Dimensions of Impactful Presentations in Business Leaders

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Submission: 15th April 2018
Bangalore India
Acknowledgements

This thesis wouldn’t have been possible without the strong support and guidance of my supervisors Prof. Eleri Jones and Dr. Mukul Madahar from the Cardiff School of Management. I can only imagine how frustrating it must be for them to have a doctoral student like me. But they didn’t lose hope and kept on pushing me to work harder and bring the thesis to this stage.

My alma-mater, Indian Institute of Management Bangalore, its libraries where I spent many hours finding books and journals on this topic, its benches where I just sat looking at the sky thinking how to proceed with my research further, I am indebted to you. A big shout to my colleagues, students and senior faculty who kept on cheering me. The course “Communication for Leaders”, that I teach as an elective at IIMB, was an outcome of the literature review of this study. I would like to make a special mention of Prof. Pankaj Chandra, Prof Devanath Tirupathi, Prof Mukta Kulkarni, Prof N. M. Aggarwal, Prof Sourav Mukherji, Prof. Sankarshan Basu and Prof Bringi Dev who were always by my side whenever I felt very low and contemplated giving up. It is also due to the strong networks of my alma-mater that I was able to reach out to companies and collect data for my study.

A special thank you to Prof. Sudarsanam Padam and Prof. S. Sadagopan who are my mentors and guided me throughout this journey.

To my parents Dr. Prof. J. L Godhwani and Dr. Prof. Savitri Godhwani for their blessings and love.

To my friend Dr. John Gunson, thank you for introducing me to Cardiff School of Management that started this journey of enrolling as a doctoral student.

Thank you Milee and Radhika, my publishers from Penguin Random House India, for having faith in me to publish my book: “What to say when to shut up”, an outcome of the first year studies.

My dear wife Simran and my adorable kids Kian and Aarohi who understood my need to sit in isolation to read or type for hours with no distractions. Tea, snacks, hugs and cuddles would come miraculously to my table to keep me going. All the chores of the household were taken up by them just to let me finish the thesis on time. I love you all and feel blessed to have you around me.

Lastly, I am grateful to the almighty, the king of this world, Lord Krishna, whose sweet flute kept playing to ensure there are no roadblocks that come in my way. I hope I can take the outcomes of this study and bring a positive impact to the world.
Abstract

This study focuses on business presentations and explains why some managers are more articulate and deliver better presentations than others. Managers and leaders spend a lot of time in creating and delivering presentations on a particular business objective. Progress of their careers and that of their companies depend a lot on how effectively they make presentations to their stakeholders.

This study brings three different theoretical perspectives together to explain this phenomena and has extended the literature by identifying gaps in them. The three theoretical lenses used in the study are namely: the classic transmission reception model combined with the constructivist theory and the action assembly theory of communication studies, theory of persuasion and finally, theory of rhetoric in charismatic and transformational leadership.

This study is qualitative in nature and finds its theoretical groundings in phenomenology and interpretivism. The epistemology comes from the constructionist paradigm of knowledge. The approach used for the study is both deductive and inductive depending on the research objectives and the methods to collect and analyse data are qualitative. Grounded Theory Methods of coding and constant-comparison were applied on the transcripts from eight semi-structured group interviews with 47 managers of medium to large enterprises of Bangalore selected through a non-probability purposive sampling technique. The study also uses written and non-written secondary data from the comments posted by viewers of the talk around the world of 50 talks from TED.com.

This analysis explains that there are four themes, six relationships and 54 dimensions that interplay together in a presentation process and determine the success of presentations in corporate contexts. The study extends literature by making a unique contribution to the theory of persuasion and the theory of rhetoric in charismatic and transformational leadership. The study finds that for a successful business presentation, a speaker’s self-interest in the topic is a gap that is not covered in literature of charismatic and transformational leadership. The study also find that in a business presentation, more emphasis has to be given on the content and that the speaker should demonstrate his own credibility on the topic which was not covered in the theory of persuasion.

From a practical perspective, the study has also created a simple tool which can be used by managers in the corporate world to improve their presentations and make them more persuasive and charismatic. Finally, the study suggests opportunities for further research on this topic that would extend the understanding and enhance knowledge for future managers and academicians.
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1 Chapter 1 -Introduction

“Great leaders are almost always great simplifiers, who can cut through argument, debate, and doubt to offer a solution everybody can understand”. – General Colin Powell (Davis, 2015)

1.1 Introduction

On the day of 19th November, 1863, two distinguished men spoke in front of an august audience in Pennsylvania, United States of America (Yanak & Cornelison, 1993). The first speaker, Mr. Edward Everett, was a learned gentleman and spoke for over two hours. He was the main speaker for the day. The second gentleman, Mr. Abraham Lincoln, spoke for less than two minutes delivering the historical speech known as “The Gettysburg Address” (Lincoln, 2009). Both men made very different impacts on their audiences, so much so, that Mr. Lincoln’s speech has become the more popular of the two and is remembered and studied even till today despite the fact that it was not the main speech on that occasion (Jamieson & Campbell, 1982).

It is said that Mr. Lincoln had accepted to be a part of the event few months previously but had written the speech only a day before the actual event. A lot of people around the world would even remember a sentence from his speech that goes something like this: “…government of the people, by the people and for the people….” (Lincoln, 2009). I recall studying this speech in my secondary school. TIME magazine quotes this speech as one of the top 10 speeches of all time (TIME, 2012). Googling the words “Gettysburg Address” throws up more than 2.5 million hits. The text of the speech and its speaker are cited countless times in academic journals, books and publications focused on communication, rhetoric and leadership. An historian, Prof. Tim Huebner, explained that this speech shaped the country and its future to a large extent and laid the foundations for abolishing slavery, inspiring the citizens to reflect on the fundamentals of the American Constitution and bring a country out of war and chart its course towards a better future (Huebner, 2013). Many scholars have analysed this speech in a variety of ways (Nevins, 1964). Some focus on the choice of words, some focus on how it was delivered and some focus on the way it impacted its audiences. Some argue that given the fact that Mr. Lincoln was the president at that time, his position and power had more effect on the outcomes compared to Mr. Everett’s speech. Some say that the words of the speech were very inspiring and took its listeners suffering from war and misery to a heightened goal of freedom and humanity. The speech is used as an exemplar in various courses of history, political sciences and communication and is said to have created positive impact on the world since its delivery in 1863 (Huebner & DeRosa, 1993).

This remarkable example brings a question - Why are some speakers more impactful than others? What makes some speeches more popular/memorable than others? Is it the style of delivery that creates the impact, or the words, or a combination of both? Does the audience play a part in the impact as well? And how does the choice of medium impact a communication? In the example given above, both speakers were charismatic, distinguished and accomplished in their fields. But yet, they produced radically-different impacts on the same audience. The same observation has been seen in managers and leaders of the corporate sector. While some managers/leaders are very articulate and charismatic in their
communication, many struggle to communicate their ideas to their customers, seniors and peers. The aim of this study is to explain why some speakers are more impactful than others and develop a framework, which would be useful to corporate managers/leaders especially in India, to make their presentations more impactful and help them become more persuasive and charismatic leaders. This chapter outlines the background of the study (section 1.2), identifies the research problem (section 1.3), lists the objectives required to achieve the overall research aim (section 1.4) and finally, concludes with an overview of how the thesis is structured in various subsequent chapters (section 1.5).

1.2 Background
The rise of information technology and outsourcing trends in the world have created millions of jobs and brought thousands of offshore projects to India. Between 2005 and 2010 alone, 27.2 million new jobs were created in India through various domestic and international companies (Mahambre & Nadkarni, 2011). A study conducted by National Skills Development Corporation, which works under the Ministry of Skill Development in India, sights a direct impact of the quality of skilled workforce to the national GDP (Gross Domestic Product). Though there are scores of educational institutes which are expected to supply a skilled workforce for these jobs, the reality is that there is a large skills-gaps between what the industry needs and what is currently available (Firefly Millword Brown, 2013) (Pathak & Saraswathy, 2015). It is for this reason, the Ministry has laid down an ambitious plan to reduce this gap and provide the necessary training through partners and centres across the country.

Skills can be qualified into two categories namely, hard and soft skills. The dictionary defines soft skills as those capabilities in an individual that are less easy to quantify as compared to technical or hard skills, and are equally important for the individual to get the job done. This includes skills like common sense, dealing with people and having a positive flexible attitude (Dictionary.com, 2016). During the industrial revolution, hard technical skills were more important. The job required a certain physical and technical task to be accomplished by an individual with little or no need for soft skills. But today’s information age is different. Jobs not only have a physical or hard technical element, they also have an intellectual and interactive element. The need for individuals to have soft skills to think, make the appropriate decision and interact with teams across cultures and geographies is equally, if not more important as the technical aspect of the task itself (Nealy, 2005). Out of the many soft skills, employers and companies perceive communication skill to be in the top 10 skills needed in today’s workplace (Robles, 2012), (Levy & Rodkin, 2015).

Mintzberg (2009) explained that a manager plays ten different roles at work. Out of these, five roles (i.e. liaising, monitoring, acting as a messenger to disseminate information, being the spokesperson and negotiating) are explicitly communication-oriented roles. The other five roles (entrepreneur, resource allocator, disturbance handler, figurehead and leader), although they are execution-oriented roles, still depend significantly on the communication ability of the manager. Hart and Quinn (1993) suggest that the main role of a manager, especially in a senior profile is to be a chief communicator of the organization’s vision and the strategy to execute it successfully (Hart & Quinn, 1993). A typical day for a manager will consist of a variety of activities like attending meetings, phone calls, video conferences, writing and responding to emails, creating reports and presentations for both internal and external stakeholders and persuading them to particular actions. Studies conducted on how senior
managers of Fortune 500 companies spend their day at office confirm that these managers get very little time with themselves and are always interacting with others. They spend most of their time in matters that require urgent resolution and in the process, communicate extensively with stakeholders who are both internal and external to the organization (Bandiera et al., 2011). The ability to communicate and persuade is at the heart of all these activities and is seen as a skill that differentiates effective and successful managers from the others (Mintzberg, 2009). It is seen that employers prefer to hire and promote those individuals who have more soft skills and an individual with better communication skills gets more success than the one without communication skills (John, 2009), (Heckman & Kautz, 2012).

Research on speeches by charismatic leaders also mentions the importance of the ability of the leader to use words and messages to change the beliefs of his audiences towards a desired outcome (Antonakis et al., 2011).

As the Indian corporate sector is growing, the role of managers, especially the first-line and middle managers, is very important to the overall success of the organization. Depending on the kind of company and the sector it belongs to, the effective communication skills in managers will be an important factor for the teams to execute their strategies (Argenti, 2017). Companies with more focus on product development have their R&D centres all across the globe. Cross-team and cross-cultural communication is an essential way of working for the managers working in these companies. For companies in the services industry like public sector units, telecom, FMCG, healthcare and hospitality, managers have to communicate with both internal and external customers to whom they are offering their services to.

Communication skills are also important for managers to manage the blue-collar workers in factories and shop floors of the manufacturing sector. Since these managers are much younger compared to their counterparts in other geographies, e.g. USA, China, UK and Japan, they will have to shoulder greater responsibilities at a young age compared to their international counterparts like hiring and training new employees, maintaining the productivity of the organization besides managing existing customers and cross-cultural teams. Hence it is important that they have effective communication skills to be able to lead their teams and fulfill the organization objectives (Knowledge@Wharton, 2012), (Penley et al., 1991).

The point of departure for this study was the observation that many managers in the corporate world of India struggle to communicate effectively. A root-cause of this problem could be that these managers come from educational institutes where communication related courses are minimal or non-existent (Pathak & Saraswathy, 2015). Some of the managers have also studied in vernacular mediums and are now expected to communicate in English (Morrison, 2016). The fear of speaking in front of an audience or the fear of failure could also be an important factor that impacts their overall communication (Slater et al., 2006). The Learning and Development teams under the Human Resources departments strive to bridge this gap through trainings and other interventions. A common norm for the top IT (information technology) companies in India is to send the employees and managers for training programs on soft skills which is not only costly but takes valuable productive time of the organization. This might seem to be the most sensible thing to do to bridge the gap but ends up in increasing employee dissatisfaction and losses if the employee leaves (Cable et al., 2013).

Poor and ineffective communication in managers can have a detrimental effect on organizational performances. Nokia was the number one mobile handset company till 2007.
By 2011, it had lost to rivals like Samsung, Apple and many other new players from Taiwan and China. Lack of proper communication channels hindered the good ideas of Nokia employees from converting into successful product strategies which caused them to lose market share to their rivals (Groysberg & Slind, 2012). Enron is another example. A study cites lack of proper responsibility and communication from the executive leadership to the employees across the board as a key factor for Enron’s demise (Seeger & Ulmer, 2003).

Besides the above, another crucial factor that fuelled this study was the rise of new media in communication. Managers in the corporate world now have to communicate using a variety of new media, including: video conferencing; tele-presence; instant messengers through a variety of devices (e.g. laptops, handhelds and smartphones) (Huffaker, 2010). The internet and social media also play an important role for managers in reaching out and communicating to their stakeholders. Another interesting dynamic to this phenomenon is the audience which is now often over exposed to all kinds of messages and also have a better world view. The audiences also realize how communication impacts them and can make their own choices of what they like or dislike (Croteau & Hoynes, 2013). An advantage of the proliferation of new media for this study is the availability of transcripts and videos of many speeches by famous and successful leaders on platforms like YouTube and Ted.Com (Rubenstein, 2012). These speeches are similar to how presentations are done in professional and business context. They are very popular and are watched by many diverse audiences around the world. It is noticed that some speeches are more popular than the others. In many of these videos, there is a mechanism for audiences to share their views on the topic and the speaker. These discussion forums offer a rich source of information and data which bring out some very interesting data points which will be useful in this study.

This leads to another set of questions: Do the qualities of a good speaker as identified in the historical literature hold true for the newer and diverse communication channels and audiences today? Will these new channels and audiences change the way a manager communicates and persuades his teams? There is a gap in academic literature on these questions and this study will further understanding in these areas and fill this gap with theoretical or empirical frameworks that would also be of great value to the corporate sector.

