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BOBLME contract: CST-GCP 130/07/2011

For bibliographic purposes, please reference this publication as:

BOBLME – MFF
Scientific Presentation Workshop

11 to 14 October 2011
Malé, Maldives
Background
The Bay of Bengal Large Marine Ecosystem (BOBLME) Project and the Mangroves for the Future (MFF) initiatives recognize the importance of science communication and in 2011 organised a training programme on Communicating Science Effectively. The Programme comprised two 4 day workshops: the first on scientific paper writing and the second on scientific presentation. These workshops were designed exclusively for BOBLME and MFF focal country researchers seeking to improve their delivery of scientific and technical information/advice, and to be better equipped with the skills needed to communicate their work clearly and confidently to a wide range of audiences. Participants were expected to attend both periods of training.

The first workshop dealt specifically with writing scientific papers and reports. This scientific writing workshop was held in Phuket Thailand from 22 to 25 August 2011. Twenty (20) participants attended from nine (9) countries (Bangladesh, India, Indonesia, Malaysia, Maldives, Myanmar, Seychelles, Sri Lanka, Thailand). The second workshop was held at the Hakuraa Hall of the Dharubaaruge Centre, in Malé, Maldives from 10 to 14 October, and focussed on Scientific Presentation. Twenty (21) participants attended from nine (9) countries (Bangladesh, India, Indonesia, Malaysia, Maldives, Myanmar, Seychelles, Sri Lanka, Thailand) (see Appendix 5. Participants and Contact details).

Introduction
The workshop was opened by Dr. Abdullah Naseer, Permanent Secretary of the Ministry of Fisheries and Agriculture Maldives and Dr. Chris O’Brien, Regional Coordinator, BOBLME. The workshop was designed and conducted by Dr Peter Rothlisberg (Australia) with the assistance of three in-region Facilitators: Dr Sevvandi Jayakody (Sri Lanka); Dr Zelina Ibrahim (Malaysia); and Dr E. Vivekanananadan (India).

Objective
The objective of the workshop was to provide training to enhance effective communication of the results and progress of BOBLME and MFF projects to stakeholders and the broader scientific community through oral presentations.

Approach
The course was designed to be an interactive –‘learn-by-doing’ – workshop. The first 2 days of the 4-day workshop were divided into short lectures (25%) and practical exercises (75%) with the ultimate aim to produce a 5 minute scientific presentation by the end of the first 2 days (Appendix 1. Course Outline (Agenda)). The third and fourth days were spent delivering and videotaping the presentations and
Participants were paired with a peer – a ‘Buddy’ – to provide feedback on various stages of the development of their presentation. Further, participants were assigned to a Mentor (one of the three in-region Facilitators) for feedback and advice throughout the workshop (See Appendix 2. Working Teams). The Student:Mentor ratio was 6 to 7:1 which allowed a high degree of interaction.

Workshop Effectiveness
Participants were very enthusiastic, arriving early each morning and staying beyond the appointed finish time each day. During Uptake of the workshop material was variable, given the different levels of experience and preparedness of the participants, with the majority gaining a great deal of insight into the presentation process. The amount of interaction amongst the participants and with mentors and facilitators was greatly enhanced compared to the Scientific Writing Workshop. This is probably due to enhanced familiarity with and growing confidence by participants.

The participants to this workshop brought a very wide spectrum of experience and expectations. Surprisingly, some were not in the research streams of their home institutions. In spite of that, they gained an appreciation for the structure and delivery of oral presentations. The subject matter varied widely from delivering: scientific outcomes; a proposal; management evaluation and even a marketing or sales pitch.

Participants were asked to create a 5 minute presentation (yellow line) based on the manuscript developed at the previous workshop; or, if participants were new, a topic of choice. Only 5 of the talks were close to 5 minutes; and a couple over 8 minutes. The average of all talks was 6.5 minutes (red line). Clearly, speakers must pay more attention to time limits provided by their speaking opportunities and design talks to suit.

