The James R. Snyder International Student Paper of the Year Award and the Donald S. Barrie Award follow the guidelines below:

How to Format and Submit Your Selected Paper

Introduction

The following areas are found to cause the greatest reasons for return:

1. Incomplete, inaccurate or improperly formatted references
2. Illogical or incomplete sentences that cause reader confusion.
3. Graphics that do not come through resulting in empty boxes. Be careful with graphics created in Visio, if reformatting is required, they are hard to move/adjust.
4. Poor margin formatting that, when corrected, leads to errors in graphic placement
5. Graphics/Exhibits incorrectly labelled. (See area on graphics/exhibits)

To ensure usable files, it is essential that authors follow the formatting guidelines contained on this instruction sheet. Papers and graphics formatted incorrectly and requiring extensive editing cannot be accepted and will be returned to the author for correction.

Creating the Text

Final papers must be submitted in electronic form in the PMIEF Awards Portal. The following formats are acceptable:
- Microsoft Word, any version (.doc extension) -- *Preferred*
- Other formats – Text (.txt) or Rich Text (.rtf)

Note that Text and Rich Text files do not convert graphics well into .pdf. We highly suggest, if your paper includes charts, graphs or graphic files, that you save your paper in .doc format.

Macintosh Users

First, try to convert the file to a Windows format. If not, Mac users should save files as Word(.doc) files or Rich Text Format(.rtf).

Margins

Papers are to contain 1" margins on all sides and .5" space for the footer.

Length

The maximum length of the paper should be approx. 4,200 words (or about 7 pages) including graphics, references and appendices. Papers should be single-spaced and in a single column format. Remember to deduct from your word count for any graphics. (A quarter-page figure is equal to about 150 words; a half-page figure is equal to about 300 words.).
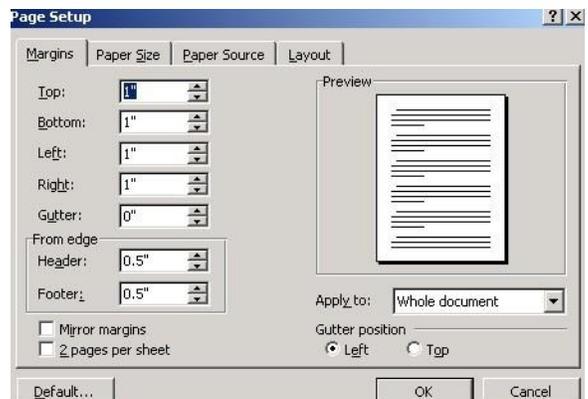
Fonts

Use a Times or Times New Roman 10-12 point font. You may use **bold** and *italics* in the text, but <u>do not underline</u>. (**Note**: Bolding and Italics may be lost when saving as a Text (.txt) file. Therefore, we recommend using Rich Text format (.rtf), or .doc, which should maintain most formatting.)

Headings

The paper should have no more than 3 levels of headings (excluding the title and author names). For level A headings (12pt. bold), center the line of copy and return twice. For level B headings (11 pt. bold), place the copy flush left and return twice. Do the same for level C headings, but use 10pt without bold. Title and author names should be 11pt. bold and centered.

<div align="center">

Title of paper (12 pt)
Authors name, job title, company or affiliation (11pt)
Co-authors name, company (11 pt)

</div>

{return twice after the last author then begin with the first heading or sentence}

<div align="center">

Introduction --- {Level A, centered, 12 pt. bold} (Space)
</div>

Level B - { left aligned, 11 point bold} (space)
Level C - {left aligned, 11 point}
(space)
 Make regular text 10 pt. Left Justified. Single spaced. One (1) space between paragraphs

Abstract

Abstracts are required and may be included on the "Recipients" section of PMIEF.org, in Conference materials, or in articles highlighting award recipients. The abstract may be included before, or in lieu of, the Introduction and will be included in the total word/page count.

Footer/Header

A footer is placed at the bottom of each page and includes the following, with the first line having the page number right aligned and all other information centered. Use Times New Roman, 10 pt. **No headers are to be used**.

Graphics & Illustrations
Color graphics files are acceptable.

All illustrations, whether they are tables, charts, graphics or photographs, should be referred to as Exhibits and numbered accordingly.