A metasearch on communication skills will bring out hundreds of books and scores of journal papers on famous orators of the world and their speeches. There are many self-help books by various academicians and practitioners on how to communicate effectively. So then why is this study required? This question deserves a good justification at this point before the research aim and objectives are laid out. The first reason that justifies a need to study this phenomenon all over again is that most of the books and studies done in the past focus on speeches and communication styles of political and religious leaders but not business leaders. In the days of Aristotle and after, the subject was taught to kings and nobles. That continued till the early 21st century as business leaders were less important and influential than the kings of those times (Rubenstein, 2012). But now, the clout and power of the business class has increased significantly. Out of 100 large economies the world today, more than half are corporate entities and their influence in human and social affairs is a lot higher in today’s democratic structures of governments. Hence, communication styles of business leaders and entrepreneurs needs to be studied as well to bring more academic depth and relevance to communication studies for employees and managers working in today’s organizations. (Emrich et al., 2001). The second reason for this study is that research on communication is
largely driven by academicians from western universities. Given that the Indian corporate sector has over 480 million workers across all categories, it will be interesting to study the communication issues from an Indian perspective. Out of the eight largest employers of India, three of them are in Bangalore where I reside. Bangalore also is the 18th largest growing city of the world and was featured in Thomas Friedman’s book “The World is Flat” that looked at the globalization of jobs and its impact on world economy. A study conducted by Assocham (Associated Chambers of Commerce and Industry of India) suggests that Bangalore also has the largest chunk of growing jobs in the country (Nidheesh, 2016). Another study named Bangalore as the most dynamic city in the world with the fastest growing pace of urban development and jobs (Bhattacharya, 2017). Bangalore is also called the Silicon Valley of India and has produced some of the best start-ups that have created billions of dollars of wealth for the country and provided thousands of jobs. Hence it is only appropriate that the vibrancy and diversity of managers available in the city be utilized to understand the phenomena better.

Lastly, it will also be helpful if the importance and impact of this study are explicitly understood as well. Given that India will continue to be a young country and by 2020, about 50 million more jobs will be added to the Indian corporate sector (Mahambre & Nadkarni, 2011), there will be a need to have strong leaders who will communicate effectively and manage the success of these companies. It is evident that these leaders need to have strong articulation and persuasion skills and this study could be very helpful for them to have a theoretical or empirical framework to improve and become persuasive and charismatic leaders. Given the similarity of Asian cultures, the study can surely be extended to managers of South Asian countries like Sri Lanka, Bangladesh, Burma, Bhutan and Nepal. Due to globalization, there are Indians in many countries around the world. The largest concentrations of Indian managers are in companies headquartered in Singapore, UK, UAE and USA. These organizations have branches in Bangalore and other Indian cities.

On an academic front, this study can be a foundation for scholars around the world to build upon and create a global impact. The framework from this study can also be applied in curricula of various business schools of Asia which can then produce managers with effective communication skills that the recruiting companies desire (Levy & Rodkin, 2015).

1.3 Research Problem
To understand the problem, it is better to look at the entire canvas of communication and then draw a box around the area where the problem can be located. This will also help explain the boundaries within which the study will operate and clearly define what will and what will not be covered. The communication scenarios in the corporate world can be divided into three broad categories – interpersonal, written and verbal. In the verbal category, one of the most important and commonly seen scenario is making presentations. These presentations are usually made in front of an audience or sometimes by channels like Skype, telecom or webinars and are usually accompanied with visual aids, like a deck of slides, commonly known as PPTs (from Microsoft PowerPoint). The presentations always have a business objective that can range from providing training to making a persuasive pitch. This study will focus on this scenario of business communication. It will not focus on written or interpersonal categories of business communication. This study will narrow the
communication slightly further to the speaker’s message and not the visual slides. This will enable a sharper focus on the speaker more and make the problem more specific to verbal communication scenarios as the creation of slides might border on written and visual categories of communication.

This study attempts to look at the following two aspects of a business presentation in verbal business communication. The first aspect focuses on qualities of an impactful communication from three separate theoretical foundations. These foundations will now be referred to as lenses to emphasize the view it brings to the study and the outcomes. The first lens is from the theory of persuasion, the second is from the theory of constructivism in communication and finally, the third lens is from the theory of transformational and charismatic leadership. Given that the application of this study is grounded in business scenarios, the lens from the theory of mass communication has been excluded from this aspect. This was a conscious choice made earlier in defining the scope of this study but does not limit future scholars of this area to consider it to further the understanding of this aspect better. At the end of this study, it will be argued that though the existing academic frameworks hold valid, there could be other qualities of an impactful speaker which give an opportunity to extend the framework to have newer dimensions.

The second part of the study focuses on measuring the effectiveness of the communication – especially the speaker and the message. The corporate world would greatly benefit if a tool that helps their workforces measure their own communication style and improve on them by benchmarking themselves on examples of other great speakers is provided. We ask the question “what are the various parameters of communication that can be measured?” We will limit the scope of this study to only bring out the parameters. This can be a starting point of studies for making a tool to measure the impact of the speaker in future and help the corporate world in creating persuasive communicators and charismatic leaders (Shamir, et al., 1994); (Conger, 1998). (Shamir et al., 1994; Conger, 1998).

1.4 Aims and Objectives
The aim of this study is to explain why some speakers are more impactful than others and develop a framework, which would be useful to corporate managers/leaders especially in India, to make their presentations more impactful and help them become more persuasive and charismatic leaders. This aim will be achieved through the following objectives:

1. Undertake a critical review of relevant literature on communication, persuasion and charismatic leadership and explore the various frameworks and their relevance to the modern world. Given the vastness in the variety of the channels, focus on only face-to-face verbal channels will be considered for this study
2. Identify why are some speakers and their messages more impactful than others. This objective will focus on TED talks (www.TED.com) to understand why are some talks more popular than others.
3. Do the qualities of a good speaker and the message identified in the literature hold true for face-to-face verbal communication channels in business scenario today?
4. Develop a framework for measuring the effectiveness of a speaker and the message by identifying the various parameters for face-to-face verbal channels.
5. Test the generalisability of the parameters of impactful speakers and their messages in business scenarios, especially “presentations” for face-to-face verbal channels. This study
will fill the gaps that contribute to academic and methodological frameworks and also give a model that can be used in practice in the corporate or business world.

1.5 Overview of Thesis
This thesis has the following chapter outline.

The first chapter has identified the research problem, the aims and objectives of the study and also outlined the impact of this study to academic and professional sectors.

Chapter 2 presents the literature review and the theoretical underpinnings for this study. It provides an overview of literature on the three theoretical lenses for this study – persuasion, communication and charismatic leadership which explain what makes some speakers and their messages more impactful. The chapter provides the conceptual map for the methods opted for the research framework and guides the study forward towards an outcome of filling the gaps in literature and providing a tool which can help managers and leaders to become impactful speakers.

The third chapter clarifies different aspects related to the research approach. The study has adopted a qualitative approach to generate rich data. The epistemology and theoretical perspective adopted in the thesis are illustrated in this chapter according to Crotty’s research string: epistemology: theoretical perspective: methodology: methods. The first two comprise of the theoretical approach and the last two comprise the practical approach. The practical approach adopted in this study involved a grounded theory methodology using the constant-comparative coding techniques. The method adopted for data collection were semi-structured interviews using convenience sampling techniques on managers from the industry.

In Chapter 4, the results of the semi-structured interviews on managers from companies selected by convenience sampling are analysed using constant comparative coding method of grounded theory. The chapter also applies the research objectives to the data to test the hypothesis and examine the results.

In Chapter 5, analysis from Chapter 4 will provide an answer to the aims and objectives of this study.

In Chapter 6, reflections of the entire journey will be presented with suggestions on future research opportunities on this topic.

The chapter map presented in figure 1 below will guide the reader in this thesis.
Figure 1 Chapter map of this thesis
2 Chapter 2: Literature Review

“The more we study, the more we discover our ignorance.” - Percy Shelley (Perry, 2012)

2.1 Chapter overview

As mentioned in Chapter 1, the aim of this study is to help managers and leaders in the corporate sector to improve their ability to make impactful business presentations. This chapter outlines the literature review on the theoretical frameworks of communication, persuasion and leadership in greater detail and fulfils one of the objectives mentioned in section 1.4 – to understand the elements of a successful business presentation as mentioned in literature. By the end of this chapter, a conceptual framework will emerge which will support the methodology of this study and results in later chapters.

Studies of communication span a variety of subjects including: sociology; philosophy; psychology; the humanities. They interconnect with topics like behavioural sciences, cognitive sciences, cultural studies, linguistics journalism, etc. to name a few. So it is important to understand the evolution of this topic in the last 3,000 years. This will be covered in section 2.2, which traces the theoretical advances in this topic until today and emphasizes three different dimensions or lenses that this study will be viewed through: communication; persuasion; leadership. Section 2.3 explores the literature on classical theories of communication. Section 2.4 looks at the theories of persuasion and section 2.5 outlines the theories of charismatic and transformational qualities of leadership relevant to this study. All these different perspectives from literature will be combined together to create a conceptual framework for this study and explained in section 2.6. Finally, the section 2.7 summarizes the answer to the first research objective and concludes the chapter.
2.2 Evolution of communication: A historical perspective

Communication is a fundamental social process. It dates back to the dawn of civilization and is defined as an act of transferring information between humans. However, this is not the only definition of communication. Scholars have not been able to converge on a common definition of communication. In fact, by 1970s, there were more than 15 definitions of communication in academic literature (Dance, 1970). To understand communication, it is important to understand how it has shaped up from the dawn of civilization till now.

The earliest documented evidence of communication was discovered by archaeologists in caves around France and Spain in the year 1940. It is believed that *Homo sapiens* expressed themselves by making symbols and drawings on the walls of caves where they lived more than 30,000 to 40,000 years ago (Greenberg, 1966). These symbols and drawings were the earliest forms of written communication and that there was a spoken language as well. As civilizations grew and became more advanced, this spoken language morphed into more than 6,000 languages spoken all over the world (McWhorter, 2011).

As civilizations progressed, communication as an academic subject evolved as well. There are four notable eras of evolution for communication studies.

The first era was between 400 BC and 50AD where seminal theories on this subject were propounded and the subject assumed a great deal of importance in society (Rogers, 1997). Then came the dark ages followed by the light of the renaissance in the 15th and 16th century which spawned a new wave of communication because of technological and social developments of that time such as the printing press (Crowley & Heyer, 2013). The third era which shaped this subject was during the Industrial revolution of the early 19th century where machines increased productivity, boosted the economy and also started the concept of industries, factories and capitalistic forms of organizations or countries (Castells, 2011). The world wars were important milestones for this subject because a lot of research was undertaken by academicians on utilising communication to meet the needs of war, like encouraging/persuading people to enlist themselves to fight for their country. Words, like persuasion and leadership, began to appear at this stage and impacted business and communication theories significantly.

Finally, in the latter half of 20th century, with the creation of the Internet by the so-called fathers of the Internet, Robert E Kahn and Vint Cerf (Campbell-Kelly & Garcia-Swartz, 2013); communication underwent a huge transformation. The Internet brought the world closer, and newer forms of communication evolved and continue to evolve till date (Simonson et al., 2013).

These four eras are outlined in the figure 1 and are explained in the sections below.
2.2.1 Era 1 – 400 to 50 BC

The earliest mention of communication was made in the Vedic ages, approximately 5,000 years ago. It was proclaimed that a good king should have a set of knowledge and skills to run his empire efficiently (ref). One of these skills was referred to as Samvachya or Sanpathya. A model of communication, called “Sadharanikaran”, had been mentioned in the famous treatise of aesthetics, drama and dance called “Natyashastra” written by Bharata Muni somewhere between 200 B.C and 100 A.D (Yadava, 1987).

The idea of sadharanikaran was to simplify or generalize an idea to create a common or shared state of understanding between two or more people. It helped in defining and explaining how the basics of human communication, through the medium of dance, poetry and drama, can be applied to broad areas of everyday life. It is unclear if this model was applied in leadership and professional areas due to lack of availability of information (Adhikary, 2009).

Sanskrit was one of the most widely-used languages at that time though there were many other regional languages as well. The Indian grammarian Panini documented a comprehensive system of grammatical rules based on the spoken language around 350 B.C. called “Ashtadhyayi” (Kiparsky, 1994). Later, in 300 BC, Chanakya, a famous scholar, advisor to King Chandragupta Maurya and author of Arthashastra and Chanakya’s Neeti (Doctrine or treatise), mentioned that one of the important skills that makes a King a good administrator is excellent communication skills (also termed as Vangmi in that era) (Latha, 2013). Similar to contemporary management gurus, Chanakya emphasizes the importance of the competencies of knowledge, skills, and attitude to be able to lead others (Jain & Mukherji, 2009).

In China, traces of communication studies have been found rooted in the different schools of Chinese philosophy, like Confucianism. Chinese scholars had to practice an intense written
form of communication called “baguwen” or an “eight-legged essay” to clear a particular exam for government jobs (Swearingen, 2013).

In the Greek civilizations, philosophers and thinkers started to conceptualize an ideal society and its ideal king (Guthrie & Warren, 2012). They became teachers to the Kings and Noblemen of those times and taught them how to indulge in well-informed dialogue. Schools and universities were created and a variety of scholars were encouraged to pursue the frontiers of knowledge in Healthcare, Science, Art, Warfare and Politics (Kennedy, 1991). This is where the subject of communication gets prominent mention and focus.

The famous Greek philosophers like Socrates and Plato nurtured this subject and helped lay the foundation for Aristotle who wrote the treatise of Rhetoric in 343 B.C. The benefit of this subject was soon seen by everyone as it helped the kings, nobles and lawyers win over public opinion in their favour and advantage (Rhys, 2004). Public speaking was considered to be an important skill to have and many teachers, called Sophists, started to teach public speaking to whosoever could afford it (Gagarin, 2001). They gave more importance to the delivery and style of the message.

