes the suite market a three-player race. Each continues to market products for Windows 3.x, a market with a huge installed base and one that has largely been abandoned by Windows 95-focused Microsoft. For Lotus, the application suite is a natural extension of its grasp on the groupware market. Just as the company popularized the spreadsheet with its revolutionary 1-2-3, Lotus SmartSuite holds a steady 7.4 percent of the market, according to Dataquest. For Corel, which held 7.3 percent of the market in 1996, the most recent year for which figures are available, the prospects are more challenging. Since buying the WordPerfect suite from Novell Inc. in 1996, Corel has witnessed a significant decline in sales and revenue, although it is still popular in the legal and accounting fields. Other products in this category include ClarisWorks, which is strong in the K-12 market and the only cross-platform product besides Microsoft's Office. As this review was going to press, Claris' parent company, Apple Computer Inc., said it would market ClarisWorks, the descendant of the first Macintosh products, MacWrite and MacPaint. Because of ClarisWorks' limited utility in the corporate market, the Test Center chose not to compare it with other products or to review Microsoft Works, a much less robust version of Office. Findings of the test center regarding various products are included.

Anonymous (1998). Harvard Graphics 98 Intro'd. [Newsbytes News Network](#).

Extended Title: Software Publishing Corp Holdings has introduced the Harvard Graphics 98 presentation graphics program that has been Web-enabled to allow presentations to be published over the Internet or corporate intranets.

Software Publishing Corp Holdings has launched the Harvard Graphics 98 program as part of a campaign to revive the Harvard brand name. A study earlier this year revealed that Harvard Graphics had fallen from a 27% market share in 1995 to barely 3% by 1997, among its traditional mainstay corporate users. A researcher at Olsten Corp at that time described Harvard Graphics as having all but fallen off the radar screen as MS PowerPoint grew from 18% to an 86% share of the corporate desktops surveyed. Wendy Bost, spokesperson, Software Publishing, said the Olsten report was not a reliable market indicator since it surveyed less than 300 executives. Mark Leininger, president and chief operating officer, Software Publishing, says that Harvard Graphics 98 is the first of an expected series of Harvard visual communications software products. Harvard Graphics 98 has been optimized for Windows 95, 98, and NT 4.0, offering a uniform interface in all three 32-bit environments. The software comes bundled with Harvard Montage Lite, an image gallery that delivers drag and drop access to art images, and Harvard Gallery, a collection of

15,000+ clip-art images and photos. Harvard Graphics 98 has been Web-enabled so presentations can be published over the Internet or corporate intranets.

Anonymous (1998). "The science of stories." Harvard Business Review **76**(3): 42.
Stories are essential to human intelligence and memory. Stories also play an important role in learning. Cognitive psychologists have established that lists, in contrast, are hard to remember. Cognitive science argues strongly for strategic planning through storytelling.

Anonymous (1999). Powerful professional presentations from MediaHippo. Digital Imaging Digest: 1.
Extended Title: MediaHippo introduces PowerPitch multimedia service to help create high-impact computer-based multimedia presentations. MediaHippo LLC (Burbank, CA) has introduced PowerPitch, a new multimedia service designed to help companies create high-impact computer-based multimedia presentations. The new service allows the integration of computer animation and video into presentations. PowerPitch offers an integrated array of services including video capture/editing, technical support, programming, consulting, 2-D and 3-D animation, and more. Programs can run on PCs, and can be adapted for laptops, trade shows, kiosks and DVD players. MediaHippo can both develop and host Web sites, offering video-streaming and e-commerce services. Full text discusses the variety of customization available through PowerPitch.

Anonymous (2000). PictureTel ties video content to laptop users. Network World. **17**: 13.
Extended Title: A new line of PC-based video endpoints will be launched by PictureTel in mid-August 2000.
In mid-August 2000, PictureTel will release a new line of PC-based video endpoints. The new systems feature the ability to connect to laptops enabling users to share slide presentations and better audio. The new systems includes the new 960 and 970 units. They were developed for small to mid-sized conference rooms. The new systems are fueled by four digital signal processing chips and a Pentium II processor. The 960 system for an IP-only endpoint including a keyboard, the PC, remote control, and high-performance camera is priced at \$9,500. A system that supports IP and ISDN-based video calls is available for \$11,500. The 970 system comes with the ImageShare device and an autoposition camera and is priced at \$14,500. A 970 system that supports ISDN- and IP-based video calls is available for \$16,500. ImageShare assimilates laptop data or data from another device into a conference.