The exhibit number and title should be centered below the exhibit and bolded. **Do not use computer generated exhibit numbering.** The Exhibit title should have one clear line between it and the exhibit box. Below are some tips for creating your graphics:

1. Always use the simplest display that represents the necessary details. Large graphics are difficult to convert to .pdf and .gif, .jpg and all photo files make for extremely large files that are difficult for users to download. It is also important that graphics be able to be adjusted if the paper needs to be reformatted. Setting the Text Wrapping to Top/Bottom allows for the best adjustment if needed.
2. Be careful using graphics created in Visio as they are difficult to adjust if needed.
3. The Helvetica or Arial fonts should be used for text inside your graphic illustrations.
4. Exhibit titles should be centered under the Exhibit.
5. Number all exhibits consecutively in the order in which they appear in the text (Exhibit 1, Exhibit 2, etc.) and be sure the exhibit is mentioned in the text. Remember Exhibits will count as words, with approximately 150 words for each quarter page Exhibit.

References and Appendices

The following points should be followed when using references and appendices:

1. Acknowledge the work of others used to advance a point in your paper. References will be checked and questionable or non-referenced items will cause the paper to be returned for clarification.
2. **DO NOT USE FOOTNOTES OR END NOTES**. For inline citations, use the author-date-page system of reference. In parentheses list: (author's last name, (space) publication year, and if applicable, (comma-space) page number. All quotations MUST have correct and complete citations.

Example: Project plans contain both a Risk Register and Activity Cost Estimate (PMI, 2004) A Risk Register contains "information on identified project risks that the project team considers when producing estimates…" (PMI, 2004, p 141)

3. Put references at the <u>end</u> of your paper. **Do not use computer-generated endnotes**. We utilize APA Reference formatting rules that require hanging paragraph format.

Examples:

Book

Author's Last Name, Initials. (Date) *Title*. Place of Publication: Publisher

Project Management Institute. (2000) *A guide to the project management body of knowledge (PMBOK®)* (2000 ed.). Newtown Square, PA: Project Management Institute.

Smith, J., Jones, J.P. & Brown, H. (1990) *These are our stories*. Harcourt Brace: Philadelphia.

Article in a Monthly Periodical

Last Name, Initials. (Year, Month) Title of article. *Title of Publication, volume number*(issue number), pages where article is found.

Atkinson, W. (2003, May) Beyond the basics. *PMnetwork, 17*(5), 38-43.

Fretty, P. (2005, October) Empowering Executive Decisions. *PMNetwork 19*(10), 22-26

Note: If between two and six authors use & between names, if more than two authors, use commas then & before the last name. (e.g. Valqui, K & Freire, E. OR Kloppenborg, T.J., Tesch, D, Manolis, C. & Heitkamp, M) If more than 6 list first six then use et.al. In line citation should list up to first six then et al the first time used then first author followed by et al.

Article in a Journal

Last Name, Initials. (Year) Title of article. *Title of Publication, volume number*(issue number), pages where article is found.

Seminars/Conference Presentations
Last Name, Initials. (Date, Month). *Title. Name of conference*, Location city, state, country.

Roecker, J. (2003, May) *Presentation Styles for Congresses.* PMI Global Congress 2003, Europe, Den Haag, The Netherlands.

Electronic Resources of a printed periodical
Last Name, Initials (Date, Month) *Title* [Electronic Version]. Retrieved on date, from url

Fretty, P. (2005, October) Empowering Executive Decisions. *PMNetwork* [Electronic Version] Retrieved on October 18, 2005 from http://www.pmi.org/info/PIR_PMNetempowering.pdf

Online Document
Last Name, Initials. (Date of publication). Document Title. *Title of complete work [if applicable]* Retrieved on date, from url

NASA (no date) What is earned value management? *Earned Value Management* Retrieved on October 18, 2005 from http://evm.nasa.gov/definition1a.html

4. An appendix can be used to provide more detailed information. However, this must be included in the 7page total.

For more information on acceptable APA style for references, see the APA Publication Manual, 5th Edition, http://www.english.uiuc.edu/cws/wworkshop/bibliography_style_handbookapa.htm or http://www.apastyle.org/elecref.html