Plato was vehemently opposed to the Sophists view and believed that the truth should be told as it is (Rogers, 1997). This created a divide between the scholars in those times which continues till today. Plato’s disciple, Aristotle, believed that both ideologies are important and must be used together. He defined Rhetoric as the faculty of discovering possible means of persuasion (Rhys, 2004). His work is still regarded as a foundation of communication studies around the world. Aristotle suggested three ways of possible means to persuade; the use of Logos or Logic/sound argument supporting the speaker’s position, Ethos or Credibility of the speaker and Pathos or the emotion of the audience (Kennedy, 1991). Aristotle taught Rhetoric and the art of persuasion in his school called the Lyceum, probably the first university of communication studies for future leaders and politicians (Lindberg, 1992).

After Aristotle, the subject of persuasion thrived and spread across the Roman civilization as well. Philosophers, like Cicero, Aspasia, Pan Chao and Quintilian, took the theoretical frameworks forward and demonstrated that the use of rhetoric can help social issues in that era. Cicero created the five canons of rhetoric, a five-step process to create a persuasive message which is being used in public speaking and communication courses to date (Cicero, 1960).

The first canon of rhetoric is the Invention or formation of rational arguments. The second canon is to arrange these arguments for the audience. This was a paradigm shift in the subject of communication and persuasion as the role of the audience became an integral part of the process of rhetoric. The third canon of rhetoric is called Expression where the tone, style and choice of words are considered according to the audience. The fourth canon is called Memory where the ability of the speaker to memorize the speech was given importance. This canon is not popular anymore (Rhys, 2004). The last canon of rhetoric, according to Cicero, is delivery of the message where non-verbal behaviours of the speaker, like eye-contact, smile, posture, tone of voice, are given importance (Cicero, 1960). Clergy like Augustine Laterna, started using rhetoric and persuasion in spreading the gospel of Christianity. Unfortunately, this subject lost its importance during the Dark Ages. The reasons for this change could be the environment in those times in which the rich and powerful discouraged the spreading of education to the masses (Rogers, 1997).
To summarize, in this era, the subject of persuasion and communication was at its peak. The purpose of this subject was to enable kings and nobles to shift public opinion by making eloquent speeches in front of the other nobles or large gatherings and convince them to agree with their argument.

2.2.2 Era 2- 15th to 18th Century: The printing press, renaissance and the rise of the Fourth Estate

The second era of communication began in the 15th Century. A German inventor Johannes Gutenberg invented the moving type printing technology which revolutionized the world of communication. Books were now easier, cheaper, and faster to print. Scholars could get access to books which were otherwise difficult to get. Authors could write more and carve a niche for themselves amongst readers of Europe and other modern countries (Man, 2002). The Dark Ages came to an end. Education became more pervasive in society and The Arts and Sciences got a fillip thereby sparking a cultural and knowledge revolution, known as the Renaissance.

A significant development of this era, one which is relevant to this study, was the birth of the newspaper and mass media to communicate. Ideas were now being written, printed and distributed to the people. This was a major shift in communication from the earlier era.

A new element, the medium of communication, got introduced into communication theory (Rogers, 1997). The role of the sender of the message became more complex because now s/he had to understand the medium as well. The rhetorical tools and canons continued to be used by scholars to create messages but a new theory of mass communication evolved and made the communication process more complicated. The printing press allowed scholars and politicians to reach out to masses of people with pamphlets and newspapers and persuade them to rise against the aristocracy.

Scholars, like Niccolo Machiavelli, used this subject in political science and its relevance to power struggles (Machiavelli, 2010). As opposed to the Greek Philosophers who opined on creating a perfect society, Machiavelli argued that citizens in a state are constantly engaging with each other to maximize their own power. This engagement will create a struggle, conflict and turmoil and hence the citizens, nobles and kings must realize the importance of being diplomatic and powerful at the same time (Belliotti, 2009).

In this new era, the role of print medium to influence the masses gave birth to the rise of the fourth estate, a term attributed by Thomas Carlyle to Edmund Burke somewhere in the 1780s. The role of newspapers, magazines and journalism had created a fourth pillar of a society, the clergy, kings and commoners being the first three (Carlyle, 1993).

In this era, communication was no longer a process of conveying a message from kings to their subjects but it became a process to exchange meaning and derive an understanding from the message that was communicated over a new form of media like a pamphlet or a newspaper (Rogers, 1997). It also became a process for society to balance power between nobles and commoners. This new thinking of mediated communication paved the way to the next era of this subject where communication became a process of exchanging meanings between people.
2.2.3 Era 3 – 19th to 20th century: The Industrial Revolution, colonialization, World Wars and modernization

The third wave in communication came relatively quickly as compared to the time gap between the first two. The primary reason for this was probably the discovery of sea routes around the world thereby shrinking distances and making people from different cultures come together (Pooley & Park, 2013).

The second reason was the spread of colonialization, integration of the global economy and the Industrial Revolution (Rogers, 1997). The English language was adopted as the lingua franca for communication between different cultures. The Industrial Revolution created large factories to produce the demands of this new world and this required skilled workforces. Schools, colleges and universities were established to fulfill this requirement (Castells, 2011). The World Wars in the early 20th century fuelled a new wave of research and more academicians got interested in the changing face of communication (Rogers, 1997).

The power of mediated communication was heavily used in propaganda to attract the youth to join armies and fight for their countries (Jowett & O’Donnel, 1999). Persuasion using mass media became an important subject for governments and industries. There were two significant inventions during this era that shaped communication; the Telephone in 1875 and Television in the 1930s.

These technological revolutions created a completely new and vibrant industry of mass communication by 1960s. People were able to communicate with each other from their homes or offices despite being thousands of miles away. Political battles were now fought in TV studios and audience opinion changed overnight if the leaders were not able to debate and prove their candidature for elections (Croteau & Hoynes, 2013). Many academicians from sociology, psychology, behavioural sciences, anthropology, linguistics, management studies and humanities got grants from universities to study the subject (Rogers, 1997). This also explains why it is found in various academic disciplines of universities mentioned above.

Notable academicians in the subject of communication of this era were Carl Hovland, Paul Lazarsfeld, Harold Lasswell, Claud Shannon, Herta Herzog, Bernard Berelson, Hazel Gaudet, Roman Jacobson, Theodore Newcomb, Marshall McLuhan and many more (Sereno & Mortensen, 1970). They contributed to many theories of communication and persuasion studies that this chapter will elucidate further. This era also highlighted the importance of communication in a variety of disciplines and the complexity with which it had evolved as compared to the earlier eras.

Lastly, it also provided new scientific theories of communication which helped scholars view the subject from various angles. New methodologies in research were also adopted that proved very useful to test various hypothesis and improved understanding in the subject.

2.2.4 Era 4 – 1950 till now: The Internet and the global village

The fourth era in the evolution of communication studies started with the invention of the computing devices and wireless communication in the 1980s. This era is also changing very fast due to the various technological advances happening frequently. Today, managers and office goers in the corporate world communicate using emails, phones, video conferencing,
and a variety of other mechanisms. Another interesting phenomenon that has been introduced recently is social media (Kaplan & Haenlein, 2010).

Every day, over 100 billion messages are exchanged through email alone (Radicati, 2013). These messages are sent and received over smartphones, laptops, tablets and computers connected through telecom networks and the World Wide Web. The amount of content created and consumed every second over mobile phones along is mind boggling (Lipsman & Lella, 2014).

The political, economic and environmental scenarios have also changed drastically (Wilber, 2001). New theories of transformational and charismatic leadership emerged which brought in a new wave of ideas on this subject (Bryman, 1992, p. 4). Management education and business schools started to look at ways to create leaders who can build bigger corporations, run better governments and solve social problems (Mintzberg, 2009).

A significant change in this era as compared to the previous ones is the importance of followers and recipients of the message in the process of communication. Scholars believed that message recipients will be influenced only if they relate and identify their beliefs with the leader (Bass, 2009). This follower centric approach of studying transformational leadership gave a very refreshing perspective to the topic of communication and persuasion as well which will be discussed in greater detail in section 2.4. Some notable researchers in this area which are relevant for this study are Jay Conger, Rabindra Kanungo, Boas Shamir, John Antonakis, Robert House, Robert Cialdini and many more (Conger & Kanungo, 1998).

<table>
<thead>
<tr>
<th>Kinds of communication</th>
<th>Era1</th>
<th>Era2</th>
<th>Era3</th>
<th>Era4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal, public</td>
<td>Era1</td>
<td>Era1 + newspapers, pamphlets,</td>
<td>Era1+Era2+ telephone,</td>
<td>Era1+Era2+Era3+emails, SMS,</td>
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<tr>
<td>speaking, Letter writing</td>
<td></td>
<td>pamphlets, books</td>
<td>Television, advertising,</td>
<td>video, social media</td>
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<tr>
<td>Kinds of medium</td>
<td>print</td>
<td>Analog Signal Transmission,</td>
<td>Digital, wireless, instant</td>
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<td></td>
<td></td>
<td>Broadcasting, Telegraphs,</td>
<td>messengers, internet based</td>
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<td></td>
<td></td>
<td>Telephones</td>
<td>media,</td>
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<tr>
<td>Kinds of audiences</td>
<td>Not so learned</td>
<td>Better</td>
<td>Intelligent, well informed,</td>
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<td></td>
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<td></td>
<td>striving to live a better life</td>
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<td></td>
<td></td>
<td></td>
<td>Culturally diverse, information overload, highly democratic and resourceful</td>
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<tr>
<td>Ability to be persuaded</td>
<td>Easy</td>
<td>Easy</td>
<td>Medium</td>
<td>Difficult</td>
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<tr>
<td>Importance of subject</td>
<td>Low (applicable</td>
<td>Low</td>
<td>Medium to high</td>
<td>Very High</td>
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<td></td>
<td>only to select few)</td>
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<tr>
<td>Application of the subject</td>
<td>To live a social</td>
<td>Means of the nobles to</td>
<td>Bringing a revolution,</td>
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<td></td>
<td>life, do trade</td>
<td>inform the masses</td>
<td>expressing oneself</td>
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<tr>
<td>Sphere of influence for leader</td>
<td>Small</td>
<td>Small</td>
<td>Medium</td>
<td>Very high</td>
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<td>--------------------------------</td>
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</tr>
<tr>
<td>Complexity of medium</td>
<td>None</td>
<td>Low</td>
<td>Medium</td>
<td>Very high</td>
</tr>
</tbody>
</table>

*Table 1 Evolution of Communication over last 3000 years*

2.2.5 Summary of the evolution of communication

Communication and persuasion has evolved over time and is continuing to evolve further. Table 1 gives some parameters of this evolution applicable to this study. Communication is no more a process of sending information. It has become a process of how people associate themselves with others for a given context and a purpose.

Today, communication is omnipresent but complicated because of the technological advances and the diversity of audiences. Though the subject has been actively taught over centuries, it is only after the start of the third era of the early 20th century that new ideas on this subject emerged.

An important aspect of the thesis at this juncture is to lay down the theoretical framework that will guide the study forward. The historical analysis outlined in the sections above show that this is a vast topic. The following steps were taken to identify the right theories for this study:

- The first step was to go back to the research question outlined in Chapter 1. Since this study focuses on impactful business presentations, the obvious starting point was to look into literature from classic communication theories but focused on management and business. These theories explain how human beings share information with each other and are broadly categorized into three areas namely oral, written and interpersonal. Given the nature of the research question of the study, it was evident that the oral communication theories will be a better fit.

- The next approach was to look into why communication is important in a business and management context. As explained in Chapter 1 and in the historical journey above in section 2.2.1 to 2.2.4, the role of communication was not only to share a message but also to get some work done. This requires the speaker to bring a change in his audiences through the message. The theories which explain how the message is created by the sender and how to bring a change in the audiences by understanding their behavior and attitudes come from the classic persuasion theories.

- Modern management literature also explained that the role of a manager is not only to share information and bring a change but also to lead people towards a new vision. These theories come from the classic leadership theories. But again, since the nature of the study is not to focus on the concept of leadership from an organizational context but more on the individual and the impact created on followers by his message and personality, it was observed that the theories of transformational and charismatic leadership are more relevant.

These three views are like three different lenses. Each of them are very useful in understanding the research objectives better and are interlinked as shown in the figure below.
Lastly, one of the reasons these three theoretical approaches are connected is that in all of these three, there is a sender who has to convey a message to a receiver. This common connection became the foundation of the conceptual framework and is depicted in the figure below.
Communication Theories

Communication studies have progressed significantly from 1950s and are largely understood from an English-speaking perspective and western educational foundations. This was because the USA government funded many studies which could help them in the crisis caused by world-wars (Rogers, 1997). The best application of how communication studies helped the government was the use of mass-communication campaigns to enlist American students into the army. Universities in the USA have centres for communication studies which have contributed significantly to this field. This explains why a lot of research papers cited in this chapter are from US academicians and researchers. In this section, the most relevant theories from the angle of communication will be explained.

The word communication is derived from the Latin word "communis" which means to share (Rogers, 1997). It is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behaviour. Communication requires a sender, a message, and a recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. Communication requires that the communicating parties share an area of communicative commonality (Heath & Bryant, 2008). The communication process is complete once the receiver has understood the message of the sender. This philosophy of looking at a communication framework as an essential transmission and reception model comes from researchers who were essentially trying to solve tele-communication problems in the world at that time (Pooley & Park, 2013).

The first major model for communication was introduced by Claude Shannon and Warren Weaver for Bell Laboratories in 1949. The original model was designed to mirror the functioning of radio and telephone technologies. Their initial model consisted of three primary parts: sender, channel, and receiver. The sender was the part of a telephone a person spoke into, the channel was the telephone itself, and the receiver was the part of the phone where one could hear the other person. Shannon and Weaver also recognized that often there is static that interferes with one listening to a telephone conversation, which they deemed noise. (Shannon & Weaver, 1949)

Harold Lasswell spent a lot of time analysing Nazi literature and messages that spread Nazi propaganda in Germany (Lasswell, 1971). This was probably the first documented study on persuasive communication after Rhetoric from Aristotle. He is well known for his comment on communications that defined the various parts of the communication process in clear parts; “Who (says) What (to) Whom (in) What Channel (with) What Effect”. Unlike Aristotle, whose theory of rhetoric was more speaker centric, Lasswell highlighted the role of the medium and listener in the communication process as well (Lasswell, 1971).

