

15.301/310, Managerial Psychology
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Recitation 9: Writing and Presenting

Remember Pavlov's dog, who learned to salivate to a bell by associating the bell with food?

Conditioning – some properties of one thing stick to the other

Today, we pair writing skills with free food

Hopefully over time this will make you feel writing is a better thing to do.

This will be an interactive class, exercises

Guest Speaker: Mary Caulfield

Luann comic, very helpful background

Writing and presenting

Exercises so you understand what we are getting at when we write mean stuff on papers.

The important part in writing and presenting is visualizing your audience

Not just filling pages

Resist the temptation to copy a formula without understanding it

You are not majors in managerial psychology

It is tempting to look at a text and copy the way they write

But you have to understand or you will get in trouble

Controlled prose – understanding what words mean, not what you think they mean or what they sound like.

The final thing - the link between writing and presenting

Comic: teacher reacting - Silence for two frames, a very long silence

Be able to talk about your subject in front of an audience

Be confident in the words you use, shared vocabulary

\$10 phrases get you in trouble

There is a point where you've got to commit

Here's what I did and saw in the experiment

Cut through hopes, assert something

Tell us what it meant, what you got out of it

Challenging time

Look at final draft as if writing 1st time

Like new piece of writing

Not because you are bad writers, but it is a common part of the process

You thought it was great, get it back, are devastated
Get back to work, you often throw out what's written, rethink,
Treat as people do in the workplace
Visualize TA, professor, others as audience, as if we pay you to do this

Do not use every paragraph from the 1st draft
Still gathering data, exploring thoughts and not know what data meant yet

decide what's important

Data can say more than before, see all data together
Establish relationships, transition between ideas
questions you want to ask

Emphasis changed
Significant still significant?

Thesis more focused?
Looking at smaller population?
Smaller questions?

Central argument based on questions you were asking, answers from data.

Headings, subheadings
Make sense?
Now is the time to revise

Activity:
Dividing you into 3 groups
How many brought writing?

Form groups, 2 people with writing - partners. Others, join writing pair

Instructions:

People with writing, read each other's writing
Before you start, here is structure (slide)

Read
Summarize what said in couple paragraphs
Name a couple things the writer has done well
This is same with performance reviews in the business world

Important terms, ideas – stuff writer said more than once
Don't edit, just point out where you had to re-read
Make suggestions
Be observers, give feedback.

3 min for reading, stop, then start discussion, for 5 min
TAs keep conversation going, on task
Start reading now.

...

Another minute, but start to think about how you will summarize what you read

Ok, in pairs or groups, verbalize to partner summary of what read
Finish up and switch to other partner

Move on to 2nd bullet point, what writer has done well - do that fairly quickly

Terms and ideas, don't have to go one by one, jump in, also can say where to read twice.
Middle, qualitative bullets

Now each come up with 3 suggestions for improvement
Concrete, very explicit, what suggesting and how they should do it. 2 minutes
Half a minute left
I will ask you if willing to share 1 or two suggestions
-more time?
Finish up after class, need to make more points

Open up discussion
-footnotes less obtrusive, endnotes or something
Was this helpful feedback?
-yes
felt repetitive even if you say new things, words repetitive

Other thing to bear in mind
Person reading may not be right
Do not correct grammar, pass wisdom

This process - see work through eyes of reader
See what peers struggle with, have questions about, helpful even if don't take suggestions
verbatim
Process - get you to write, see again

abstract written last
read and should make sense separate from rest of paper
write the rest as if abstract did not exist
not refer in abstract to anything written in rest of paper
decide if paper has relevant data

abstract available separate from paper
generally 75-150 words
there are descriptive and informative abstracts
some are both
“this paper contains,” or freestanding
1st sentence, explicitly state what problem was and what happened
Plainly, simply as possible

Reader: do I want to read this?
Abstract very difficult to write
Introduction, conclusion should make some sense on own
Bear in mind, people read sections out of order
Conclusion first, etc
Should make sense on its own
Tone helpful, not condescending
Doing something based on data, fairly complex

Same exercise on key sections and paragraphs
Into final draft, identify most important paragraphs
Intro, conclusion most important
Define terms that seem obvious to you
forbidden to use the word “simply”
Readers don’t know definitions, why you chose them
Entitled to courteous explanation

every paragraph says something, carry paper forward
leave in only those that add information, say something
In service of presenting data, contribute to argument

Read grammar handout about who’s kicking whom
What does abstract concept do?

Issue of repetition tricky
Use, add meaning

Examples - Read out loud

Manner of reading correspond to manner of writing
Readily find actor in the 1st sentence? Took a minute to find.

Read 2 sentences out loud

Sentence becomes shorter, easier to follow if converted to verbs. Know who’s kicking who

Take 5-10 min for pizza, talk about final things while eating.

Combine cranky slide with pizza

Can't emphasize just how important re-reading of paper will be

Need to be comfortable reading paper several times

Hard to find typos in own work, but can find some

I am frantic when I see errors I know spell check would catch

Those are the things you really need to correct

Peer review, look for obvious typos

Common mistake

Its is possessive pronoun, no apostrophe

It's = it is

Very silly mistake, don't make it

Don't "this."

Make sure we know what 'this' refers to

Know what 'this' is, what 'this' refers to

To overdo is better

Help you think about paper, see writing again

Like you would hand in to boss, committee for money

You should be proud of it

Presented in neat manner

Anything keeps all together, but neat

Treat as if money depended on it, because ultimately money will depend on it

We read a lot of papers

Everyone you hand you document to does a lot of reading

Trying to do best we can for you, so make it easy for us

Is a draft ever final? No.

Time limited, other things to do

Might expand later

For this draft, proofread

When in doubt, document your source

Number pages, figures numbered

Check numbering of figures. It is easy to get them out of order, use the wrong number

Right now

Take out paper, pencil, or blank document
Take 2 min to answer these questions:

In-class self evaluation (slide)

What did you accomplish, what did you do?

What did the experiment do, find out?

How can you improve over first draft, more definitive discussion of own work?

Comments from reviewers - include/ not include?

To not use is okay, but think about why.

In terms of study, writing, what would you do if you had more time?

Use freewrite style

If can't think of answer, just keep writing

You can repeat yourself, just keep writing

Defined amount of time

If you get stuck, stop and do this more times

Think about process, realize why things aren't gelling

Presentations in general

Important to remember

I relied on Powerpoint, but tried not to rely too heavily

Broke it up, speaking directly to you

Slides are an audio visual aid

You are the most important part of the presentation

People make elaborate Powerpoint slides and forget to respond to the audience

Makes you more nervous to have lots of slides

Hiding behind Powerpoint makes your job more difficult

Underline key points by interacting with the audience

Talk off of the slide, don't set it up as if it is the whole talk

Rules across slides:

Decide what's important. What are you saying? What's the most important thing you are saying?

Re-read Darryl Bem article

What concepts are you presenting? Still relevant and line up with what you found?

Think about the audience

If not writing to the audience, you are writing to yourself and the audience gets resentful

Feedback is an important element of communicating in the workplace.