Editing Your Paper

When you have completed your paper, give special attention to the following:
1. Are exhibits properly formatted and numbered in the order in which they appear in the text? Are they referred to in the text? Does each exhibit have a title? Are they referred to as Exhibit?
2. Did you limit the length of your paper to 4,200 words, deducting the appropriate number of words to allow for references, exhibits, and appendices? Papers over the limit will be returned to the author for editing to correct length.
3. All papers are subject to editing. PMI reserves the right to edit for grammatical style, length, and clarity.   Papers requiring extensive editing are returned to the author with a deadline for return. Papers not returned within the deadline risk being deleted from the published Proceedings and removal from the Congress.
4. Did you spell and grammar check for the geographical area in which the congress is being held? The North American Congress requires the use of American English; all others utilize British English. (Utilize the Language function in Word found through Tools – Language – Set Language to assist you in spell checking for the correct form of English.)
5. Are all references properly cited both in the text and in the reference section? A reference check will be applied to each paper to verify reference sources. Authors will be notified if there is any question related to the source of material used.
6. Papers found to be plagiarizing materials will be removed from the Congress and the author will be prohibited from submitting for four (4) years.
7. PMI reserves the right to adjust the formatting to meet space requirements and improve document appearance and readability.

References

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A sample paper with correct formatting follows.

Just Because You Can Write Well, Does Not Guarantee You Can Speak Well

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Abstract

Some individuals are excellent writers, while others are excellent speakers. Being able to be both requires separate, but not necessarily mutually exclusive, skill sets. This paper looks at the skills necessary to both prepare a quality presentation and present it to assure the audience is both engaged and informed. They will leave the presentation feeling they are more knowledgeable, but also contributed to the presentation's success.   The first part of the paper discusses of how to prepare the speech including creating useful Microsoft® PowerPoint slides. Developing a speech that flows easily and is well supported by visual aids that assist but not detract from the words, is the first step to being a success. The second part discusses how to convey the information in an engaging manner for the audience and a relaxing style for the speaker.

Introduction

"Public speaking ranks No. 3 among people's biggest fears." (Postaer, 2003, p19)

When you were in school you possibly learned about memorable speakers of the ancient and recent past. Men and women who inspired action such as Cicero, Dr. Martin Luther King, Ghandi, Elizabeth Cady Stanton, and Winston Churchill come to mind. What made them "great"? Why was Walter Cronkite considered "the most trusted man in America"? How was Franklin Roosevelt able to calm a nation at war solely through the use of his voice over the radio? How was Nelson Mandela able to convince the world of the evils of apartheid? Think about individuals you have seen make presentations. What made some of them memorable? What did they do that was so effective? Or, alternately, what makes some speakers ineffective? Even more, what can you do to be a more effective speaker, especially when invited to share your knowledge with your peers?

Today, many industries mount conferences where individuals submit proposals for presentations. Those that select the presenters can only judge the author based on the quality of the written proposal.   There is never a guarantee that, when asked to stand up and speak in front of their peers, the writer can present their information in a way beneficial to the group. While this may be a natural shortcoming of the speaker selection process, it is incumbent upon the speaker to learn how to be the best they can be. This process starts with creating the paper and is followed by actually developing the words, gestures, and style to transfer the substance of that paper to the audience in a way that is both engaging and informative. Even the best, most interesting topic can induce sleep in an audience if the method of presentation is not appealing.

Creating the Talk

Writing the Words

Audience

Before anyone starts preparing any kind of speech the one most important item, which is the foundation for everything else, is to know the audience. Being aware of audience characteristics, their academic level, interests, etc. should be highly considered as the first step in the development of any presentation. In Kushner's *Successful Presentations for Dummies* (1996) he suggests a speaker should be aware of audience demographics. This includes areas such as knowledge or academic level, age, occupation, and, in

international organizations, the cultural influences of the group (p. 52). Having this information will allow you to begin to develop talking points, language, and, if you choose to use it, humour.

Choice of words to use are particularly important if you are speaking to international groups or an audience made up of individuals at a particular academic level. Remembering that certain words and gestures mean different things in different cultures will steer you to utilize neutral actions and words. In addition, knowledge of academic levels will permit you to talk neither above nor below your audience. The last thing you want to do, in either case, is insult those who came to hear your presentation.

Outlines Develop the Framework

Having an outline provides a foundation on which to build the remainder of the speech. Adubato (2003, p. 34) suggests starting by asking yourself four questions:

- What is the main message?
- How do I feel about the topic?
- Who is the audience?
- What do I want the audience to do when I am done?

Robert Pike, a well known trainer of presentations techniques, suggests outlining your speech based on your goal
 (1995). For example, he suggests, if you are planning to provide information, you develop a six part outline including what he calls the WII-FM, What's In It For Me and defining relevant terms (p. 17) or showing the value and creating a desire to "buy" if you are "selling a product or strategy" (p.26).