In 1960, David Berlo expanded on Shannon and Weaver's (1949) linear model of communication and created the SMCR Model of Communication. The Sender-Message-Channel-Receiver Model of communication separated the model into clear parts and has been expanded upon by other scholars. Communication is usually described along a few major dimensions: Message (what type of things are communicated), source / sender / encoder (by whom), form (in which form), channel (through which medium), destination / receiver / target / decoder (to whom), and receiver (Berlo, 1960).
Wilbur Schram (1954) also indicated that we should also examine the impact that a message has (both desired and undesired) on the target of the message. Between parties, communication includes acts that confer knowledge and experiences, give advice and commands, and ask questions. These acts may take many forms, in one of the various manners of communication. The form depends on the abilities of the group communicating. Together, communication content and form make messages that are sent towards a destination. The target can be oneself, another person or being, another entity (such as a corporation or group of beings) (Schram, 1954).

In light of these weaknesses, Barnlund (1962) proposed a transactional model of communication in 1962. The basic premise of the transactional model of communication is that individuals are simultaneously engaging in the sending and receiving of messages. This process of feedback from the receiver back to the sender is vital for the effectiveness of communication. This model is the closest to the modern communication practices in the business world and established the importance of success of communication and identifying clearly the importance of all four aspects of the model namely sender, channel, message and receiver. This model also highlighted new elements to Berlo’s SCMR model that explained why certain communications failed. These new elements were meaning, cues and noise (Barnlund, 2008).

2.3.1 Sender
The sender of a message is the source of the entire communication or persuasion process. It is the need of the sender to get something done. In the managerial world, the sender is also the manager and leader. If he/she has to get something done then he must have capabilities to create and deliver a message to the audience for a successful outcome. Most of the qualities of the sender have been covered in the earlier section 2.3.5 from a view of persuasion theories. An important aspect of how a sender actually thinks through and plans the message has been covered in the constructivist theory.

The theory focuses on functional communication competence and the skills needed to be able to make successful communication. Communication competence in a sender is defined as the ability to interpret a given situation, have the ability to create a message in a particular language and also understand the nuances of behaviour and social norms relevant for that situation (Clark & Delia, 1979).

The theory of constructivism was propounded by Jesse Delia in the 1970s and has its foundations on works of psychologists and philosophers like Jean Piaget and George Mead who thought of communication as a cognitive process where the sender assimilates the perspective of others in the communication. This process is called “Social Perception” where the sender notices, identifies and interprets things in the world.

A skilled sender will have a high sense of identifying emotional states in others, identifying the causes of their behaviour, determining the meaning of non-verbal behaviours, forming an impression about others and combining all of this to prepare a message. It’s like “putting oneself in the other person’s shoes to understand what they are going through”. Another term for this quality in a sender is called interpersonal cognitive complexity.
Research done by Burleson & Caplan (1992) suggests that the people with high levels of interpersonal cognitive complexity exhibit a better social perception skill which helps them in meeting their communication objectives (Burleson, 2010). The second quality of a sender, according to constructivist theory, is their skill to produce or create person-centred messages. Research suggests the higher the connect or empathy of the message with the audience or receiver, the greater the chances of success in situations that require a more personalized communication (Jones & Guerrero, 2001).

It has also been studied that speakers who are able to produce a higher person-centred message have greater social acceptance than those who produce lower person-centred messages (Burleson et al., 1992). Scholars are now increasingly interested in what happens in the cognitive processes of a sender to be able to generate a high person-centred message. The answers are not fully found yet but it is believed that the secret lies in how their procedural memory system responds to the given situation and the goal of the communication.

2.3.2 Message

A message can be verbal or non-verbal. In section 2.3.6 above, the qualities of a message as defined by the theory of persuasion were outlined. In section 2.3.7, the leadership theory tried to address what elements of a message in particular bring about the motivational processes in followers. But both of the theories fail to answer how messages are created in the communication process.

This question was answered by John Greene who propounded the Action Assembly Theory (AAT) in 1990s. The theory highlights the processes and structures that get activated in the mind of the sender to bring out the message in a particular assembly. Some of the dimensions that the AAT brings out for a message are speech-onset latency or the time taken by the speaker to think and say the first few words, pausing, speech-rate, hesitations, body movements pertaining to the message, posture of speaking and social significance of these factors on the audience (Antonakis et al., 2011).

Another dimension of message that is worth mentioning at this point of time is the goal of communication. Scholars agree that communication is goal-centred which is achieved by the process of a sender conveying a message to an audience (Kellermann, 1992; Clark & Delia, 1979). There are two classes of goals namely, primary and secondary and every communication may have multiple primary and secondary goals.

Primary goals are thought of as ones that bring change and influence on the audiences which a sender “pushes” onto them. And this is why there is criticism on goal-centred communication from scholars like Lannamann (1991) who argue that they don’t necessarily capture a wide approach and focus more on western and masculine perspectives only. Secondary goals are more “pull” in nature and focus more on “shaping” rather than “influencing” behaviours of audiences. Goals can be characterized as being specific, measurable, achievable, realistic and timely. Overall there is a general opinion that the goal-centred approach does help in getting more understanding on communication studies.
2.3.3 Meaning

A communication process can result in a variety of meanings if one looks at it from two perspectives; frame of language and frame of talk.

The frame of language looks at the linguistics element of the communication process, like phonology or sound system of the language, semantics or rules of the language, syntactic or grammar that define how sentences are composed. Pragmatics which is about how to use language in a given communication context is also considered. Though there are merits to use this frame for communication, it might not be useful for this particular study because of its objectives to focus on communication in a business and professional context. Hence, the second frame, which is the frame of talk is more relevant and appropriate to highlight in this section of meaning in a communication process. In this frame, the focus shifts from the sentence to how the words are said and their underlying meaning as interpreted by the recipient (Tracy, 2010).

The talk frame focuses on the following four dimensions of the meaning. The first one is called speech acts or utterances. The primary objective of an utterance is to convey a meaning for a particular communication objective. This is further broken down in direct and indirect speech acts. In a direct speech act, the intended meaning of the speaker is captured in the contents of the message. But in an indirect speech, this is not so and the recipient has to infer the meaning from the contents. Some scholars also connect this definition of direct vs indirect speech to the cultural backgrounds of audiences. Some scholars have found that certain cultures adopt direct speech acts and some adopt indirect speech acts (Katriel, 1986).

The second dimension is called the identity-work which helps in defining who people are and how they are taken to be. The easiest way to understand this dimension is through two aspects. The first one is called “forms of address” that sender or receiver use to address each other. It could be the name (first or last) or a salutation like Sir, Mrs, etc. The second one is called “forms of reference” which can vary from gender, ethnicity and a variety of other identities called membership categorization devices like age, sex, race, appearance, relationships and so on (Sacks, 1992).

The third and fourth dimensions are called “Interactional Meaning” and “Contexts”, respectively. These two are the reason why the frame of talk differs from the frame of language. The sentences, words and language might have a meaning but how the meaning is derived between the sender and receiver and in what context or background is what makes the overall process impactful. These contextualization cues can vary from situation to situation and depend heavily on the kind of communication goal as well. They also vary from the sender’s social perception, views, beliefs and cultural backgrounds to that of the receivers (Gumperz, 1982).

2.3.4 Cues

An essential aspect of the communication model proposed by Barnlund are the non-verbal cues, mannerism and factors related to the personality of the sender and receiver. Burgoon (1994) defined them as behaviours other than words that form a socially shared coding system. What this means is that there are a wide variety of behaviours besides just the body language of the sender and their recognition and understanding by the receiver (Affifi, 2010).
Some scholars even argue that non-verbal messages are more important than verbal messages. Albert Mehrabian is one such scholar whose work is often quoted in this regard (Mehrabian, 2008). There are a variety of non-verbal cues defined in literature. These include Kinesics that includes all forms of body movements, Haptics that refers to the aspects of touch, Proxemics that captures how space is used between the communicating parties, physical appearance that defines how one looks and who one dresses up as, vocalic that includes voice, loudness, pitch, accent, rate, pauses, tone and many others, chronemics that covers duration, punctuality, the ability to do one thing at a time or multiple things at a time – also called polychronism and monochromism. Finally, the role of physical objects in the ambience which could be either fixed or semi-fixed.

Non-verbal cues have a variety of implications on communication processes (Afifi, 2010). They help to structure and regulating interaction, facilitate the creation of identities and impressions, enable the communication of emotions, define and manage relationships like dominance, intimacy, composure and arousal, formality and social orientation. They are also instrumental in influencing and deceiving others which has also been covered in detail in section 2.3.6 from persuasive studies perspective where the likability and attractiveness of a speaker can influence his audiences. Manipulation of non-verbal cues can lead to deception which is seen in studies done on convicts or defaulters when they lie (Burgoon et al., 1995).

2.3.5 Noise

Given that the transactional model of communication from Barnlund (1962) has its foundations in the theory of transmission and reception of signal communication, an important aspect of the model is the presence of noise in the process. Noise can be understood as anything that impedes or reduces the chances of transmission and reception. In a more simplistic view, noise can be looked as barriers to communication.

Two scholars Carl Rogers and F.J. Roethlisberger wrote a wonderful book in 1991 which explained the barriers and gateways of communication from the sender and receiver perspective (Rogers & Roethlisberger, 1991). According to them, the sender has some elements that can impede the process of creating the message e.g. inability to prepare a message, distraction, lack of knowledge, inability to speak, low vocality and so on. The receiver may choose not to listen to the message and even if he does, might have many noise elements to process the message like beliefs, lack of understanding, inability to process and many more. The same logic can be extended to message and channel as well. The message may have some elements of noise in it like it could have some codes and meanings that are not known by audiences. The channel may have elements of noise like poor quality, interference etc.

2.3.6 Channel

The world has rapidly evolved in the last 25 years. With the advent of technology, computers and internet, the landscape of medium is not the same as it was earlier. The world is now more closely connected as compared to earlier times and its impact is very important to understand in this study.
Media studies look at media from three perspectives. The first one is to study media as objects which focuses on evolution and progress of media, the second one focuses on how media is used and the third perspective looks at the debates and controversies media brings in communications (Peters & Nielsen, 2013).

Some scholars view media as a means to convey a message but some view media as the message itself. Marshal McLuhan is one of the most active proponents of the latter (Fang, 1997). He suggested that media themselves, not the content they carry, should be the focus of study. He argues that technologies — from clothing to the wheel to the book, and beyond — are the messages themselves, not the content of the medium (McLuhan, 1964). His famous quote “the medium is the message” has become a guiding principle for many philosophers and academicians to understand the impact of medium to our societies. (Federman, 2004).

The recent examples of how Facebook and Twitter played an important role in the Arab Spring is a proof of McLuhan’s philosophy (Rinke & Röder, 2011). Given the vastness of media studies and its proximity in mass communication studies, it has been decided that this study focuses only on the media used in business and professional communications – especially presentations made in meeting rooms or over phone or video-conferencing mediums.

2.3.7 Receiver/Audience

In section 2.3.7, the factors affecting the audiences change in beliefs and attitudes were discussed from the view of persuasion. In this section, the dimensions of a receiver or audiences that are relevant for a successful communication will be explained.

The entire process of communication hinges on the equal involvement of the recipient. So it is very important to probe this element of Barnlund’s model in academic literature further. The constructivism theory again comes to the rescue here. The theory explains three fundamental processes for a skilful communicator.

The first two – social perception or interpersonal cognitive complexity and human-centred message creation ability fit the sender and explain why some senders are more skilled than others. The third process from the theory of constructivism, called the message reception ability, explains why some receivers are more skilled communicators than others. Every message has a meaning, intention and a motive of the sender. The way a receiver will understand, interpret and respond to this message will depend on his ability to go in depth of the message and process it from all aspects (Burleson, 2010). This will happen only when the recipient has the ability to engage in a depth processing which could range from a variety of factors like their educational background, relevance and importance of the topic to their priorities, maturity to understand the message, ability to decode, think, analyse and make an informed assessment, intelligence and IQ and their audio and listening abilities. The elaboration likelihood model (ELM) that was explained in section 2.3.4.4 earlier is another way to look at the factors impacting audiences. Highly involved and aware audiences will react differently to the message and topic than those who are less involved and aware (Hewes, 1995) (O'Keefe, 1990).
2.3.8 Summary of the factors that impact the communication process

After this section, the following table brings out the factors of a communication process as defined in literature. This table captures the new factors which have come out from the last section as compared to the ones explained in Table 2 from the persuasion process.

<table>
<thead>
<tr>
<th>Sender</th>
<th>Cues</th>
<th>Meaning</th>
<th>Noise</th>
<th>Channel</th>
<th>Message Factors</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social perception</td>
<td>Kinesics</td>
<td>Speech-act</td>
<td>Sender</td>
<td>Clarity</td>
<td>Person centered message</td>
<td>Maturity</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Haptics</td>
<td>Direct or Indirect</td>
<td>Recipient</td>
<td>Ease</td>
<td>Verbal or Non-verbal</td>
<td>Involve ment</td>
</tr>
<tr>
<td>cognitive complexity</td>
<td>Proxemics</td>
<td>Identity</td>
<td>Channel</td>
<td>of use</td>
<td>Push or Pull (influencing or shaping)</td>
<td>Interpersonal cognitive complexity</td>
</tr>
<tr>
<td>Communicatio</td>
<td>Vocalics</td>
<td>Interactio</td>
<td>Message</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n competence</td>
<td>Chronemics</td>
<td>nal Context</td>
<td></td>
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<td></td>
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<tr>
<td>Quickness to respond</td>
<td></td>
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<tr>
<td>Ability to process</td>
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<tr>
<td>Latency of speech</td>
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</tr>
</tbody>
</table>

Table 2 Summary of the factors that impact communication

2.4 Persuasion Theories

The first angle that will be applied to understand this study better is comprehending how the element of persuasion is applied to the communication process. In this section, a review of the theories and frameworks from literature to explain how a speaker can persuade his audiences will be discussed.

2.4.1 Definition of Persuasion

Before delving deeper into the subject, it becomes imperative to define it. Persuasion is defined as human communication designed to influence others by modifying their beliefs, values and attitudes (Simons, 1976). Thus, by this definition, we understand that persuasion is indeed a communication process.

