

BUS 230: Business and Economics Research and Communication
Expectations for the Final Oral Presentation
Instructor: James Murray

Purpose: The research process is not complete without dissemination. Discovering or creating new knowledge is useless without sharing the knowledge with others. One way to disseminate research is to write a paper and share with others. Often stakeholders in your research project, including managers, clients, co-workers, or other researchers, will also expect you to present your research project to them. Presenting your work allows for a productive, interactive experience with your audience that circulating a paper cannot replicate. Your audience can ask you questions about your work, suggest ways to improve your research, or even suggest other research projects to conduct.

Learning Outcomes:

- LO-4: Develop the ability to effectively communicate research results both written and orally.
- CBA LO-1A: Deliver effective oral presentations

Expectations for Project Presentations

- Time limit: Stay within a 10-12 minute window.
- All your group members should present, and be given roughly equal time. In professional situations it may be best to have one or two people do the whole presentation, but for the purposes of this class I want to give you all a chance to work on your presentation skills.
- Your presentation does not need to include every detail that you include in your paper. With a limited amount of time, you will have to choose the most important aspects of your paper to include in your presentation. There may be literature you cite in your paper that you do not include in your presentation, and there may even be some statistical analysis that you do not include in your presentation. Your presentation should still be complete, and include the following aspects:
 1. **Introduction / Literature Review:** Clearly state your research question and sell your research project. By this, I mean convince your audience that this is an interesting topic, and that the work you are doing makes important steps at discovering something new in this field. In this process, you should include cite some literature that demonstrates what is already known about your topic, and use this to help motivate your work.
 2. **Methodology:** Explain how you are going to answer your research question. What is your population? How do you collect data? What survey questions do you ask. What variables do you collect? What kinds of comparisons or associations are you going to look for in your variables. Keep this discussion focused on your research question. Describe how your analysis is going to help answer questions related to your main topic.
 3. **Results:** Describe and illustrate (using graphs or tables) your results. Describe what statistical tests you ran, what the results were, and what conclusions do you draw from this. Bring your results back to your research question. What did you find was the answer? Keep this section organized around themes related to your research question; do not report statistical test after statistical test. Keep the discussion focused on your project idea. What does each test, graph, or table, help you learn regarding your research question.
 4. **Conclusion / Discussion:** Answer some of the following questions: What did you learn? What are some of the weaknesses of your project? What questions related to your main point are left unanswered by your research project? Is there a need to do further research on this area? Does your paper suggest another research question as the next step in advancing knowledge in this field?

Other Advice:

1. **PRACTICE! PRACTICE! PRACTICE!** Practice your presentation multiple times. Fortunately you work in groups, so you can practice your individual roles in front of one another. Make sure in your practice presentations that you stay within the time limit and you follow the advice in this document.
2. *Physical delivery:* Make eye contact with individuals in your audience. This means you should not be looking down at your notes and not looking at the overhead screen. Make sure you look and feel comfortable concerning your posture, gestures, and mannerisms. This comes with PRACTICE!!
3. *Verbal delivery:* Be sufficiently audible, use some expression in your voice, and go at a pace that is not too slow, but not too fast to understand. This comes with PRACTICE!!
4. *Visual aids:* Use visual aids that are professional, appropriate for the audience and content, effective, and promote audience interest. You may use PowerPoint slides (or other software if you like) or create handouts if you like. Neither of these is necessary, but some kind of visual aid is required. Most important is that these visual aids help the audience keep their attention and/or understand or remember particular points and results.
5. *Everyone participate:* The entire group is responsible for building the whole presentation. Still, the group should divide the speaking time evenly among all the group members. When switching to another person, before the presentation proceeds, the person should introduce himself or herself.
6. *Everyone is responsible for everything:* The entire group is responsible for the entire presentation. Everyone should have every part of the presentation prepared. This allows you to stay engaged in the conversation, even when you are not the main presenter. Also, unforeseen circumstances could arise in which one or more members is not able to give the presentation. The remaining group members are still responsible for giving a full and effective presentation.
7. *Everyone is part of the whole presentation:* Be mindful that if you are in front of the room, you are part of the presentation even if you are not speaking. Model the behavior you would like to see in your audience: Be interested and engaged, keep eye contact with the speaker.
8. *Give each other feedback:* Familiarize yourself with the expectations in this document, then as you practice your presentations with your group members, share with them aspects that they did well and aspects they can work on to improve.