In any case, outline your presentation. Use of a mind map can assist you with this. A mind map (Pike, 1995, pp.
36-40) is a pictorial description of what you plan to discuss using the main topic as the core and each sub-topic as branches emanating from the core. (Exhibit 1) Use of a mind map not only helps organize your talking points, but also can help in the creation of your slides.
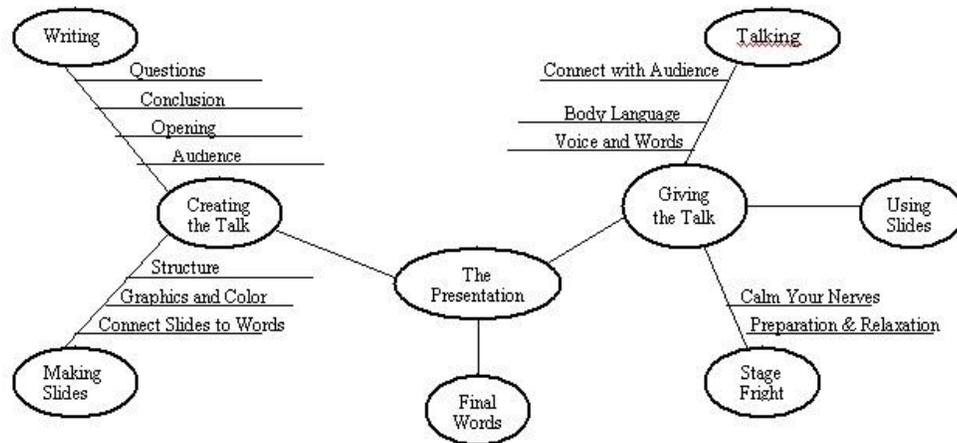

Exhibit 1 – Mind Map

Further expansion of the outline can include examples, practical applications, your own involvement in the topic and even humour you choose to use. Be sure to include in an outline those terms you feel will need to be defined; of special note are acronyms or technical terms that may or may not be familiar to your audience.

Opening – About 10% of the presentation

It is often said that first impressions are the most important. This is particularly true with the opening of a speech. While you may look perfect, the setting is perfect and the audience is more than ready to hear you, if the first words you utter are confused, mumbled, incorrect or, maybe even worse, incoherent, you lost their attention and your credibility before you even start.

Suggestions for opening lines appear in any article on speech making.   Some suggested openings include: using a quote or surprising statement (unusual statistic); citing a relevant anecdote; relating your talk to a familiar book, movie or television plot; or asking a rhetorical question that sets the stage for your answer. Referred to in educational theory as an advanced organizer, the opening focuses the audience's attention on the topic and attempts to relate it to their experience. No matter what gambit is used it should always get the audience's attention, describe the contents of your speech or show your credentials (Kushner, 1996, pp.11-17).

Conclusion – About 5% of the presentation

Like the opening, the conclusion should be memorable in that it is the last thing the audience will hear. The conclusion should pull together the major points you related. Acting as a summary you might refer back to the opening, end with a quote, ask a question or provide a summary. Some of the most powerful speeches end with a call to action so that listeners are left with a message of what they should do when they leave. Some closings are so memorable are still quoted today.

Needless to say, the last thing you tell to your audience should always be "thank you".

Questions

Opening the floor to questions is an important part of any presentation. Giving the audience an opportunity to ask questions allows them to clarify topics they may not have fully understood, challenge points you made or add their own spin to the topic. You should build into your outline a time for questions after your conclusion. While you assuredly clarified all the information you provided, it may be helpful to list those questions that you feel may be asked and prepare the answers ahead of time.   Remember, too, if you don't know the answer, be prepared to admit it and let the questioner know you will be happy to find out the answer and get back to them.

PowerPoint Slides

Microsoft®PowerPoint slides are additions to a presentation in an effort to add to, not be the focus of, that presentation. Depending upon the depth of information on each slide, a slide should cover between three and five minutes of talking.

Structure

In most literature describing creation of slides, the rules are fairly consistent. A slide should contain no more than six to eight lines per page and each line should contain no more than six words or 30 characters. Slides should have a font size large enough to be seen from the back of the room with font size of at least 24 points and a style similar to Helvetica, Arial, Times Roman or Palatino (Guidelines for preparing electronic slides and still images, 2003). No more than two types of fonts should be utilized and, while colour is important to make a point, it should not be overused either on one slide or in the entire slide show.

A final word on structure relates to placement of text on a slide. Often, when you watch a slide show you will see the first line of words jumping vertically slide to slide. While it is sometimes necessary to move

the text up or down to have it all fit on a slide, the movement from slide to slide can be disconcerting to the audience. The solution is to break down an overly wordy slide into multiple slides and test run the slide show several times to adjust for vertical displacement.