This definition brings forth a few new terms that needs to be fully understood. They are attitudes, beliefs and values. Attitudes, beliefs and values are seen as orientations of mind that influence our behaviour (Cohen, 1959). Researchers claim that the objective of persuasion is to bring an attitude change which could influence the behaviour of the person it is directed towards (Beisecker & Parson, 1972).

Lastly, this definition elaborates the following features of persuasive communication. 1) It has a purpose or an objective, 2) It is used to achieve the objective of the persuader, 3) The recipient has freedom to choose whether they will comply with the objective or not. Finally, 4) the entire process depends on the persuader communicating with the recipient (Simons, 1986).
So what factors or parameters contribute to the success of a persuasive message? The literature from the days of Aristotle till today, has identified four groups of factors (O'Keefe, 1990). These factors are:

- Speaker or source factors;
- Message factors;
- Receiver and contextual factors;
- Attitudes and actions.

The success depends on not one or two but an interplay of various aspects of these factors and are explained in greater detail in the sections below.

2.4.2 Source factors for persuasion

Considerable attention of researchers has been paid to how the characteristics of the speaker influence the outcomes of the persuasive message. The initiation of the persuasion process begins from the source or the speaker. The source factors are also mentioned in the famous theory of Rhetoric by Aristotle (Rhys, 2004).

In that theory, Aristotle explained the interplay of three factors for persuasion, also known as the rhetoric triangle of “Ethos, Pathos, Logos” (Kennedy, 1991). Ethos conveys the nature of the source or the communicator of the message, and is the focus of this section. The other two will be covered separately in sections 2.3.6 and 2.3.7. There are a variety of characteristics of the source that impact the persuasive outcome.

2.4.2.1 Credibility of the source

Credibility is an important characteristic of the source that impacts the persuasion process. It is seen, perceived or judged by the recipient of the message or the audience. In the persuasion process, the audience understands and knows that the speaker has a motive which is in the message. This gives rise to certain expectations, biases and attitudes toward the speaker in the minds of members of the audience.

There are two broad biases that the audiences have for the speakers. The first is the knowledge bias and the second is called the reporting bias. Simply put, the audience wants to know whether the speaker has the knowledge on the topic and whether he has an honest opinion about it. In other words, audiences will be less agreeable to a speaker who is giving wrong information or if he is misleading them (Eagly et al., 1978).

Studies however, show that there is a correlation between the outcome of the message and the credibility of the source. If audiences react positively to the message and know that the source is highly credible, then a persuasive outcome is more favourable. But if the audiences don’t accept the logic of the argument, then it is seen that the high source credibility does not really benefit to make the response favourable (Tormala et al., 2006).

Researchers also found that the effectiveness of credibility of the communicator on the audience depends on various factors like the involvement of the audience to the topic, the timing of identification of the communicator’s credibility (either before or after the message is conveyed) and the attitude of the audience towards the subject (Andersen & Clevenger, 1963; Self, 2014).
These biases in the minds of the audiences require the speaker to demonstrate certain dimensions in his credibility to address the biases and make the persuasion process successful:

1. **Expertise or Competence to overcome knowledge bias**: The competence dimension of the communicator is defined as the ability to demonstrate expertise or authority to speak on the topic. It is also referred as authoritativeness or qualification (Bromme et al., 2001). The audience assesses how well the source knows the truth of the topic through his experience, knowledge or qualification and intelligence on the subject.

   Research on how viewers of news on television make or change opinions show that opinion changes significantly if the person speaking on TV is venerated as an expert. There is a better chance of people accepting the views of an expert or take them seriously (Cialdini, 2001).

2. **Trustworthiness to overcome reporting bias**: The trustworthiness dimension is defined by the character or personal integrity of the communicator on the topic. It is also called reliability. The audience assesses whether the speaker is honest about the topic himself, whether he has any hidden agendas and whether he is stating the message fairly without misleading them.

   Research on political candidates showed that voters did support candidates who had no prior expertise in politics because they felt that the candidate had integrity and was perceived to be sincere and honest (Abramson et al., 2009).

These two dimensions of credibility explained above are very generic and vary between audiences, circumstances and the type of message. No two recipients will judge the competence and trustworthiness dimension of the communicator in the same way (O'Keefe, 1990). They are greatly influenced by a lot of factors that interplay together. These factors are outlined below:

1. **Education, Occupation and Experience** – This factor is important for the Expertise dimension. The audiences will have more confidence in the message if it is coming from a speaker who is an expert on the topic. The Educational degrees and background are one of the measures of expertise which the audience relate to (Swenson et al., 1984). The titles, designation, position of the speaker and the occupation he belongs to, if relevant to the topic, is also another factor. The number of years of seniority or experience in the industry is the third factor. In today’s highly connected world, it is easy to determine credibility. Online bios and LinkedIn profiles of managers in the corporate sector are readily available. Studies also show that if the speaker mentions the sources of his/her evidence in the message, the audience’s perceptions of his/her credibility improve slightly (Reinard, 1988).

2. **Fluency in speaking** – Audiences gauge the fluency of delivery and the confidence of the speaker as a measure to judge the trustworthiness of the speaker on the topic. Some speakers are very confident and demonstrate that they know the topic well. But researchers found out that despite the speaker being very knowledgeable, minor characteristics in oral communications demonstrated by the speaker, like repetition of words, using too many filler words like “uh” etc. or looking tense, may cause
audience to become disinterested and become unfavorable to the topic (McCroskey & Mehrley, 1969; McCroskey, 2006). Studies have also been done on the speed of speaking and the correlation to the source credibility factors but haven’t resulted in concrete findings.

3. **Personal position on the topic** – The audience’s perception of speaker’s trustworthiness varies according to the speaker’s personal position on the topic. Studies show that if the speaker has a biased view of the topic, then it confirms with the audience’s expectations of the reporting bias, which causes them to trust the speaker less. But if the speaker gives a fair unbiased view or even takes a view totally opposite to what the audience expects from him, the audience reacts favorably to the speaker and the topic (Burgoon & Poire, 1993).

4. **Likability with the audiences** – The receiver’s liking towards the speaker can influence his judgments and attitudes on the trustworthiness. It is observed that a likable person is more successful in persuading his audiences (Rhoads & Cialdini, 2002). Non-verbal gestures like smile, courtesy and eye contact might greatly increase the likability of the speaker. Another factor that plays a role here is the use of humour in the message unless it is inappropriate for the topic. Liked communicators are more effective influence agents than disliked communicators (Eagly & Chaiken, 1975). The dimensions of likability are quite varied and range from appearance, gender to behavioral traits like courtesy, friendliness, voice quality and other visible personality attributes (Applbaum & Anatol, 1973; Pearce & Brommel, 1972). The way liking of the communicator impacts the persuasive outcomes on audiences also vary significantly. It is observed that the audience prefers the dimensions of credibility in a communicator more as compared to the dimensions of liking (Simons et al., 1970). Liking and involvement are also correlated. If the audience is involved with the topic more closely, then the effect of liking of the communicator on the persuasive outcomes is minimal. It has also been observed that a disliked communicator can have a greater persuasive impact on the audience (Zimbardo et al., 1965). Acknowledgement of the audience by a speaker like taking someone’s name or thanking them for their time are also seen as ways to increase likability (Seiter & Weger, 2010).

5. **Similarity or Kinship** – There are many factors that may have an indirect impact on the perception of the speaker in the audience. These factors occur when the receivers perceive similarities between themselves and the speaker like; speaking the same language, being alumni of the same college, having the same first or last name, and many more such factors. The relationship is quite complex and there could be infinite possible similarities. Researchers believe that these factors are more effective when the speaker is making a personal and emotional appeal to the audience (Brock, 1965). There are an infinite number of possible dimensions of similarity-dissimilarity (Simons et al., 1970). One could argue that a greater similarity between the communicator and the audience might have a greater influence on the persuasive outcome and hence it is important for the communicator to emphasize the commonalities between themselves and their audiences. The audience can perceive oneself to be similar to the communicator in a variety of ways like age, occupation,
attitudes, physique, income, gender, education, speech dialect, personality, ethnicity, political affiliation, interpersonal style, clothing preferences, etc. Dissimilarities will have different effects and hence, in reality, the relationship of similarity and persuasive effectiveness is quite complex as pointed out by researchers. In certain circumstances, similarities have been found to enhance persuasive effectiveness but also inhibit them in other many circumstances (Goethals & Nelson, 1973; Mills & Kimble, 1973).

6. **Physical appearance** – Studies show that the physical attractiveness of a speaker has an influence on the recipient’s perception of the trustworthiness of the speaker (Chaiken, 1979). The reason for this could be that audiences pay more attention to a speaker who looks and dresses better and increases likability as well. There are cultural aspects as well. Some cultures may find wearing casual clothes in the workplace acceptable; others may not. Under these conditions, a speaker who is inappropriately dressed in a certain culture may not be liked by the audiences and have an indirect impact on the overall outcome (Glasman & Albarracín, 2006). It was also found that physically-attractive communicators are not always successful in getting a persuasive outcome for a variety of other reasons (Maddux & Rogers, 1980). And in some cases, it was found that physical attractiveness had less or no effect on their audiences as compared to unattractive counterparts (Cooper et al., 1974). Though there has been a mixed view on this factor, a general consensus is that physical attractiveness plays an indirect role on the audience’s liking towards the communicator.

In summary, we note that the factors of the communicator that effect the persuasive outcome are credibility and liking. All other characteristics of the communicator like similarity with the audience and physical attractiveness indirectly influence the first two factors and play a role in influencing the outcomes of persuasiveness on the audience (O'Keefe, 1990). In the next section, the factors of the message that impact the persuasive outcome will be discussed.

2.4.3 **Message factors for persuasion**

As explained in section 2.3.4, there are many theories which explain the beliefs and attitudes in audiences namely the social judgement theory, information integration theory, cognitive dissonance theory and elaboration likelihood theory.

These theories help understanding this section better. A speaker may be able to persuade his audiences if he designs a great message which has the power to change the beliefs and attitudes of his audiences. The speaker has to decide how he should package the message, organize his arguments, what to emphasize and what to avoid, which words to be used and many more such issues on the appropriateness of the message (O'Keefe, 1990).

In this section, studies on the effects of the factors of a message on persuasion are reviewed. The outcomes of persuasion depend on how the arguments are structured, what should the nature of conclusion be, what choice of words should be used and how to place the critical request in front of the audience.
There are three broad categories of the message factors – the structure of the message, content of the message; what the speaker wants to say, and the language employed in the message which could be either words or symbols (Perloff, 2010).

### 2.4.3.1 Structure of the message

There are two areas that the speaker has to think through for the structure of the message. The first one is how the arguments should be ordered within the message and the second one is to find the best way to conclude the message.

1. **Ordering of the arguments** - Every message is made of a combination of arguments some of which would be more important for the overall outcome than others. Researchers tried to find out the right structure of placing these arguments in the message. A common question that frequently asked is, should the most important argument be placed in the beginning of the message or in the end. A study of various speeches showed that many speakers saved the best and most important argument for the last. Some speakers had a direct approach where they put forward the most important argument in the beginning of the message. It is also important to keep the context in mind to understand this well. Many contexts or situations where time is less, having the most important argument in the beginning as compared to others is more impactful than having it at the end. Leaving aside the context, experiments conducted on message structures showed very little or marginal differences in the persuasive outcome when the order or arguments were altered (Gilkinson et al., 1954). Another study focused on the speaker presenting one-sided perspective, where the speaker presents only one view on the topic, or two-sided perspectives, where the speaker presents both views of position and opposition on the topic. The study showed that speakers who presented two-sided views and especially rejected the opposition view were more successful in persuading their audiences than others (Allen, 1998; Rucker et al., 2008). The audiences are willing to change their attitudes more when they perceive the speaker to be fair in mentioning and offering both sides of the argument and also explain why one side is stronger than the other (Jackson & Allen, 1987).

2. **Positioning of the conclusion** - Another important aspect of the message structure is to have an explicit or implicit conclusion or recommendation for the audience. It has been seen that messages with an explicit recommendation have more persuasive outcome than a message without such features (Hovland & Mandell, 1952). An explicit recommendation also helps the audience to understand the message and comprehend the point better but may not necessarily result in a persuasive outcome (Thistlethwaite et al., 1955). There are two suggested strategies. One is called the FITD or foot-in-the-door strategy where the message first makes a small request and then a larger or critical request. The underlying assumption here is that the audience will be more likely to be persuaded positively on the critical request if they have been positively persuaded on the first smaller request (Freedman & Fraser, 1966). The second strategy is called the DITF or door-in-the-face strategy, which consists of initially making a large request which is usually turned down by the receiver, and then making a smaller critical request (Cialdini et al., 1975).
2.4.3.2 Content of the message

There are many factors and variables of the message content that effect the persuasive outcomes. The important ones relevant for this study are as under

1. **Proof or evidence** – The term evidence in the message is defined as factual data or information from a credible source that supports the claim of the argument in the message (Reinard, 1991). Researchers found that a message with evidence has a better persuasive impact than a message with no evidence (Reynolds & Reynolds, 2002). Some examples of the use of evidence in a message are facts, statistics or testimonials. Evidence suggests that examples seem to be a powerful form of information as compared to information in a statistical summary form (Taylor & Thompson, 1982).

2. **Case study, Examples or Narratives** – A narrative or a case study or an example is another way for a speaker to package the content and make it more persuasive for his audiences. A narrative is more interesting to audiences because it explains the situation in greater emotional detail than a statistical summary. The audiences remember a story more than a number (Hornikx, 2005). Researchers find that a narrative or case is more powerful than statistics or numbers in a message to change the attitudes of the audiences (Hamill et al., 1980).