Oral Presentation Rubric:

Trait	Below expectations (C,D,F Level)	Meets Expectations (B-BC Level)	Exceeds Expectations (A-AB Level)
<p>Verbal delivery achieves purpose. Language, voice, and pace are appropriate for audience.</p>	<p>Language is inappropriate for the audience; and/or voice is inaudible or lacks expression; and/or pace is halting or too fast to understand.</p>	<p>Language is appropriate for the audience; and voice is generally audible with some expression; and pace is generally understandable.</p>	<p>Language is appropriate for the audience; and voice is always audible and appropriately expressive; and pace flows and maintains interest.</p>
<p>Physical delivery achieves purpose. Posture, gestures, mannerisms, and eye contact are welcoming and promote audience interest.</p>	<p>Delivery detracts from the presentation and/or speaker appears uncomfortable.</p>	<p>Delivery makes the presentation understandable and speaker appears comfortable.</p>	<p>Delivery makes the presentation interesting and speaker appears confident.</p>
<p>Use of visual aids helps deliver information/ideas. Visual aids are professional, appropriate for the audience and content, effective, and promote audience interest.</p>	<p>Visual aids are sometimes irrelevant and/or fail to convey information which improves understanding of the content.</p>	<p>Visual aids are relevant and convey information which improves understanding of the content.</p>	<p>Visual aids are relevant, clear, and generate interest and understanding of the content.</p>
<p>Logical organization of ideas/content. Introduction, methodology, results, and conclusion sections are ordered properly and flow naturally with transitions. Presenters should stay within time window.</p>	<p>Organizational sequence is not clear, the presentation feels disjointed, or the presentation was outside time window.</p>	<p>Organizational sequence is clear with only minor transitional problems, and the presentation was within the time window.</p>	<p>Organizational sequence is clear and creates a cohesive presentation, and the presentation was within the time window.</p>
<p>Content and ideas are developed.</p>	<p>Information is insufficient to support the ideas presented.</p>	<p>Information is generally sufficient to support the ideas presented.</p>	<p>Information supports the ideas presented and lends credibility to conclusions.</p>
<p>Central message is conveyed.</p>	<p>No conclusions are presented.</p>	<p>Conclusions are presented, although the central message lacks focus or is not compelling.</p>	<p>Conclusions make a clear and compelling central message of the presentation.</p>

Presentation Schedule:

Monday, May 6

Hour 1: 2:15pm - 3:05pm - Room 1401 Centennial

1. Group #1:
Library Hours
2. Group #3:
Library Space Utilization
3. Group #13:
Library Student E-Resource Use
4. Group #10:
Library Faculty E-Resource Use

Monday, May 6

Hour 2: 3:15pm - 4:05pm

Room 1401 Centennial

1. Group #5:
Library Space Utilization
2. Group #11:
Academic Dishonesty
3. Group #12:
College Admission Choices
4. Group #16:
Assurance of Learning

Wednesday, May 8

Section 5 - 2:15pm-3:10pm

Room 3212 Centennial

1. Group #4: Nordco Trade Show Marketing
2. Group #6: Nordco Trade Show Marketing
3. Group #2: Demand for Downtown Business

Wednesday, May 8

Section 6 - 3:15pm-4:10pm

Room 3212 Centennial

1. Group #7: Nordco Trade Show Marketing
2. Group #8: Demand for Downtown Apartments
3. Group #9: Demand for Downtown Apartments

Wednesday, May 8

Section 7 - 4:15pm-5:10pm

Room 3212 Centennial

1. Group #17: Nordco Trade Show Marketing
2. Group #18: Oral Communication
3. Group #14: CBA Student Retention
4. Group #15: Plagiarism