After each talk participants gave feedback to each speaker using a Video Playback Reflection form as a guide (Appendix 3). The command of the English language was variable, but by and large the delivery of talks was very proficient and articulate. Use of PowerPoint technology was also of a high standard, in some cases very high. The most common feedback from and to participants was the need for better ‘engagement’ between the speakers and the audience. This is an essential skill, often the biggest difference between a good and bad presentation, and comes with confidence.
(organisation, preparation, and practice) and then experience. This was acknowledged by participants and increased confidence was evident even during the 4-day workshop – both in the presentations and offering feedback.

Workshop Feedback

At the completion of the workshop, participants were presented with a signed Certificate of Completion and asked to fill in a Feedback Form to gauge satisfaction with and suitability of elements, along with suggestions for changes to future workshops (Appendix 4. Feedback Form).

A tabular summary of the feedback is provided in Appendix 5 and written comments are in Appendix 6. All Participants and Mentors returned the form.

Overall the feedback was very positive. Most participants ‘Strongly agreed’ or ‘Agreed’ to all six questions about suitability and organisation of the Workshop (Appendix 4. Numerical Analysis). Two respondents (16 & Mentor 1) ‘Disagreed’ with one component – not enough time allocation. In spite of any reservations, all respondents would recommend the course to a colleague.

Twenty of the 24 respondents ranked the workshop elements 1 to 7, with 1 being the most valuable element (Appendix 5). Presentation Principles was the element deemed the most valuable – six placed it top; seven placed it second; and three placed it third. Eight participants wanted more of this element. Four elements (Concept Planning, Audience Engagement, Presentation & Feedback, and Storyboard & Outline) were the next most highly ranked elements and 10 participants wanted more of these four elements. Preparing Posters and Dealing with the Media were ranked least valuable, but 12 participants wanted more training in this area. Most respondents didn’t offer suggestions about changes in balance and three stated that it was about right. A common comment was the overall need for more time for the workshop (see Appendix 6 for a transcription of participant comments).

There is always a balance between the duration of a workshop; how long participants will maintain the energy and enthusiasm; and how much work should be done before and/or after the workshop. One regret is that we didn’t have any time for participants to re-deliver their presentations after receiving feedback and an opportunity for revision.

Future Presentation Workshops

The in-region Facilitators have been provided with course presentation material (a PowerPoint presentation and handouts provided during the course) with the view that they will be able to modify the material to suit themselves, and conduct this training workshop elsewhere in the region in the future. Based on participant feedback, training specifically in Dealing with the Media, with a professional journalist would also be desirable.
**Acknowledgments**
Thanks to the Government of Maldives for hosting the meeting. The Workshop was very ably assisted by Ms Orawan Klinhual and Mr Nishan Sugathadasa from the BOBLME Secretariat.
Appendix 1. Course Outline (Agenda)

BOBLME – MFF Scientific Presentation Workshop
11 to 14 October 2011, Maldives
Agenda

Day 1 – Define and organise the story

9.00 am Welcome and Introduction (PR)

09.30 am Concept planning – Define the Audience and the Story (PR)

10.00am Individual work on Concept Plan – review by Buddy and Facilitator

11.00 Presentations of 2 minute drill/pitch

12.15 lunch

1.15pm Organise the story – Outlines and Storyboards (PR)

1.45 pm Individual work on Outlines and Storyboards

4.00 pm Review of Concept Plan, Outline, Storyboard – Buddy & Facilitator

4.30 pm Revision Outline and Storyboard

5.30 pm Finish

Day 2 – Build the presentation

8.30 am Qualities of good and bad presentations (PR)

9 .00 am Presentation principles (1) (PR)

10.30 am Use of figures and tables (PR)

11.00 am Presentation principles (2) (PR)

12.15 Lunch

1.00 pm Individual work on presentation
3 pm Review of presentation structure – Buddy and Mentor

5.30 pm finish

**Day 3 – Deliver the presentation + Making Posters**
8.30 am Individual presentations with peer and facilitator feedback

10.30 am Revision of presentations

12.15 Lunch

1.00 pm Individual presentations with peer and facilitator feedback

3.00 Revision of presentations

4.00 **Making Posters (PR)**

5.00 pm finish

**Day 4 – Deliver the presentation + Dealing with the Media**
8.30 am Individual presentations with peer and facilitator feedback