Anonymous (2003). "Storytelling that moves people." Harvard Business Review **81**(6): 51.

When executives need to persuade an audience, most try to build a case with facts, statistics, and some quotes from authorities. In other words, they resort to "companyspeak," the tools of rhetoric they have been trained to use. In an interview, Robert McKee, the world's best-known screenwriting lecturer, argues that executives can engage people in a much deeper - and ultimately more convincing - way if they toss out their PowerPoint slides and memos and learn to tell good stories. A big part of a CEO's job is to motivate people to reach certain goals. To do that, he or she must engage their emotions, and the key to their hearts is story. Stories are how people remember; they tend to forget lists and bullet points. An executive emphatically does not want to tell a beginning-to-end tale describing how results meet expectations. Instead, they want to display the struggle between expectation and reality in all its nastiness.

Bolen, W. H. (1994). "How to Create and Deliver Winning Advertising Presentations." The Journal of Consumer Marketing **11**(2): 67.

The book, *How to Create and Deliver Winning Advertising Presentations*, by Sandra Moriarty and Tom Duncan, is reviewed.

Buday, R. (2003). "HBR case study: A consultant's comeuppance." Harvard Business Review **81**(2): 26.

A fictional case study involves a new CEO who wants to slash GloBank's extensive use of consultants, which means that division presidents must justify major consulting projects. Worse, consulting firms like the fictional Flynn Fuller must sell themselves again to GloBank. How can the consultants persuade the new CEO that outside consultants are worth the cost? Flynn Fuller's presentation is not a progress report or a pitch to a new client; rather, it is a defense of its continuing added value. Flynn Fuller pulls together a team to make the case, but hears as many approaches as there are people in the room. Commentators P. William Bane, a recently retired vice president and director at Mercer Management Consulting; Tom Van Berkel, the president and CEO of insurance firm Main Street America Group; Peter Klein, the senior vice president of strategy and business development at Gillette; and Tricia Stone, a founding partner of Stone Communications, offer advice.

Campbell, K. S., D. L. Mothersbaugh, et al. (2001). "Peer versus self assessment of oral business presentation performance." Business Communication Quarterly **64**(3): 23.

Pedagogical practice related to oral business presentations has received little research attention despite the pervasiveness of oral presentations in business classrooms and their perceived importance to workplace success. A study collected data on 3 groups (self, peers, and instructor) to address four research questions related to: 1. the usefulness of self and peer ratings as substitutes for instructor evaluation of oral business presentations and 2. the relationship between various content and non-content factors on

overall perceptions of presentation quality. Data from this study suggest that: 1. both holistic and analytical peer assessments are reasonable substitutes for instructor assessment when raters are trained; 2. self assessment does not closely reflect either peer or instructor assessments; and 3. peer assessment of delivery characteristics, command of material, and content strongly predict peer ratings of overall presentation quality.

Chen, H.-M. and P. J. Sheldon (1997). "Destination information systems: Design issues and directions." Journal of Management Information Systems **14**(2): 151.

A destination information system (DIS) is defined as an interorganization system (IOS) that provides travelers and travel counselors with easy access to comprehensive, timely and accurate information on a destination's facilities, and the option of making reservations. Its development requires extensive cooperation by competing tourism product suppliers and destination promoters in both the public and private sectors. Challenges encountered in the design of a DIS are identified, such as: 1. comprehensive information content from multiple data sources, 2. multimedia data management, 3. interfacing with global electronic markets, and 4. resolving problems arising from different data formats and standards. Technical design options are examined to address these design challenges. A proposed system architecture, called VIDIS, integrating viable design options is then presented. The VIDIS architecture exploits current technological advances in heterogeneous distributed databases, intelligent multimedia communication, and global electronic commerce. Implementation strategies of a DIS that adapt to organizational changes and rapid technological advances are suggested. Finally, design tasks and related organizational issues are discussed.

Coppola, N. W., S. R. Hiltz, et al. (2002). "Becoming a virtual professor: Pedagogical roles and asynchronous learning networks." Journal of Management Information Systems **18**(4): 169.