3. **Fear appeals** – Fear is a very good tool to bring out reactions in the audiences. They are also very commonly used in everyday lives, e.g. parents persuading children to give up candies because it will harm their teeth and many more such examples to scare someone if they don’t comply. Fear is defined as an internal emotional reaction, which is experienced when the person perceives a personal threat to his life (Witte & Allen, 2000). Fear appeals are used in persuasive communication to produce a desired attitude change. Speakers can decide to choose a high fear appeal or a low fear appeal in their content. It has been seen that the messages that have a higher fear appeal are more persuasive than those with little or no fear appeal (Boster & Mongeau, 1984). Fear appeals might also produce a wrong effect if not chosen well. Audiences might get turned off or deny to acknowledge the topic and its scariness. Another phenomenon that is commonly observed in audiences is that they may have either unrealistic optimism or the illusion of invulnerability which means that bad things might happen to others but not them. This is commonly seen in health care persuasive messages (Ritchel, 2009). One of the most popularly-used frameworks to design a fear appeal in messages is the Extended Parallel Process Model by Kim Witte (1998). The speaker must first elaborate the problem by both offering the severity of the problem and the likelihood about the outcomes so that the audience is threatened. The speaker must then explain the solution and also how the audience can apply the solution to themselves.

4. **Guilt appeals** - Guilt is also an emotional response like fear. It has similar properties to evoke attitude change in audiences. Speakers can choose the message content to infuse guilt in their audiences, make them feel that they have failed to do what they were supposed to do (Basil et al., 2008). They also proposed a model like the Extended Parallel Process Model or the EPPM. The model explains that the speaker
must outline a problem that the audience can empathize with. This explanation of the problem should arouse guilt in the audience and help them change their attitudes and take action to solve the problem. The best examples of such scenarios are charitable causes. In such cases a message strategy called “EAPH even a penny helps” is quite useful for those audiences who are not keen to participate and is typically used in fund-raising and money-collection campaigns (Cialdini & Schroeder, 1976).

### 2.4.3.3 Language used in the message

In the section above, the factors that make the content more persuasive were discussed. There is another set of factors of a message that are important for this study that influence audiences. These are, the choice of words, speed of speaking and intensity.

1. **Speed of speaking** – Though there is no concrete evidence that speed of speech enhances persuasive outcomes directly, there is evidence that it does have an indirect impact. Speaking fast can capture attention of the audiences in the beginning of the message or when the speaker wants to highlight a story and various other contextual factors like the sensitivity of the topic and the type of audience (Smith & Shaffer, 1995). Some audiences may perceive a fast speaker as nervous or insensitive towards the audience. Slow speed of speaking helps when the topics are sensitive or involve a large section of audiences with different cultural backgrounds and especially when they speak different languages. Overall, the study of speed of speech and persuasion is very complex and there is no clear evidence to suggest the right approach.

2. **Choice of words** - There are many forms of linguistic study, which analyze the choice of words and their impact on the persuasive outcomes on audiences. While this is beyond the scope of this study, there are a few important factors that are relevant for this study. Speakers who choose words to highlight their position and sound powerful are more successful in changing attitudes of their audiences as compared to those who chose words that undermine their power in the mind of the audience (Hosman, 2002). Some examples of these words are hesitations, disclaimers, hedges and tags. A prepared speaker who uses them less frequently is more likely to make a change in the audience. Another aspect in this area is the use of metaphors. In the section 2.3.6.2, the use of narratives or story in the content of the message was mentioned as an important factor of a persuasive message.

3. **Intensity** – Messages with intense, strong words that are vivid and charged with emotions are more useful to bring persuasive outcomes in audiences. Another term that is used is called “graphic language” to elaborate the extremity of the situation. Studies show that intense words can be more impact on audiences under specific conditions that combine the credibility of the speaker, the involvement of the audience and the appropriateness of the language (Hamilton & Hunter, 1998).

### 2.4.4 Recipient/Audience factors

The third part of the rhetoric triangle is the pathos or the state of the audience or recipient of the message. There are various characteristics of the recipient that impact the outcome of the persuasiveness. This section will attempt to look at studies done in this regard.
The first recipient characteristic is the general and natural persuasibility of the recipient by the communicator or the message. Researchers have tried to ask “are some people naturally more persuadable than others?” and have found that though there exist some differences between recipients who are easily persuaded than those who aren’t, the ease of persuasion is not that varied between both sets of recipients (Janis & Field, 1956). Some researchers have found that woman in general are more persuadable than men (Eagly & Carli, 1981).

Some other personality traits of recipients that are useful to be aware of in this category is the self-esteem of the recipient in relation to the persuasion message. If the recipient’s self-esteem increases by the message, there is a likely change to attitude and the persuasive outcome. Sometimes, high self-esteem can also bring a less attitude change in audiences (Nisbett & Gordon, 1967).

The second characteristic that impact a persuasive outcome is the induced characteristics in a recipient. A simple explanation of this characteristic is the resistance of the recipient to be persuaded. Just like how we inoculate vaccines to children to make them less prone to viruses, similarly, researchers suggest that there are ways to inoculate the recipients with views that make them resistant to be persuaded (McGuire, 1964).

The last set of factors in this section are the contextual factors. In situations where the recipient and communicator are in a debate like situation, the choice of who speaks first has a contextual effect on the persuasive outcome. The choice of medium also plays a crucial role and researchers have seen that the same message that has a positive persuasive outcome on the recipients on a certain medium completely fails on the other medium (Mutz & Diana, 1988). The recipients are also impacted by the persistence of the message or communicator and the temporal placement of the message (Petty & Cacioppo, 1986).

2.4.5 Beliefs and attitudes of the audiences
There are many theories that help understand the beliefs and attitudes of the audiences for a successful outcome. These theories are important because they throw light on the importance of the audience behaviour as an integral part of bringing a change for a speaker. They also help broadening the theoretical framework for this study. But since these theories are vast, it was felt that the scope of these theories will be kept at a minimum. This was done by keeping the research objectives in mind which are to understand how a speaker makes an impactful presentation to an audience and emphasizing the role of oral communication in the entire process. So those nuances of audience behaviour that explain the research objective better have been taken into consideration here. Another reason for keeping these theories to a minimum was to avoid spilling the scope of the study to psychology and spreading the research objectives to human behaviour, decision making and neurosciences, topics which are more appropriate to other management genres like human resources, behavioural economics and marketing. This is the reason that theories like Prospect Theory (Tversky & Kahneman, 1979) have been kept out from the theoretical approach of this study. The most relevant theories that explain beliefs and attitudes of audiences for this study are explained in the following sections.

2.4.5.1 Social Judgment Theory
This theory suggests that audiences have their own positions on the topic which the persuader wants to persuade them on. These views or positions could come from a variety of factors like their upbringing, educational background, cultural influences and many more relevant
social factors. The attitude change of the recipient on the topic will depend on his own position and advocacy on the topic. If the recipient’s position on the topic is similar or within a range of acceptable latitude of the message, the chances of the success of the message will be higher. However, if the position of the recipient is different to that of the message, the message has a greater chance of failure (Doherty & Kurz, 1996).

2.4.5.2 Information Integration Model of attitude
Social judgement theory (Hammond & Stewart, 2001) explains the concept of the audience’s position on a particular topic and the latitude of acceptance they had on changing their beliefs (Doherty & Kurz, 1996). But often, the belief held by the recipient on the topic might vary because of various underlying salient beliefs and their strengths. A new theory, called the Summative Model, explains the phenomena better (Fishbein, 1991) and puts more emphasis on the recipient’s belief system for the persuader to prepare the message. Simply put, this theory suggests that the overall position of a recipient on a subject is a summation of the various salient beliefs and the evaluations of those beliefs at that point. So it might happen that the recipient’s position on a topic can change if the persuader breaks the position into multiple salient positions and drafts the message accordingly. The summation of these changes can then bring about attitude change. Some scholars have suggested that a newer weighted average model can be an alternative to a summative model (Anderson, 1965).

2.4.5.3 Cognitive Dissonance Theory
This theory is quite popular in understanding decision making and is also used in explaining persuasion. Developed by Leon Festinger in 1957, this theory studies the relations of cognitions or thoughts in our minds and the effects they have on our lives. The central idea of this theory as that we strive to reduce dissonance, or the uncomfortable state of having inconsistent thoughts. They adopt different tactics or strategies and while they may not be successful in reducing the dissonance, they all strive to make a change in their thoughts or minds. So in persuasion, the speaker or persuader must strive to offer ways of reducing dissonances in the minds of their audiences by offering them various options to choose from (Harmon-Jones, 2002).

2.4.5.4 Elaboration Likelihood Model
The Elaboration Likelihood Model is based on the idea that depending on how the information is elaborated by the speaker, the receiver will engage and respond differently. It was developed by Richard Petty and John Cacioppo in 1986. The model offers two ways to persuade. The first approach is called the Central Approach where the speaker elaborates the issue, provides logical arguments which are relevant to the central issue of persuasion. The second approach of changing the audiences is the peripheral approach where the elaboration is less. This could be a simple likability factor of the speaker or any other peripheral cue that can help the audiences engage with the speaker better. Another way to understand both the approaches is to see the Central Approach as a more direct method and the peripheral approach as an indirect method to engage the listeners on the topic and persuade them (Petty, et al., 2009).
2.4.6 Summary of the factors that impact the persuasion process

After this section, the following table brings out the factors that impact success of the persuasion process as defined in literature.

<table>
<thead>
<tr>
<th>Source Factors</th>
<th>Message Factors</th>
<th>Recipient Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expertise</strong></td>
<td><strong>Structure</strong></td>
<td><strong>Personality Type</strong></td>
</tr>
<tr>
<td>• Education, Occupation, Experience</td>
<td>• Ordering of arguments</td>
<td>Inclination towards the topic</td>
</tr>
<tr>
<td>• Fluency in speaking</td>
<td>• Positioning of conclusion</td>
<td>Resistance and longevity to persuasion</td>
</tr>
<tr>
<td>• Personal position on the issue</td>
<td><strong>Content</strong></td>
<td><strong>Choice of medium</strong></td>
</tr>
<tr>
<td>• Expertise</td>
<td>• Evidence</td>
<td></td>
</tr>
<tr>
<td>• Trustworthiness</td>
<td>• Case/story/example</td>
<td></td>
</tr>
<tr>
<td>• Likability</td>
<td>• Fear Appeal</td>
<td></td>
</tr>
<tr>
<td>• Similarity or kingship</td>
<td>• Guilt Appeal</td>
<td></td>
</tr>
<tr>
<td>• Physical attractiveness</td>
<td><strong>Language</strong></td>
<td></td>
</tr>
<tr>
<td>• Style of delivery</td>
<td>• Speed of speaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Choice of words</td>
<td></td>
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<tr>
<td></td>
<td>• Intensity of words</td>
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</tr>
</tbody>
</table>

Table 3 Summary of the factors that impact persuasion

2.5 Leadership

“The art of communication is the language of leadership” James Humes (Shamir, 1998)

Between 1960s and 80s, great deal of research was initiated on leadership studies, and good progress was made. The subject of leadership had found greater acceptance in business schools and the corporate world. Henry Mintzberg was one of the first proponents of demystifying what a Manager actually does in an organization. His path-breaking study was published in 1973 as a book “What the manager actually does”. His latest book “Managing” published in 2011 also builds on the study of 1973 and highlights that on any typical day, a manager is spending his day mostly fire-fighting, attending meetings, getting interrupted, or pulled into situations where s/he has to get things done. (Mintzberg, 1973)

Till then, the myth was that a manager is supposed to be thinking and making plans for others to work. But, Mintzberg’s study brought out the essential aspect of a Manager, that is being the key influencer in an organization to get things done.

Communication skills are a large component of this activity. Many researchers claim that a Manager will spend upwards of 70-90% time communicating with various stakeholders to get his work done (Eccles et al., 1992). When CEOs and other senior executives in all industries
and countries are asked to list the most important skills a Manager must possess, the answer consistently includes – good communication skills.

Managers spend most of their day engaged in communication; in fact, older studies of how much time managers spend on various activities show that communication occupies 70 to 90 percent of their time every day. With cell phones, e-mail, text messaging, if that same study were to be done today, the number would be even higher. The sheer amount of time Managers spend communicating underscores how important strong communication skills can be for the manager desiring to advance to leadership positions. Thus, mastering leadership communication should be a priority for managers wanting their organizations or the broader business community to consider them as leaders (Barrett, 2006).

The assumption that there is a strong correlation between leadership and communication is exemplified by a study done in the late nineties. The question that the study strived to answer was; “is there a connection between leadership and communication?” (Fluto, 1999). Several employees from various companies were surveyed on how they perceive their managers. The study suggests that communication competence is indeed a necessary prerequisite for effective leadership. Some researchers mention that for an organization to be productive, its front line managers should become leaders and communication is one of the most important strategic tools for them to get their work done through their teams (Ahmed et al., 2010; Vries et al., 2009)

The study showed that charismatic and human-oriented leadership are mainly communicative, while task-oriented leadership is significantly less communicative. The communication styles were strongly and differentially related to knowledge sharing behaviours, perceived leader performance, satisfaction with the leader, and subordinate’s team commitment.

Leadership is a vast topic. Though the word “Leader” traces its appearance in the English language in year 1300, the word “leadership” did not appear until the first half of the nineteenth century (Bass, 2009). Leadership and management are interconnected. Leaders are not only supposed to think of the big picture but also play a complex, intertwined combination of interpersonal, informational, and decisional roles (Mintzberg, 1975).

But very soon, the line between theories of leadership and managing a team started to blur (Zeleznik, 2004). Some academicians felt that if one observes the head of an organization in their day-to-day job, it would be more like managing tasks to get things done (Mintzberg, 2009). By 1975 a new school of leadership studies emerged that distinguished leading from managing. It was argued that there are two types of leaders – transformational and transactional (Burns, 1978).

The transformation leader formulates the long-term objectives and vision, demonstrates transformational qualities of a leader and influences a change in the values, attitudes and behaviour of others. The transactional leader engages in day-to-day activities and complies and supports the overall vision laid down by the transformational leader. In many ways, the transactional leader is also called as “Manager” and the transformational leader as “Leader” (Conger & Kanungo, 1998). By 1980s and 90s, research in the area of Charismatic Leadership progressed significantly and the term Charismatic and Transformational were used interchangeably with leadership (Bryman, 1992, p. 10).
2.5.1 The Charismatic/Transformational Leader

The term charisma means a “gift”. It is often used to define a person who is capable of having a profound and extraordinary effect on others and brings transformational effects on organizations and people (House & Baetz, 1979; Howell & Shamir, 2005).