10.30 am Revision of presentations

12.15 Lunch

1.00 pm Individual presentations with peer and facilitator feedback

3.00 Revision of presentations

3.30 **Dealing with the media (PR)**

4.45 pm Workshop appraisal and feedback

5.00 pm finish
## Appendix 2. Working Teams

<table>
<thead>
<tr>
<th>Name</th>
<th>Buddy</th>
<th>Mentor</th>
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</thead>
<tbody>
<tr>
<td>Mr Md Sharif Uddin</td>
<td>Suleman</td>
<td>Sevvandi</td>
</tr>
<tr>
<td>Mr Suleman Khan</td>
<td>Sharif</td>
<td>Vivek</td>
</tr>
<tr>
<td>Mr Ashok S Kadam</td>
<td>Pimwhalan</td>
<td>Vivek</td>
</tr>
<tr>
<td>Mr Gummadi Prasad</td>
<td>Jayanthina</td>
<td>Zelina</td>
</tr>
<tr>
<td>Mr Mohamad Natsir</td>
<td>Anchalee</td>
<td>Sevvandi</td>
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<tr>
<td>Mr Sallehudin Jamon</td>
<td>Nizam</td>
<td>Vivek</td>
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<tr>
<td>Mr Md Nizam B Ismail</td>
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<td>Zelina</td>
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<tr>
<td>Mr Hussain Sinan</td>
<td>Hamdhaan</td>
<td>Zelina</td>
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<td>Mr Md Hamdhaan Zuhair</td>
<td>Hussain</td>
<td>Sevvandi</td>
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<tr>
<td>Ms Jayanthina Disanayake</td>
<td>Gummadi</td>
<td>Zelina</td>
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<tr>
<td>Ms Anchalee Yakoh</td>
<td>Mohamas</td>
<td>Sevvandi</td>
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<tr>
<td>Ms Pimwhalan Cheupudee</td>
<td>Ashok</td>
<td>Vivek</td>
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<tr>
<td>Ms Nisha D'Souza</td>
<td>Lyndy/Dadang</td>
<td>Sevvandi</td>
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<tr>
<td>Ms Kumudini Ekaratne</td>
<td>Sampath</td>
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<tr>
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<td>Nisha/Dadong</td>
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<td>Mr Sampath Goonatilake</td>
<td>Kumudini</td>
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<td>Sucharat</td>
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<tr>
<td>Ms Sucharat Tong-on</td>
<td>Shyamali</td>
<td>Sevvandi</td>
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<tr>
<td>Mr Dadang Hilmar</td>
<td>Nisha, Lyndy</td>
<td>Zelina</td>
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</table>
**Appendix 3 Video Playback Reflection form**

Make a note of what you and others observed about your performance in the presentations, with a particular focus on:

<table>
<thead>
<tr>
<th>General Energy</th>
<th>Stance</th>
<th>Use of Gestures</th>
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</thead>
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<tr>
<td>Vocal Projection</td>
<td>Vocal Tone</td>
<td>Vocal Articulation</td>
</tr>
<tr>
<td>Vocal Range</td>
<td>Vocal Pace</td>
<td>Use of Pause</td>
</tr>
<tr>
<td>Audience Engagement</td>
<td>Value of Storytelling</td>
<td>Value of Transparency</td>
</tr>
<tr>
<td>Core Message</td>
<td>Spontaneity</td>
<td>What you were feeling</td>
</tr>
</tbody>
</table>
**Appendix 4. Course Evaluation Form**

**BOBLME-MMF**  
**Scientific Presentation Workshop**  
**11 to 14 October 2011 – Maldives**

<table>
<thead>
<tr>
<th>Feedback form</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
<td>The workshop was well organized.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>The workshop met my expectations / needs.</td>
<td>☐</td>
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<td>The workshop has assisted me in my presentation skills and in the preparation of talks and media interviews.</td>
<td>☐</td>
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<td>Instructions and examples were clear and understandable.</td>
<td>☐</td>
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<td>The format of the workshop was relevant and well organized.</td>
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<tr>
<td>The time allocation for the workshop components was appropriate.</td>
<td>☐</td>
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</table>