Asynchronous learning networks (ALN) are a form of e-learning that emphasizes the use of the Internet to support class discussions and activities. This paper presents a qualitative study of role changes that occur when faculty become online or virtual professors. In 20 semi-structured interviews of faculty, coded with pattern analysis software, the role changes enacted by instructors in ALN settings - cognitive roles, affective roles, and managerial roles. Overall, faculty reported a change in their teaching persona, toward more precision in their presentation of materials and instructions, combined with a shift to a more Socratic pedagogy, emphasizing multilogues with students. The main sources of frustration and of fulfillment of the virtual professor are explored.

Craig, S. D., B. Gholson, et al. (2002). "Animated pedagogical agents in multimedia educational environments: Effects of agent properties, picture features, and redundancy." Journal of Educational Psychology **94**(2): 428.

Two experiments explored the integration of animated agents into multimedia environments in the context of R. E. Mayer's (2001) cognitive theory of multimedia learning. Experiment 1 was a 3 (agent properties: agent only, agent with gesture, no agent) X 3 (picture features: static picture, sudden onset, animation) design.

Daft, R. L. (1983). "Learning the Craft of Organizational Research." Academy of Management. The Academy of Management Review **8**(4): 539.

Quantitative and qualitative formal research techniques as taught in graduate school are insufficient to achieve significant new knowledge about organizations. Significant research grows out of experience and mastery of the attitude and frame of mind that comprise the research craft. The research craft is enhanced by attention to error and surprise, storytelling, research "poetry", emotion, common sense, firsthand learning, and research colleagues. Scholars can add characteristics that help lead to significant outcomes in their own research, and can progress through their own stages of learning, developing their own guidelines. The craft perspective should be mastered and used to build upon the techniques of science taught in graduate school. Formal techniques are easily taught in the classroom; the craft attitude and way of thinking are learned through experience.

Drori, I. (2002). "Storytelling in Organizations, Facts, Fictions, and Fantasies." Administrative Science Quarterly **47**(1): 166.

Storytelling in Organizations, Facts, Fictions, and Fantasies, by Yiannis Gabriel, is reviewed.

Ford, P. (1992). "Storytelling for Adults." Journal of Reading **35**(6): 484.

The benefits of storytelling for adults are discussed.

Griggs, K. (2002). "Creating Dynamic Multimedia Presentations: Using Microsoft PowerPoint." Business Communication Quarterly **65**(2): 118.

The book *Creating Dynamic Multimedia Presentations: Using Microsoft PowerPoint*, by Carol M. Lehman, is reviewed.

Harris, K. J. and J. J. West (1993). "Using multimedia in hospitality training." Cornell Hotel and Restaurant Administration Quarterly **34**(4): 75.

Computer-based multimedia presentations combine instructional resources to meet the audience's needs and learning level. Studies have shown that multimedia training increases efficiency and learner motivation, for individuals and groups. Despite the expense, few hospitality education programs successfully use interactive technologies to train students in sanitation, front-desk operations, and marketing strategies relating to travel and tourism. Guidelines for purchasing multimedia systems include: 1. The program should be appropriate for the audience. 2. Interactivity must increase the involvement of the trainees with the subject

matter. 3. Instructional objectives must be kept in mind during the development stages. 4. The equipment should allow both the instructor and the trainee to control the programming sequence, the pace, and use of peripheral. The most successful training programs combine multimedia training with peer-group sessions, question-and-answer time with a supervisor, and textbooks and workbooks that trainees can take home.

Hosmer, L. T. and N. H. Steneck (1989). "Teaching Business Ethics: The Use Of Films And Videota." Journal of Business Ethics **8**(12): 929.

Audiovisual material is extremely useful in the teaching of business ethics; however, no bibliography of the commercially available films and videotapes seems to exist. Many of the films and videos that are commercially marketed are too long for classroom use. They were designed to be broadcast during a one-hour time slot on public television or they were developed to replace an entire 50-minute lecture in one of the sciences at a college or university. The best length for the audiovisual presentation of a moral problem averages 20 minutes. The moral problems presented to a class do not have to be constrained to the formal topical orientation of the course. Indeed, it is recommended that a wide range of topics be included to avoid what seems to be a natural student reluctance to discuss those topics that are close to their current fields of study and probable areas of employment. Detailed reviews of 43 business ethics films and videos are included.