A German sociologist Max Weber started work on identifying certain specific attributes of charismatic leaders which was carried forward by various academicians to study leadership qualities in people. Over time, two schools of thought emerged on charismatic leadership. Some researchers believed that there are interconnected behavioural qualities of a charismatic leader that the followers perceive which makes them follow the leader (Dow, 1969).

A model of charismatic leadership was defined which had many interrelated attributes of a charismatic leader. Charismatic leaders provided a strong emotion for the followers to identify with them so that they get influenced, are inspired to follow a common goal, challenge them to rethink their beliefs and to help them realize that this will benefit them as well (Bryman, 1992, p. 54).

But some researchers felt that this phenomenon was not related to the personality of the leader. It was largely dependent on how they were perceived and appreciated by their followers (Willner, 1984). Some scholars like James Meindl (1990) criticized that the theory of charismatic leadership is too “leader-centred” and offered a “follower-oriented” approach. This approach takes the focus more towards how followers conceptualize leader behaviours and their potential impact (Meindl, 1990). It was felt that the charismatic effects are a function of social psychological forces operating among followers, subordinates and observers, rather than arising directly out of the interactions between followers and leaders. Meindl argues that these forces are independent from the traits and behaviours of the leaders and hence the qualities of a leader are irrelevant in understanding Charismatic Leadership.

Both schools of thought have helped immensely in understanding the concept better. Researchers now agree that they complement the subject instead of contradicting with each other. There is no doubt that charismatic leadership is indeed an observable behavioural process that can be described and analysed like any other leadership process between a leader and follower. Goffee and Jones (2006) also suggest that this relationship depends a lot on the situation and the type of personality (Goffee & Jones, 2006).

Researchers took this study further and listed down the behavioural components that followers can observe to distinguish a charismatic leader from a non-charismatic leader. There are many behavioural components they identified like challenging the status quo, setting a future goal, likability, trustworthiness, expertise, environmental sensitivity, articulation and being able to transform people. In other words, a charismatic leader advocates a cause and makes his follower believe in that because. A key attribute relevant for our study is that a charismatic leader possesses strong articulation skills. As we move further in this study, we will now focus only on this aspect as the others are beyond the scope of the study (Conger & Kanungo, 1987).

2.5.2 Leader rhetoric- a behavioral trait of charismatic leaders

Over the years, researchers have tried to establish strong linkages between persuasiveness of an individual and charismatic leadership. In order to be a successful advocate of a cause, a leader needs to be a persuasive and credible communicator. A charismatic leader will inspire
his followers (House et al., 1991). The followers perceive a charismatic leader as an exciting public speaker, who appears to be a skilful performer when presenting to a group, is able to motivate and inspire teams, clearly conveys his/her vision, articulates clear organizational goals and provides new ideas for the future of the organization (Bryman, 1992; Conger & Kanungo, 1992).

Abraham Lincoln once said in a historical debate in 1858: “With public sentiment, nothing can fail; without it nothing can succeed. Consequently he who moulds public sentiment goes deeper than he who enacts statutes or pronounces decisions” (Lincoln et al., 2008). So overall, there seems to be enough literature and evidence pointing out to a strong link between a leader and their communication skills. It is argued that to be a good leader, one must have strong communication skills to persuade others to action.

So how do these charismatic leaders bring the desired effects on their followers? This field of study is still evolving but has seen some extraordinary breakthroughs. Scholars have been finally able to propose a theory that links leader behaviour and follower effects through follower self-concepts.

According to this theory, a charismatic leader articulates his view to the followers by ensuring that some set of the follower’s interests and values become congruent and complementary to that of the leader. The leader then becomes a role model by demonstrating various behaviours in line with the objective which also increases the credibility of their message among the followers (Shamir, et al., 1993).

Persuasion and communication are key processes that create this alignment between leaders and followers. Though a lot of research has been done on the oratory aspect of speeches, but they are not connected to charismatic leadership. Those studies also focused more on the style rather than content. A study of speeches of charismatic leaders showed that there is a significant relationship between the rhetorical content of the speech and the charismatic impact on the followers. (Shamir, et al., 1994).

Some scholars like Deane Hartog and Robert Verberg also argue that the relevance of charismatic leadership in international business strategy is very obvious and requires more attention on how the CEO is able to link the strategy of the organization to the values of the teams of that organization. This is also an area where rhetorical devices to construct the content of these strategic plans to be communicate to the teams can be looked at. Broadly, it can be clearly understood that one of the most important qualities of a charismatic leader is to create rhetorical and persuasive messages for his followers (Hartog & Verburg, 1997).

Shamir (1991) argued that in order to bring the desired motivational effects in the audiences, a speaker must make the following seven references in his/her speech:

- More references to history;
- More references to the collective and collective-identity;
- More positive references to follower’s worth and efficacy;
- More references to the speaker’s similarity to that of audiences;
- More references to values and moral justifications;
- More references to long-term goals and future;
- More references to hope and faith.
2.5.3 Summary of the factors that impact the communication process from the leadership theories

The following table 3 brings out the factors of a communication process as defined in literature of leadership studies. This table captures the new factors which have come out from the last section as compared to the ones explained in Table 2 from the persuasion process.

<table>
<thead>
<tr>
<th>Sender</th>
<th>Message</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Charismatic qualities;</td>
<td>• More references to:</td>
<td>• Followership;</td>
</tr>
<tr>
<td>• Leadership Rhetoric.</td>
<td>• History;</td>
<td>• Attraction for leader;</td>
</tr>
<tr>
<td></td>
<td>• the collective and collective-identity;</td>
<td>• Heightened levels of</td>
</tr>
<tr>
<td></td>
<td>• follower’s worth and efficacy;</td>
<td>motivation;</td>
</tr>
<tr>
<td></td>
<td>• speaker’s similarity to that of audiences;</td>
<td>Raise in self-belief.</td>
</tr>
<tr>
<td></td>
<td>• values and moral justifications;</td>
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</tr>
<tr>
<td></td>
<td>• long-term goals and future;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hope and faith.</td>
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</tbody>
</table>

Table 4 Summary of the factors that impact communication from a leadership perspective
2.6 A conceptual framework

As explained in sections 2.2.5 earlier in this chapter, this study applies a unique three-lens theoretical framework. The foundation of that framework comes from how business presentations are done by a speaker to an audience in the form of a message. Sections 2.3 to 2.5 then explained each of these lenses in greater details which encircle the basic framework. The review also outlined theories from each of these lenses which are important to keep in consideration for this study without spilling over to a broader management topic. These theories explain how audiences behave, what skills and abilities a speaker should have, what are the environmental and cultural nuances that can influence the outcome and the dynamics of followership and are shown in the oval blue circles outside the main lenses. With all these discussions and clarifications, the conceptual framework for this study has now taken shape and is presented below.

![Conceptual framework for the study](image)
2.7 Summary

This chapter has outlined the theoretical underpinnings of this study. Business presentations are an essential part of corporate communication and are made more as the managers become more senior and responsible in the organization. To address the research objectives, the problem was viewed from three theoretical lenses.

The first lens is from the communication studies where the transmission and reception model of Barnlund (1962) was understood along with the theory of constructivism and action assembly theory for creating messages (Greene, 2009). The second lens was from the theory of persuasion which used the classical Rhetorical framework propounded by Aristotle and then improved by many more researchers of the 21st century (Perloff, 2010; O'Keefe, 1990). Finally, the third lens was taken from the theory of self-belief and charismatic leadership that brought in the followership view into the research problem and gave it more depth (Conger & Kanungo, 1998; Shamir et al., 1994; Antonakis et al., 2011).

In Chapter 1, the research objectives were outlined. One of them was to explore the literature and answer the qualities of success of communication. The tables 2, 3 and 4 outline all the qualities that impact communication which were seen from these three theoretical lenses and provide an answer to that research objective. A quick summary of what literature outlines as qualities of an impactful communication is as follows:

- **Source or Sender qualities** – This covers the qualities of a sender like personality, expertise, credibility, style of delivery, ability of creating a message, beliefs and their social perceptions.
- **Message qualities** – this covers the areas like structure of the message, choice of words, evidence, logic, argument, objective, flow, meaning and language
- **Channel qualities** – though this is a significant aspect of traditional theoretical models of communication, the other two lenses of persuasion and leadership don’t give much importance to it. The qualities of channel blend in the other three areas.
- **Receiver qualities** – this covers the qualities of the receiver like their beliefs, inclination for the topic, maturity and intelligence, ability to listen and understand the meaning

These three theoretical lenses gave a rich framework as shown in figure above for the research methodology that will be now described in the next chapters.
Chapter 3 – Research Approach

“Research is to see what everybody else has seen and to think what nobody else has thought.” - Albert Szent-Gyorgyi (Hitt, 1998)

3.1 Introduction

The aim of this study is to look at the various dimensions of impactful business presentations and create a framework to measure the effectiveness of such presentations. The earlier chapter presented a critical review of literature and provided a conceptual framework that elaborated the aspect of communication from three theoretical lenses of: communication; persuasion; charismatic leadership. In this chapter, the research approach to achieve the research objectives will be explained.

Section 3.2 outlines the research framework for this study. A quick summary of the plan is as follows. This study has adopted a qualitative approach. The epistemology and theoretical perspective adopted in the thesis are illustrated in this chapter according to Crotty’s research string: epistemology; theoretical perspective; methodology; methods (Crotty, 1998). The first two comprise the theoretical approach and the last two comprise the practical approach. The practical approach adopted in this study involved a grounded theory methodology using the method of constant comparison to code the data. The method adopted for primary data collection were semi-structured interviews using convenience sampling techniques on managers from the industry. The figure below depicts the framework pictorially.
Section 3.3 gives a detailed procedure of research guidelines outlined by Cardiff School of Management. These include ethics approval, seeking access to companies, requesting consent from participants, preparing and conducting interviews to collect data and finally, ensuring that the confidentiality and privacy steps are taken.

Section 3.4 outlines the challenges and known issues with the approach taken in the study and steps taken to mitigate them. The section also highlights the key lessons learnt during the process which could help future researchers following a similar approach.

3.2 The Research Framework

The advantage of having a theoretical framework in a research process is to provide a "scaffolding" which gives stability and direction as the researchers pursue their research objectives (Crotty, 1998). This framework enables a more informed decision about the research design and makes the overall configuration easier to comprehend. It also helps to understand which approaches are helpful and which are not.

This is quite important because it can help narrow the choices and avoid going in the wrong direction. The knowledge of different traditions of research helps adapt the design to manage the constraints. Another way to look at the research process is to visualize it like an “onion” with layers. Each layer provides a covering which must be removed to move to the inner layers (Saunders et al., 2011). Both of these frameworks, which are represented in figure 1 and 2 below, will be used for this study and the overall steps of the research framework will be outlined in the following sections.

The objective of a research framework is to help identify the appropriate techniques and procedures to collect and analyse the data so that the research objectives of this study are met. These are called Methods which will be discussed in section 3.2.3. But, before this stage of collecting data is reached, an important stage of the research process is to understand and identify a strategy or a plan of answering the research questions and linking them to the choice of analysing the data. This stage is called the research Methodology and is outlined in section 3.2.2.

One can also see the Methodology as a broader strategy or a plan that results in finer tactics, procedures or methods. These two stages cannot be achieved successfully if the research design or philosophy is not addressed first. The foundations of a research design are closely
enmeshed with the philosophy of the researcher, how they view and interpret the world, their understanding of human knowledge and finally a context for the logic and criteria for the methodology. This stage is called the research **design** or **strategy** and is discussed in section 3.2.1.

The above explanation of the research process was done by following a reverse order of connecting the methods to the philosophy. But in reality, the ideal way of going about a good research process is to understand the “Why” first, then follow it with the “What” and finally the “How”. In figure 1, the recommended way to go about using the research onion is to peel the outer layers and then move inwards. For figure 2, the recommended way of using the scaffolding framework is to start with epistemology from top and then go down to address the methods.

As the stages of the research process evolves, the choices, flow of logic and assumptions that one must make will become clearer. These choices, assumptions and steps must stand to the strongest scrutiny and help answer the following questions satisfactorily

1. What is the nature of the research problem?
2. What philosophical stand is the researcher taking for the research problem?
3. Is this study qualitative or quantitative?
4. Is this study, inductive or deductive?
5. What is the sampling technique that is used to collect the data and why?
6. Is the sample size justifiable?
7. What is the strategy to analyze the data and why?
8. How reliable are the conclusions of the study?
9. Does the study uphold the ethics and policies of research?
10. At the end of the study, will there be any positive contributions to the field of literature?

![Figure 5 The Research Onion (Saunders et. al., 2007, pp. 100)](image-url)
3.2.1 The Research Design

The starting point of a research study is to understand the ontological orientation and position of the researcher. Ontological positions guide the researcher further to understand the epistemological aspects which will formulate the research strategy and ultimately, help in choosing the appropriate research methods. Crotty (1998) explains that both, ontological and epistemological issues, tend to emerge together. Though the origins of these terms come from philosophical studies, they are important to business studies as well. The best way to understand ontological and epistemological orientations of a research is to understand the paradigm of the researcher. Kuhn (1970) defines a paradigm as a “cluster of beliefs and dictates which for researchers in a particular discipline influence what should be studied, how research should be done and how results should be interpreted” (Bryman & Bell, 2003).

Over the course of last 2,500 years, two paradigms or schools of thoughts on knowledge creation emerged. One paradigm was followed by philosophers like Plato and Leibniz. They believed in the rationalistic principle of knowledge and argued that truth is self-evident and exists regardless of whether someone finds it or not. This ontological orientation is called the “Objectivism” which believed that human knowledge and values are objective, real and are discovered through a systematic method of objective and measurable procedures (Bernard, 2011).

A second paradigm was practiced by philosophers like Locke and Hume who believed that truth is relative and experienced by how one sees, hears, observes and interprets things around themselves. There is no objective truth waiting outside to be discovered but in fact is constructed by applying and understanding meaning to our engagement with the realities of...
the world. This ontological orientation is called the “Constructionism” and it encouraged a different set of methods and procedures to interpret and construct meaning of a phenomena (Cresswell, 2013; Bryman, 2015).