Would you recommend this workshop to your colleague?  
Yes ☐ No ☐

Which aspect of the workshop did you find most valuable (please rate in order with 1 as the most valuable)

- Concept planning and focus
- Outlines and storyboard
- Presentation principles
- Audience engagement principles
- Presentation delivery & feedback
- Preparing Posters
- Dealing with the Media
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>Which session would you have liked to have had more time for?</td>
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<td>Which session would you have liked to have had less time for?</td>
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<td>Additional comments or suggestions about this workshop.</td>
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Name: (Optional)........................................................................................................
Appendix 5. Tabulation of Workshop Evaluation Results

<table>
<thead>
<tr>
<th>Participant number</th>
<th>Concept planning</th>
<th>Storyboard &amp; Outline</th>
<th>Presentation Principles</th>
<th>Audience Engagement</th>
<th>Presentation &amp; Feedback</th>
<th>Preparing Posters</th>
<th>Dealing with Media</th>
<th>Strongly Agree</th>
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Wanted
More 1 3 8 1 5 5 7
Less 1 2 1 3
Appendix 6. Participant feedback comments

Participant 1 – I cannot deny our wonderful feeling of joy and gratitude for lessons learned and experience that scientific presentation I gained in the past 4 days. I learned the scientific presentation in this workshop and I trust the experience was applicable to our professional work.

Participant 2 – The last workshop pushed me into reading some real scientific references and allowed my first attempt to write a 'scientific paper'. This one drove my presentation confidence and opened up other options for communicating science to different audiences. It is really appreciated and I thank the BOBLME team, the Mentors and all colleagues for the opportunity!

Participant 3 – Just continue.

Participant 5 – Need more interaction with mentors. Need more time for presentations of participants – could be divided into two groups.

Participant 6 – The staff are very good, friendly and nice. The place is OK, but hte toilet is no good. It should have a different menu every day.

Participant 8 – The mentors were invaluable. However, unlike the first session there wasn’t emphasis to meet in groups – I think that would have been useful as well. The video play-back was a great technique to assess performance! Thanks Peter, Chris and the BOBLME team for a fantastic 2 workshops.

Participant 9 – If we can have more mentors to take care of all of us that would be great.

Participant 10 – Well organised, well planned. This workshop had definitely helped me to improve my presentation skills and my short comings which I can rectify. Thank you very much. Thanks to Dr Peter Sir and special thanks to Dr Chris Sir.

Participant 11 – It should be given not only to scientific community, but also other communities e.g. business, administrative etc.

Participant 12 – Excellent, well organized workshop. This really equipped me for making presentations of good quality. Thanks BOBLME, MFF, Peter, Facilitators/Mentors, Director General, FSI, Government of India.
Participant 13 – Dealing with the media and poster design – need additional time to practice. Other parts of the training are OK.

Participant 14 – I would like to propose to extend the time (days) for PowerPoint workshop and give opportunity to prepare their corrected ppt and give a second round.

Participant 15 – (1) Need more time allocation for poster making and dealing with the media section. (2) Need to introduce half day excursion tour/sightseeing. (3) Need to arranging the program on a continuous basis with the participation of all BOBLME countries. (4) Participants should be from science background and relevant departments.

Participant 16 – I think the workshop has helped me a lot! I thank everyone involved.
Participant 17 – Technical assistant, not so ready with this job.

Participant 19 – Need to have advance workshop in the future.

Participant 20 – Can make the advance workshop like this.

Participant 21 – I acquired to more knowledge about the presentation. I feel that I am more confident and skillful than formerly when I go back to my country. I’ll share the knowledge of presentation. This workshop is valuable for me.

Mentor 1 – Would like more samples of TED talks played over lunchtime/tea. Enormous amount of knowledge delivered from resource of vast experience. Assists everyone, from novice to expert in improving themselves.

Mentor 2 – It's hard but if time permits please try to allocate more time to the poster presentation.