Hynes, G. E. and V. Bhatia (1996). "Graduate business students' preferences for the managerial communication course curriculum." Business Communication Quarterly **59**(2): 45.

Graduate business students' preferences for the business communication course curriculum is determined. Two hundred fifty-five graduate business students who had taken a core course in managerial communication were surveyed, 86% of whom are employed. The most highly rated course topics were making presentations, writing memos and letters, listening and interpersonal communication, impromptu speaking, and business report formats. The topics rated least important were international business communication, using technology, and managing diversity. The most frequently suggested additional topics were job interviews, team building, writing manuals/policies/procedures, and ethics.

Inglis, S. and J. Kozubaska (1987). "Making Presentations." Management Decision **25**(3): 3.

A live presentation is more controllable than a meeting, more flexible than a written proposal or report, and more compelling than a film or video. The key to an effective presentation is to always think of the audience as a client who must be persuaded. The client's industry and environment must be understood in order to meet its particular needs. Information about the client's organizational structure is essential, as is knowing who has input

into decision making. Factors to consider in selecting the setting of the presentation include: 1. how much eye contact is needed with the group, 2. how close the presenter needs to be to the audience, and 3. whether the visual aids can be seen clearly and easily. The presentation sequence should be: 1. preparation, 2. delivery, and 3. questions. When the presentation is over, it should be evaluated and used as a basis for other forms of follow-up activity.

Jones, S. L. (1997). "A guide to using color effectively in business communication." Business Communication Quarterly **60**(2): 76.

As color printers drop in price, business communicators will have an increasing ability to use color. Judicious use of color can make documents attractive, professional, and effective. Unfortunately, poorly used color can seriously detract from a document. To prevent such problems, this essay introduces business communication instructors to the principles of effectively using color. Among topics discussed are general uses of color, color used with text, spot color, color in oral presentations, and color in resumes.

Kryder, L. G. (1999). "Integrating computer literacy: Why and what can be done." Business Communication Quarterly **62**(2): 81.

Clearly, the access, creation, and presentation of information have changed dramatically within this decade - yet many academics are unsupported in their efforts to incorporate these changes in their teaching. Despite the lack of support, a growing number of faculty have purchased computers, set up Internet connections, and established some competency through self-education and mini-workshops. The successful integration of computer training into a specific business course is profiled.

Libkuman, T. M., P. Nichols-Whitehead, et al. (1999). "Source of arousal and memory for detail." Memory & Cognition **27**(1): 166.

Two questions about the relationship between arousal and memory were investigated: First, does the source of arousal influence memory, and, second, what impact does arousal have on memory for detail? In Experiment 1, physiological arousal (running or not running in place) was factorially combined with emotional arousal (viewing a neutral or an emotional slide sequence). Recognition memory was tested for gist, central detail, and background detail. Experiments 2 and 3 were similar to Experiment 1, with the exception that a cued recall task was used in Experiment 2 and physiological arousal was manipulated with stationary biking in Experiment 3.

McGrath, L. C. and W. L. Lomerson (2001). "The e-business opportunity: A key role for business educators." Journal of Education for Business **77**(1): 9.

In this article, the authors provide a comprehensive, practical guide to facilitate the understanding of the issues faced by a business endeavoring

to expand into the e-business environment. This presentation should help business educators understand some of the quintessential questions and concerns that a typical business must answer to pursue business on the Web.

McGregor, I. and J. G. Holmes (1999). "How storytelling shapes memory and impressions of relationship events over time." Journal of Personality and Social Psychology **76**(3): 403.

In 4 longitudinal studies, the authors explicated how storytelling about relationships biases subsequent impressions in the direction of the story told. In Study I, storytelling about a relationship conflict vignette biased impressions of blame 2 weeks later, even with memory bias neutralized.

Morgan, N. (2001). "The kinesthetic speaker: Putting action into the words." Harvard Business Review **79**(4): 113.

What is most often lacking in today's speeches and presentations is the "kinesthetic connection." Many good speakers connect aurally with their audiences, telling dramatic stories and effectively pacing their speeches to hold people's attention. Others connect visually, with a vivid film clip or a killer slide. Some people do both, but not many also connect kinesthetically. The kinesthetic speaker feeds an audience's primal hunger to experience a presentation on a physical, as well as an intellectual, level. Through awareness of their own physical presence - gestures, posture, movements - and through the effective use of the space in which they present, kinesthetic speakers can create potent nonverbal messages that reinforce their verbal ones. Techniques for harnessing kinesthetic power and creating a sense of intimacy with an audience are presented.