Graphics and Colour

Graphics are frequently a valuable part of a slide show as they can assist in explanation, demonstrate certain points and emphasize those items you wish the audience to remember. At the same time, graphics can be a detriment to a speech. Due to the limits on readability of dense graphics it is often not wise to include all the information on one slide. It is far better to build a graph from slide to slide than show it all at once. (Guidelines for preparing electronic slides and still images, 2003) Screen shots often do not print clearly enough and are often too dense to be read easily from the back of the room; therefore, unless absolutely necessary, they should be avoided. In addition, use of audio or video files, as an augment to your discussion, should be avoided due to the time required for loading.

A few words on clip art: minimize, avoid being overly cute, restrict or do not use animation. Use of these items moves the focus from your message to the slide. Familiarize yourself with the ability to layer information and learn to use the keystrokes to black out and relight the screen.

As already mentioned, used in moderation, colour, like graphics, can be a valuable addition to a slide. In situations where the conference authority provides templates for slide shows, using the colours in the template for text and graphs allows the slides to become a seamless part of the presentation and not something that appears to be a last minute creation.

Connect Your Slides to Your Words

Slides are an addendum to your presentation. They can help make your point or, alternately, can distract the audience from what you are saying. To assure your information is the focus, use slides as if they are note cards to control the flow of your speech. Expect that people will read what is on the slide; therefore, after advancing a slide, give the audience a few moments to read the text before beginning to speak. Last, be prepared for electronic glitches where slides won't work, bulbs blow and software crashes. Be ready and able to speak without your slides. (Kushner, 1996, p. 158)

Giving the Talk

Stand up and Talk

Voice and Words

The old expression "it's not what you say it's how you say it" is a vital component in giving a good speech. While you may have all the latest information, if you present it in a way that puts your audience to sleep, it has no value. Your vocal quality will either keep people involved or let their minds wander.

Keeping an audience alert with your voice involves varying your pace, tone, and volume. It is even permissible to whisper into the microphone. People will lean forward to hear what they may be missing. Don't be afraid of silence, as long as it is not prolonged and prevents you from using "um" or "er". Minor pauses are very helpful as it forces you to breathe when you are nervous. Keep your voice clear and enunciate, especially if speaking to an audience whose primary language is not the same as the one in which you are delivering the address.

As important as tone, the words you choose to use, while discussed in the preparation of a speech, do matter and are worth mentioning again. The use of jingoism, slang, acronyms (especially to a novice

audience) can be disconcerting. Use a language familiar to the audience remembering not to talk either above or below their level.

Body Language

It has been said that body language, including vocal tone and expression, represents up to 90% of how we appraise someone. (Craumer, 1999, p. 32) Therefore, it is essential that anyone who plans to speak before a group be keenly aware of how they stand, gesticulate, your facial expressions, and personal mannerisms.

When presenting to a group look first to your physical appearance. Are you dressed comfortably and appropriately for the occasion? Is your posture straight, but not rigid? Are you standing soldier like at the podium or can you move around in a relaxed manner? What about your hands? Are you white knuckled holding on to the podium as if it were a life preserver or can you move your hands comfortably? Keeping your hands and arms relaxed will help the rest of your relax.

What about moving your hands to gesticulate? General practice is not to wave your arms around, but to use the waist to eyes zone for arm movement and when not using your hands to keep them clasped lightly in front of you at waist level. If you feel it necessary to point, if possible, use the palm of your hand as view pointing as rude or accusatory. (Wuorio, 2003, p. 52)

Connecting With Your Audience

Making contact with your audience shows that you are as interested in them as you expect them to be interested in you. Eye contact is the key to that contact. By scanning the room slowly you show that you are interested in everyone. Try to make eye contact with some as you scan the room, but, if you feel looking someone in the eye will break your concentration and make you nervous, try looking between their eyes or, if you are at a distance, at their nose.

If possible, try moving throughout the room or at least from behind the podium. Not only will that keep you in contact with your audience, if some audience members' minds are wandering, your nearness to them will keep them alert. In addition, it shows your interest in their desire to learn from you.