Mentor 3 – Need more time for interaction between mentor and participant.
## Appendix 7. Participants and contact details

<table>
<thead>
<tr>
<th>No.</th>
<th>Participant Name</th>
<th>Role</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mr. Md Sharifuddin</td>
<td>Assistant Director</td>
<td>Marine Fisheries Office, Chittagong Department of Fisheries, Bangladesh C.G.O Building no.1, Aarahad, Chittagong 4100, Bangladesh Tel: +880312517391 Fax: 880312518149 Email: <a href="mailto:shrifbd54@yahoo.co.uk">shrifbd54@yahoo.co.uk</a></td>
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<td>Mr. Suleman Khan</td>
<td>Deputy Secretary</td>
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<td>Mr. Ashok Shrifhar Kadam</td>
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</tr>
<tr>
<td>4.</td>
<td>Mr. Gunmadhi Venkata Ankinneedu Prasad</td>
<td>Sr. Scientific Assistant</td>
<td>Fishery Survey of India PO Box. 45, Port Blair Andaman and Nicobar Islands Tel: 03192 232677, 236696 Fax: 03192 236696 Email: <a href="mailto:gva_prasadfsi@yahoo.com">gva_prasadfsi@yahoo.com</a>,</td>
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<tr>
<td>5.</td>
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</tr>
<tr>
<td>#</td>
<td>Name</td>
<td>Designation</td>
<td>Contact Details</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>Mr. Mohamad Natsir</td>
<td>Fisheries Scientist</td>
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</tr>
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<td>10</td>
<td>Mr. Hussain Sinan</td>
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</tr>
<tr>
<td>Country</td>
<td>Name</td>
<td>Position</td>
<td>Contact Details</td>
</tr>
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<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Maldives</td>
<td>Mr. Md Hamdhaan Zuhair</td>
<td>Environment Analyst</td>
<td>Environmental Protection Agency</td>
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<tr>
<td></td>
<td></td>
<td>Jamaludeen Complex, Nikagas Magu, Male, Maldives Tel: 96 076633166 Fax: 3335949 Email: <a href="mailto:mohamed.hamdhaan@epa.gov.mv">mohamed.hamdhaan@epa.gov.mv</a></td>
<td></td>
</tr>
<tr>
<td>Myanmar</td>
<td>Ms Tin Khin Thida</td>
<td>Head of Branch</td>
<td>Ministry of Environmental Conservation and Forestry Building No.28 Nay Py Taw</td>
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<td>Myanmar</td>
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<td></td>
<td>Seychelles</td>
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<td>Sri Lanka</td>
<td>Ms Kumudini Ekaratne</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>16. Mr. Sampath De Alwis Goonatilake</td>
<td>Programme Officer</td>
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<td></td>
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<thead>
<tr>
<th>17. Mrs. Jayanthi Kunari Dissanayaka</th>
<th>Senior Environment Management Officer</th>
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<td>Fax: 94 11 288 7061</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:Jayanthi@mersr.lk">Jayanthi@mersr.lk</a></td>
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<tr>
<th>18. Mr. K.A.W. Shyamali Weerasekara</th>
<th>Research Officer</th>
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<tbody>
<tr>
<td></td>
<td>National Aquatic Resources Research and Development Agency (NARA)</td>
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<td></td>
<td>Environmental Studies Division (NARA)</td>
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<tr>
<td></td>
<td><a href="mailto:shyamali.kwee@gmail.com">shyamali.kwee@gmail.com</a></td>
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<table>
<thead>
<tr>
<th>19. Ms. Anchalee Yakoh</th>
<th>Fisheries Biologist</th>
</tr>
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<tbody>
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<td>Andaman Sea Fisheries Research and Development Center</td>
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<tr>
<td></td>
<td>Department of Fisheries, Thailand</td>
</tr>
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<td></td>
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<td></td>
<td>Tel: 66 076 391138 Fax: 66 076 391139</td>
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<tr>
<th>20. Ms. Pimwhalan Chueapudee</th>
<th>Marine Biologist</th>
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<tbody>
<tr>
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<td>Phuket Marine Biological Center</td>
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<td></td>
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</tr>
<tr>
<td>Facilitators</td>
<td>Secretary</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td><strong>21. Ms Sucharat Tong-on</strong></td>
<td><strong>22. Dr Peter Rothlisberg</strong></td>
</tr>
<tr>
<td>Thailand</td>
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<tr>
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<tr>
<td><strong>Secretary</strong></td>
<td><strong>Research Fellow</strong></td>
</tr>
<tr>
<td>Bay of Bengal Large Marine Ecosystem Project</td>
<td>CSIRO Marine and Atmospheric Research</td>
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<table>
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<tr>
<th>23. Dr Singheseevalie Sewandi Jayakody</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Profile Picture" /></td>
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<td>Fax: 00 94 31 2295870</td>
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<td>Email: <a href="mailto:sewandi_jayakody@yahoo.com">sewandi_jayakody@yahoo.com</a></td>
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<tr>
<th>24. Dr Zelina Zaiton Ibrahim</th>
</tr>
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<tbody>
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<td><img src="image4.png" alt="Profile Picture" /></td>
</tr>
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<td><strong>Associate Professor</strong></td>
</tr>
<tr>
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<td>Email: <a href="mailto:zelina@env.upm.edu.my">zelina@env.upm.edu.my</a>, <a href="mailto:zelinazi@gmail.com">zelinazi@gmail.com</a></td>
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<tr>
<th>25. Dr Elayarperumal Vivekanandan</th>
</tr>
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<tbody>
<tr>
<td><img src="image5.png" alt="Profile Picture" /></td>
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</tr>
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Appendix 8. Participant’s handout