Nies, J. I. and R. F. Tas (1991). "How to Add Visual Impact to Your Presentations." Cornell Hotel and Restaurant Administration Quarterly **32**(1): 46.

Audiences generally perceive speakers who use visuals as more professional, credible, and interesting. Furthermore, the use of visuals shortens meetings, increases audience retention, and boosts the acceptance of proposals. After establishing the purpose and content of the presentation and identifying the audience, the visuals can be planned. An understanding of some basic design principles will contribute to the presentation's overall effectiveness. There are 6 principles of design for projected visuals: 1. simplicity, 2. dominance, 3. pattern, 4. balance, 5. variation, and 6. harmony. It is important to determine how much text to include on each slide or transparency. A graph can often communicate information more efficiently than words or columns of numbers. Once the presentation has been developed, the next step is to put it in front of the audience. The advent of computer-generated graphics has made the production of sophisticated, accurate, colorful slides a realistic option.

Oswal, S. K. (2002). "Group oral presentations as support for writing in large classes." Business Communication Quarterly **65**(1): 71.

It is possible to effectively teach writing and speaking in a large class, especially if the instructor limits the length of papers and uses student groups for presentations. In addition to learning more about business communication, students in this course also got a taste of what deliberative democracy means through their very effective town hall debates.

Page, A. N. (2003). "Guide to Presentations." Business Communication Quarterly **66**(1): 114.

Guide to Presentations, by Mary Munter and Lynn Russell, is reviewed.

Pathak, A. (2001). "Teaching and assessing multimedia-based oral presentations." Business Communication Quarterly **64**(4): 63.

At Nanyang Technological University in Singapore, students are expected to be trained specifically in professional presentation skills. The multimedia presentations prepared by these students generally suffer from some of the following problems: 1. An overuse of the available effects, colors, and sounds. 2. Lack of coordination between the chosen effect and the intended meaning. 3. Inability to alter the style to suit the nature of the message and composition of the audience. A complete module is devoted for teaching presentations to students, who come mainly from the School of Computer Engineering. To focus the discussion, two aspects - color and animation - from among the many that might be addressed.

Quible, Z. K. (2002). "Maximizing the effectiveness of electronic presentations." Business Communication Quarterly **65**(2): 82.

Some creative strategies in using electronic slides to keep students engaged in the learning process are presented. One strategy is to delete some of the material that appears on several of the slides students are able to download from the Web and preprint as a handout. If students have to follow along with the instructor's presentation to determine what material is missing from their handout so they can write it in, they are more likely to stay engaged during the presentation. Electronic slides can also be used in other ways as well, especially those that come bundled with textbooks and that tend to follow closely the material in the textbooks they accompany.

Scott-Simmons, D., J. Barker, et al. (2003). "Integrating research and story writing." The Reading Teacher **56**(8): 742.

Scott-Simmons et al discuss a storytelling unit, a teaching idea for grades 3 to 6, that offers opportunities for students to develop skills in telling and writing stories while enhancing their Internet research skills. The idea is developed as a vehicle that allows students to see the importance of research in creating a story that uses interesting words, creates exciting

events, and grabs the reader's and listener's attention. Details of the field test of the teaching idea conducted are presented.

Shaw, G., R. Brown, et al. (1998). "Strategic stories: How 3M is rewriting business planning." Harvard Business Review **76**(3): 41.

At 3M Corp., sales representatives are trained to paint stories through word pictures so that customers will see how using a 3M product can help them succeed. At employee award ceremonies, stories are told about the programs and people being recognized to explain what happened and why it is significant. 3M's story-intensive culture is not just an accident; it is central to its identity - part of the way employees see themselves. It is remarkable, therefore, that storytelling is typically discarded when it is time for strategic planning. Gordon Shaw, who oversees strategic planning at 3M, began to suspect that the familiar, bullet-list format for strategic planning was faulty. He began to look for a more coherent, compelling way to present strategic plan formats. Transforming a business plan from a list of bullet points into a story tells everyone not only what the goals are but also how to reach them.

Speece, M. (2002). "Experiential learning methods in Asian cultures: A Singapore case study." Business Communication Quarterly **65**(3): 106.