What if your audience's attention seems to be wandering? Try changing your pace, vocal tone, limit what you are saying about something in which they seem less interested and expand on items in which they seem more interested. If your audience seems to know more than you, and this causes some lack of attention, focus on adding a personal touch to the presentation. Discuss how the topic affected you. Alternately, you could focus on the big picture. (Kushner, 1996, p.269) Last, if you feel comfortable and in control enough, try opening the room for comments. While this technique is difficult for novices, but if you can ask, "How does this affect you in your job?" you involve everyone, make the audience a participant and, if carefully controlled, makes you a facilitator as well as a speaker.

Last, be aware of your and the audience's time. You are scheduled to speak for a specific period of time. The audience expects to hear you for that period of time. You are shorting them if you finish too soon and inconveniencing them if you speak too long. If you find you are going too long, cut out an entire section, not a part of one. If you are going too short, have additional material you can add. Stay aware of the clock. Don't keep checking your watch, instead take off your watch and put it in a place you can easily see it. Check it periodically to determine how much time you have left and adjust accordingly.   Don't assume there will be a clock in the room or someone alerting you to the time.

Remember, the audience wants you to succeed. Give them every opportunity to help you.

Using the PowerPoint

Do's

PowerPoint slides, as discussed earlier, should always be an adjunct to your actual presentation. You should always be able to speak without them. If you are using them remember to:
- Stay close to the screen if it contains information you wish your audience to connect with. Being far from the screen divides the audience's attention;
- It is ok to walk in front of the screen in an effort to move around the room.

Don'ts

As helpful as slides can be they can also be a problem as they can redirect the focus from your message to the screen. To keep the focus on you remember:
- Do not talk to the screen. Even if you use a microphone, talking to the screen diminishes the importance of your audience.
- Unless you are very relaxed and comfortable using a pointer, especially a laser pointer, use your hands to create a shadow to point to a position on your slide. Any nervousness you may have will show up in unsteadiness with the pointer.

Dealing with Stage Fright

Even the most polished and professional speakers and actors can suffer a bout of stage fright. While it may not be totally preventable, it is controllable. The best defence against stage fright is preparation and practice. Practice as often as you can in front of people whose opinion you trust to be honest and straightforward. Practice both with and without your slides in case of an electronic problem. Practice in a small room as well as a large room and both with and without a microphone. Try to duplicate the actual scenario if possible. Practice with a video recorder if available and critique your presentation both alone and with others. And, if you need another reminder: "Proper Preparation & Practice Prevent Poor Performance." (Pike, 1995, p.11)

Calm Your Nerves

Certain techniques have been developed to help you should you need to calm your nerves while you are speaking.
Try finding friendly faces on which to focus and smile at them. In fact, smiling eases everyone's nerves. Breathe.
While that sounds obvious, nerves can cause you to speak until you run out of air and have to take a large breath. Breathing naturally helps keep you calm and prevents you rushing your sentences to get to the end so you can take a breath.

Many of the above techniques are easily utilized. Some of the less obvious ones include scrunching your toes inside your shoes. Similar to standard isometrics, this becomes a way for anxiety to be focused and dissipated on a part of you that no one notices (Moody, 2003, p. 50). Try pausing and drinking a small sip of water. An audience will see that as a normal action during a speech and it will allow you to take a breath and relax.

Preparation and Relaxation Techniques

There are numerous things you can do before you start to keep the nerves away. In his article on Taking Fear Out of Public Speaking, Salfky (2003, p. 46) suggests using relaxation techniques such as isometrics focusing on your hands and legs which can be quite relaxing, or use deep breathing, shoulder rolls or facial scrunches. Try taking a brisk walk. While walking warm up your voice by humming and visualize yourself giving the presentation. Use the walk as a way to mentally go through the key parts of your speech.

The most important part of preparation, though, is practice. Remember, you are not the only one who wants to succeed. Your audience is voting for you, too.

Final Words

You are speaking because people feel you have something worthwhile to share. You are in control of the process and will, ultimately, succeed or fail on your own. If you have compelling information to share, people will want to hear it. If you cannot share it in a way that maintains the audience's interest, no matter how valuable the information, no one will want to stay and listen. The best way to achieve that is preparation and practice.

> What you speak, definitely
> rate, How you speak, can
> make you great. If time is
> must, prepare in blocks,
> Add or delete, to beat the
> clocks.
> Don't quote books, don't
> talk theory, To make them
> move, tell a true story. Eye–
> Contact is an excellent art,
> Use it and reach to every
> heart.
> Speak with love, speak with
> tact, Speak from heart, it will
> have impact.
> Leave the cage, go fly high,
> It's your day, touch the sky."
> Mohnot (1999, Rhyme & chime of public speaking)

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