BOBLME-MFF Presentation Workshop

Peter C Rothlisberg
11 to 14 October 2011
Maldives

Publication vs. Presentation

<table>
<thead>
<tr>
<th>Publication</th>
<th>Presentation</th>
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<tr>
<td>Audience - narrow/expert</td>
<td>Audience – broader</td>
</tr>
<tr>
<td>Read</td>
<td>Listen</td>
</tr>
<tr>
<td>Sentences, paragraphs</td>
<td>Phrases, dot points</td>
</tr>
<tr>
<td>Time – lots (hours)</td>
<td>Time – little (4 sec)</td>
</tr>
<tr>
<td>Distance – arm’s length</td>
<td>Distance – metres to vast</td>
</tr>
<tr>
<td>Detail</td>
<td>Bread brush [1]</td>
</tr>
<tr>
<td>Introduction</td>
<td>Need</td>
</tr>
<tr>
<td>Methods</td>
<td>Approach</td>
</tr>
<tr>
<td>Results</td>
<td>Supporting evidence</td>
</tr>
<tr>
<td>Tables &amp; Figures</td>
<td>Conclusion</td>
</tr>
<tr>
<td>Discussion &amp; Conclusion</td>
<td>Take home message</td>
</tr>
</tbody>
</table>

Setting the stage

Define the Story

Core of message/story
Focus
Too much/too little for one presentation?
Tailor message/story to Audience!
Conclusion: Take home message

Define the

Need
Approach
Supporting
Evaluation
Conclusion

Focus

Story (2)

1 2 3

Literature
Methods
Data
Results
Evidence
Report of the communications workshop on scientific presentation

**Define the Story (3)**

- 2-minute drill – narrative
  - Too long?
  - Too much?
  - Unfocussed?
  - Did they get it?
  - Who’s confused?
- Content **tighter & clearer** – to you & listener
- Early exposure – vulnerable & confronting
- Example

**Organise the Story**

- **Roadmap** – Story board
  - Set out sections:
    - Need
    - Approach
    - Supporting evidence
    - Conclusion
- Fill in sections:
  - 2 to 5 points + possible text slides
  - Possible graphs, tables, illustrations

**Building the Presentation**

- You’ve focused the **Story**
- You know the **Audience**
- You’ve got the **Roadmap**
- You know the **Venue**
- You have a **Time limit**
- NOW it’s time to build the **Presentation**