Experimental learning works well in many Western cultures. Cultural elements can inhibit use of experimental learning. These issues are discussed in the context of Singapore, based on recent observations from 2 years of teaching undergraduate marketing course. In collectivist societies, people are much more integrated into groups compared to individualistic societies. Such cultural traits can clearly influence behavior in class. Graduates could not apply their textbook knowledge to real situations. In the Bachelor of Business Administration course on advertising management, small groups became the basis for case discussion and small projects. Case presentations improved rapidly after the first few weeks.

Swap, W., D. Leonard, et al. (2001). "Using mentoring and storytelling to transfer knowledge in the workplace." Journal of Management Information Systems **18**(1): 95.

The core capabilities of an organization include critical skills of employees, management systems, and norms and values. Core capabilities may be transferred formally and explicitly. However, much knowledge, particularly knowledge with rich tacit dimensions, is transferred informally through processes of socialization and internalization. This paper focuses on 2 transfer mechanisms - mentoring and storytelling - that can leverage the knowledge of an organization, particularly its tacit knowledge, to build core capabilities. It draws on relevant research in learning and cognitive psychology to clarify the conditions under which mentoring and storytelling can be most effective as carriers of knowledge.

Finally, recommendations for specific managerial practices that follow from this analysis are presented.

Walker, K. (2001). "Oral Presentations For Technical Communication." Business Communication Quarterly **64**(4): 120.

A book review of Oral Presentations for Technical Communication by Laura Gurak is presented.

Wells, J. B., B. H. Layne, et al. (1991). "Management Development Training and Learning Styles." Public Productivity & Management Review **14**(4): 415.

The appropriateness and applicability of a multimedia instructional strategy in the Management Development Training Program within the Georgia Department of Corrections were examined. Responses to Kolb's (1984) learning-style inventory (LSI) were used to reveal whether there were any statistically significant differences in the learning styles among the supervisors, middle managers, and upper managers in the Facilities and Probation divisions. As a result of the study, training staff in the Georgia Department of Corrections may wish to modify the design, method of presentation, and instructional activities of certain courses in the training program. In a course for upper managers in the Facilities Division, for example, learning environment should be primarily behavioral, allowing those managers to utilize their best learning ability and preferred instructional activities.

Williams, G. A. and R. B. Miller (2002). "Change the way you persuade." Harvard Business Review **80**(5): 65.

Executives have a default style of decision making developed early in their careers. That style is reinforced through repeated successes or changed after several failures. Typically, executives fall into one of 5 categories of decision-making styles: 1. charismatics, 2. thinkers, 3. skeptics, 4. followers, and 5. controllers. But most business presentations are not designed to acknowledge these different styles - to their detriment. In this article, the authors describe the various subtleties of the 5 decision-making styles and how best to persuade executives from each group.

Willis, L. P. (2002). "Presentations in Everyday Life: Strategies for Effective Speaking." Business Communication Quarterly **65**(1): 111.

Presentations In Everyday Life: Strategies for Effective Speaking, written by John A. Daly and isa N. Engleberg, is reviewed.

Yuan, Y., M. Head, et al. (2003). "The Effects of Multimedia Communication on Web-Based Negotiation." Group Decision and Negotiation **12**(2): 89.

With the rapid growth of electronic commerce, there is growing demand for remote online negotiations. Although the Internet now enables audio and video communication, most Web-based negotiation systems are still text-based. There is, however, a lack of research on the effects of

multimedia on remote negotiations. In this paper, we present a theoretical model to investigate the impacts of multimedia communication in an online negotiation setting. The constructs in our model include communication efficiency, communication effectiveness, and positive and negative social-emotional communication. Through a simulated house purchasing negotiation experiment, we study how different multimedia combinations (text only; text with audio; text with audio and video) affect our constructs and thus further influence negotiation results. Our results showed that both text with audio and text with audio and video communication were significantly preferred to text alone. However, the addition of video to text and audio communication in a negotiation environment was not found to be beneficial. It did not significantly improve communication efficiency, effectiveness or positive social-emotional communication, but distracted negotiators from focusing on the negotiation task. Our analysis also revealed that the communication efficiency construct did not correlate with the perceived success of the negotiation solution; however communication effectiveness and social-emotional communication did correlate with negotiation satisfaction.