**Qualities of good/bad talks**

<table>
<thead>
<tr>
<th>Good</th>
<th>Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive</td>
<td>Read slides</td>
</tr>
<tr>
<td>Engaging</td>
<td>Incoherent</td>
</tr>
<tr>
<td>Humorous</td>
<td>Too fast/slow</td>
</tr>
<tr>
<td>Conversational</td>
<td>Didn’t engage with</td>
</tr>
<tr>
<td>Clear</td>
<td>audience</td>
</tr>
<tr>
<td>Credible</td>
<td>No feeling/emotion</td>
</tr>
<tr>
<td>Strong visuals,</td>
<td>Wrong slides – voice/</td>
</tr>
<tr>
<td>limited text</td>
<td>slides disconnected</td>
</tr>
</tbody>
</table>

**Presentation principles (1)**

- Presentations don’t need slides
- Simplicity & Clarity = Impact
- Slides MUST complement not compete
- Use a Handout for detail
- Most pub^n tables & graphs unsuitable
- Graphs > tables
- Stick to time
- **Never need to apologise**

**Presentation principles (2)**

- DON’T read – notes or slides
- Include only the most important points
- Speak slowly
- Speak clearly
- Be natural & show interest in subject
- Engage, re-engage the audience
Audience engagement

Make them **comfortable**

Use **1st and 2nd person** (I/You)

**Eye contact** = honesty

Power of the **pause**

**Body language** – hands, gestures

**Podium** – barrier, separation, fortress

**Effective content**

---

Presentation principles (3)

Preparation builds confidence

Practice builds confidence

Stick to time

Leave time for Q&A

---

Audience engagement

Presentation principles

DON’T read – notes or slides

Include only the most important points

Speak slowly

Speak clearly

Be natural & show interest in subject

Engage, re-engage the audience

Preparation builds confidence

Practice builds confidence

Leave time for Q&A

---

Simplicity!

Empty space can convey a feeling of quality, sophistication and importance

---

Which is better?

![Image from presentationzen (2008)](image-url)
Information hierarchy in Notes Page view

Banana prawn stock collapse: 3 hypotheses

Helpful hints
- Don’t use outline – get into the story
- Avoid excessive bullet points
- Cursor or slide highlights
- Conclusion **not** regurgitation
  - Synthesis, Impact & Application
  - Take home message
- Ending alternatives
- Slides up your sleeve

Poster presentations
- Catch the eye
- Statement to arouse interest
- Justification with data
- Stimulate engagement
- Examples of bad and good

Talking to the media
- Press release is the bait
- Stay on message – your agenda not theirs
- Informative vs adversarial – different vehicles – and you can refuse
- Severe compression: interview ± sound bite
- Aim for unequivocal answers – not 2-handed
- Exaggerated body language – TV flattens
- Time frames: news cycle ± ‘rolling’ news
Looking back
Speaker-audience interaction = communication
You don’t need slides – they only enhance
Audience cannot read & listen at same time
Don’t confuse Slide with Notes or Handout – beware the Slideument?
PowerPoint is a tool not the Messenger
Organisation, preparation, & practice give
confidence & allow a natural presentation
Seek simplicity

Presentation websites
Presentationzen by Garr Reynolds
http://www.presentationzen.com/

Seminar by Garr Reynolds
http://www.youtube.com/watch?v=DZ2vtQCESpk

Technology, Environment, Design (TED)
http://www.ted.com

Additional reading
Microsoft Office PowerPoint 2007 to create
presentations that inform, motivate and inspire.
Microsoft Press. 349p.

Stephen Kosslyn (2007) Clear and to the point : 8
psychological principals for compelling PowerPoint

Garr Reynolds (2008) presentationzen, simple ideas on
presentation design and delivery. New Riders.
229p.

problems & selling ideas with pictures. Penguin.
278p.

Enjoy the journey!
Bangladesh, India, Indonesia, Malaysia, Maldives, Myanmar, Sri Lanka and Thailand are working together through the Bay of Bengal Large Marine Ecosystem (BOBLME) Project and to lay the foundations for a coordinated programme of action designed to improve the lives of the coastal populations through improved regional management of the Bay of Bengal environment and its fisheries.

The Food and Agriculture Organization (FAO) is the implementing agency for the BOBLME Project.

The Project is funded principally by the Global Environment Facility (GEF), Norway, the Swedish International Development Cooperation Agency, the FAO, and the National Oceanic and Atmospheric Administration of the USA.

For more information, please visit www.boblme.org