Once the ontological orientation of the research study is clear, the next step is to understand the epistemological considerations. A central focus in this step is to understand the nature of knowledge and be able to justify the ways one choses to understand knowledge. A commonly used definition of epistemology is to answer “how do we know what we know”. Or in simple words, how does one look at the world and make sense of it. Again, these terms are inherently drawn from philosophical studies and are increasingly used in social and scientific studies. Though there are multiple epistemological perspectives, the two important ones that are helpful for this study are positivism and interpretivism. The positivist camp uses a rational approach and methods from natural sciences for its body of work. The researcher’s own views on the research problem may not have any bearing to the research outcome and essentially, the researcher has to view the problem dispassionately from the outside. They rely on quantitative procedures because their philosophy is to prove or disprove the objective truth.

On the other hand, the interpretivist camp approaches and stresses on the understanding of the social world through an examination of the way it’s participants interpret the world around them. The researcher may also chose to interact with the participants in the construction of the explanation of the research problem (Bryman & Bell, 2003). Researchers who believe in this philosophy rely on qualitative procedures to interpret and construct an explanation of the phenomena.

This study finds in ontological orientations in constructionism with an epistemological grounding in interpretivism. Hence, the research methods will be qualitative in nature. Here are some reasons to justify this stand

1. **Nature of the research problem** - Communication and persuasion is a topic which has been around for centuries. The treatise of Rhetoric by Aristotle has been around for more than 2,300 years now. Over the last few decades there has been a lot of new theories and bodies of knowledge from subjects like mass communication which are used for this topic. The objective of this study was to explain the how and why of a phenomenon commonly observed in the corporate world and identify gaps in theory which will be difficult using quantitative methods. Managers and members of a company are engaging in social interaction when they present in meetings, exchange emails or proposals or reports with each other or are discussing a problem over phone or any other medium for communication. For this reason, qualitative methods are best suited (Flick, 2009).

2. **Capturing variety of perspectives from participants** - The objective of the study is to critically examine as many different views and perspectives from the participants who come from a variety of backgrounds. Qualitative methods are best suited to do this as they enable the researcher to be able to bring in a richness to the study objectives.

3. **Interpretation of the researcher in the study objectives** - This study began with the researcher identifying a problem that was seen in the corporate world as explained in
Chapter 1, section 1.3 on page 12. The research inquiry was an observation by the researcher which was to understand the “how”, “why” and “what” aspects of the problem. It is important that the researcher remains continuously engaged in the study and the interpretation of the data that emerges from the interviews. Qualitative methods allow the researcher to not only participate but also allow his/her own interpretations and reflections in the study.

4. **Flexibility to have a multidisciplinary approach** - Communication cuts across many disciplines. Some of them are management, humanities, sociology, psychology, behavioral sciences, linguistics and many more disciplines. Qualitative methods have the flexibility to accommodate them in the research process because the data collection and analysis methods are based on narratives.

The next important question is to understand how this study will engage and contribute to existing theory and whether this study is deductive or inductive in nature. This selection will help choose the methods to collect and analyse the data accordingly. In deductive studies, a hypothesis is taken from existing theory and is subjected to empirical scrutiny. In such kind of studies, theory and hypothesis are identified first which then drive the data collection process and analysis to test the hypothesis. These kind of studies may not always result in creation of new theory. Inductive studies are the exact opposite of deductive studies. They start with data collection and analysis and may result in building a theory. There is no rule that theory is always generated in either of the study strategies and it may also happen that deductive studies can use qualitative methods and inductive studies can use quantitative methods or a combination of both. Bryman and Bell (2003, pp. 11) suggest that they are best understood as tendencies rather than hard and fast distinctions. The figure below depicts this relationship in a pictorial fashion.

In Chapter 1, the five research objectives of this study were outlined. Out of these five, the objectives 3, 4 and 5 will bring out gaps in existing academic literature and contribute to theory. Hence a part of this study is inductive in nature. On the other hand, the objectives 1 and 2 will start from existing literature and attempt to test whether the hypotheses of what makes an impactful presentation as explained in literature holds true today. Hence those objectives will be deductive in nature. Bryman and Bell (2003, pp. 12) also suggest that both strategies may choose to inter-weave with each other and make the overall study iterate between induction and deduction. Figure 3 below explains this relationship in a visual format.
3.2.2 The Research Methodology or Strategy
As seen in sections 3.2.1 above, the context, philosophy and design of this study are derived from Constructionism and Interpretivism. It was also explained that methods of data analysis will be Qualitative and that the study will follow the deductive path for the first two objectives and an inductive reasoning approach for the other three objectives as outlined on page 12 of Chapter 1. In this section, the strategy and methodology to address the research objectives will be explained.

The divide between quantitative and qualitative camps of researchers has increased significantly over the years and each side looks at each other with scepticism. Some books use the term “hard” techniques for quantitative methods and “soft” techniques for qualitative ones which indirectly alludes to the strength of the technique. But with the influence of American and German researchers from sociology, psychology and anthropology, the qualitative methods are beginning to see an increased recognition and adoption by researchers worldwide (Flick, 2009).

Denzin & Lincoln (2011) have documented an interesting and historical journey of the qualitative methods from 1916 till now. According to them, qualitative methods were first used in the early 20th century to understand a foreign or other element in a phenomena e.g. study of foreign immigrants. It then moved into a modernistic phase and had many ups and downs in its identity and application. By early 21st century, more reputed journals started to publish papers which use qualitative methods and the academic fraternity is coming together to adopt and apply it further by understanding the challenges and how to overcome them (Denzin & Lincoln, 2011).
There are now a variety of qualitative methodologies available. This study has opted for the Grounded Theory as its methodology for its research objectives.

Founded in 1967 by two sociologists: Barney Glaser and Anselm Strauss, the grounded theory methodology uses a systematic set of procedures to develop an explanation about a phenomenon (Glaser & Strauss, 1967). The advantages of using grounded theory are as follows:

1. **Social relevance of communication** - Communication is essentially a social process. The corporate world is managed by human beings who use communication to interact with each other and accomplish their work related objectives. Studies conducted on how senior managers of Fortune 500 companies spend their day at office confirm that these managers get very little time with themselves and are always interacting with others (Bandiera et al., 2011). The ability to communicate and persuade is at the heart of all these activities and is seen as a vital skill that differentiates effective and successful managers from the others. Studies on speeches by charismatic leaders also mentions the importance of the ability of the leader to use words and messages to change the beliefs of his audiences towards a desired outcome (Antonakis et al., 2011). Given this background, a grounded theory approach will be very advantageous because it provides a variety of procedures, tools and techniques for explaining the phenomenon better and hopefully provide a solution to the problem identified in this study as explained in Chapter 1.

2. **Ability to work with the subjects actively** - Unlike quantitative methods, this study requires the researcher and the subjects to work together to understand, explain and find a solution to the problem without getting biased oneself or influencing the subjects towards the researchers bias. Grounded theory procedures allow the data to be organized and put in patterns of relationships which explain the phenomenon better. Since the researcher has very little scope to mix his own interpretation by using the grounded theory procedures, this reduces the researcher’s bias and makes the study stronger and reliable (Strauss & Corbin, 1990).

3. **A wider toolset to analyze data as compared to other qualitative methods** - Though there are many qualitative methods available, grounded theory is most suitable for this study as it provides a more robust toolkit to analyze the data. Another method that could have been looked at is thematic analysis and discourse analysis. But the limitation of thematic analysis is that it does not allow the advantage of theoretical sampling and constant comparison techniques that grounded theory provides. Also, discourse analysis is best suited when the research objective is focused on the language and choice of words of communication (Giles, 2002). This study has a much larger scope that explores how the message is created, delivered and interpreted. So discourse analysis will not be helpful to understand the elements beyond the language and content of the message like the audience’s interpretations,
sender’s beliefs and the cultural dimensions that were outlined in the literature review of Chapter 2.

3.2.3 Methods, Tools and Techniques

As seen in sections 3.2.1 and 3.2.2, the context, philosophy and design of this study comes from Constructionism and Interpretivism. It was also explained that methods of data analysis will be Qualitative and that the study will adopt the deductive reasoning approach for the first two research objectives and an inductive approach for the other three objectives which were outlined on page 12 of Chapter 1. The strategy and methodology of analysing the data will be done by using the Grounded Theory which was explained in section 3.2.2 above. In this section, the methods, tools and techniques to collect data will be explained.

3.2.3.1 Sampling

An important aspect of a research study is the collection of data from a sub-group of the population available to analyse and address the research problem. The process of collecting data from this sub-group can become very costly and time consuming if not thought through properly. There are challenges of accessibility and reliability to consider as well. Hence, there is a need to first identify a suitable size of this sub-group that represents the population appropriately and the method used to achieve this is called Sampling. In Chapter 1, the research objectives mentioned that one aspect of this study will focus on collecting primary data by interviewing managers from the corporate sector. The sampling technique used for that purpose is explained in section 3.2.3.1.1 below. The other aspect of the study will focus on collecting secondary data from the talks available on www.TED.com. The sampling technique used for that purpose is explained in section 3.2.3.1.2 below.

3.2.3.1.1 Sampling for primary data (interviews)

Given that this study is qualitative in nature and focuses on a problem faced by managers and professionals in the Indian corporate sector, a non-probability purposive sampling technique to select the target audience would be most suitable for the semi-structured interviews method.

The sample size for this study was 47 participants from 8 group interviews. There are various reasons for making this choice as explained below.

1. Access – Bangalore is one of the biggest and leading cities for corporate jobs in India where the researcher is also based. The researcher himself has worked in three multinationals located in the city for over 12 years and has worked with many more in the last seven years as a management consultant and executive coach of communication and leadership. This gives wonderful access to the target audience for this study.

2. Appropriateness - The sample has been selected to ensure that a variety of heterogeneous sectors are represented like Manufacturing, Information Technology, Media and Broadcasting, Research and Development, Pharma to name a few. After
getting access to a particular company, managers working in a variety of different functions and with varied experiences ranging from two to 15 years were invited. This would make the sample extremely appropriate for the study as it is both heterogeneous because it covers many different industries and homogeneous because despite being from different departments, they are all responsible to manage people and are of a certain seniority and background.

3. **Awareness and relevance** - Since the participants are all managers of certain seniority and are expected to manage people, this makes the sample very relevant to the research objectives because all of them would be using communications, especially presentations and verbal, face-to-face communications for their jobs. They all must be attending team meetings where they would be either listening or making presentations to their colleagues or customers. Another reason why this sample would be relevant is that they would belong to the corporate culture that gives importance to communication. The awareness of the importance of this subject would be very high. Many of them would have gone through training programs on this topic and would be in tune with the current trends of making persuasive presentations to senior management or stakeholders.

4. **Lower costs without diluting the quality** - Since the researcher and the sample are in the same city, the overall costs to collect data are low. Given that the relevance of the sample is extremely appropriate as explained above, the quality of the data should not be impacted despite the low cost. If the participants of the group that are identified don’t match the expectations of the research, the ease of discarding this sample and approaching a newer set is possible with no extra cost.

5. **Better acceptability** - Due to the strong access to the best companies in India which are either headquartered or have a representation in Bangalore, there is a benefit of better control on the overall sample size and data. Another advantage is that the researcher himself has been a manager in three companies. He has an understanding of how the departments will be aligned and can use that knowledge to select a group that matches the study undertaken.

6. **Data saturation** – The stage where the interviews stop providing any new data which is helpful for the study is called data saturation. Though, it was expected that six to nine group interviews will generate competent data for the kind of methodology that is planned for this study, care was taken to keep the interview pipeline to up to 15 interviews. The data saturation stage could have come earlier as well given the homogeneity of the sample and the nature of the research objective which is focusing only on a verbal face-to-face presentation.

Managers working in organizations ranging from Information Technology, Banking, Fast Moving Consumer Goods, Technology, healthcare and manufacturing sectors who use communication heavily in their work, and understand the importance of this skill in their organization were contacted in 8 different group interviews. The companies that have been operational for at least 10 years and have an employee strength of at least 500 were selected. The criteria to identify managers was as follows
Front Line managers (FLMs), middle managers or senior managers (MM, SM) in organizations from the sectors mentioned above
At least two years working as a manager with at least two employees reporting directly to them

These participants were recruited by contacting the head of human resource department or business units of each of these companies through Email and phone through a convenience sampling technique. The purpose of this study was explained because they will also find this very useful in their learning & development plans. A formal permission to do this study was taken and then they helped to identify two FLM, two MM and two SM (or more). Each interview lasted about 1.5 hours.

The Table below lists the names of the companies, the type of industry they represent, the date of the interview and the number of participants. The table also indicates how data reached a saturation point after the seventh and the eighth interview. The ninth interview did not add any new data and was dropped from the overall count. So overall, 47 managers from eight different companies participated in this study.

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Industry Type</th>
<th>Date of interview</th>
<th>Participants</th>
<th>Novelty of data</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGM consortium</td>
<td>Software</td>
<td>April 18th 2015</td>
<td>7</td>
<td>Very high</td>
</tr>
<tr>
<td>SKF</td>
<td>Manufacturing</td>
<td>April 24th 2015</td>
<td>5</td>
<td>Very high</td>
</tr>
<tr>
<td>RED FM</td>
<td>Media &amp; Entertainment</td>
<td>15th Oct 2015</td>
<td>3</td>
<td>High</td>
</tr>
<tr>
<td>GOI</td>
<td>Government</td>
<td>10th Dec 2015</td>
<td>3</td>
<td>High</td>
</tr>
<tr>
<td>GE</td>
<td>Research &amp; Innovation</td>
<td>10th Feb 2016</td>
<td>7</td>
<td>Medium</td>
</tr>
<tr>
<td>Intel</td>
<td>High-Tech</td>
<td>13th Jan 2016</td>
<td>2</td>
<td>Medium</td>
</tr>
<tr>
<td>Yokogawa</td>
<td>Power &amp; Electricity</td>
<td>19th Feb 2016</td>
<td>9</td>
<td>Medium</td>
</tr>
<tr>
<td>Happiest Minds</td>
<td>Information Technology</td>
<td>5th march 2016</td>
<td>11</td>
<td>Medium to Low</td>
</tr>
<tr>
<td>AWPL</td>
<td>Logistics</td>
<td>10th March 2016</td>
<td>4</td>
<td>Nil. Saturation Point. Interview Dropped</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.2.3.1.2 Sampling for secondary data (TED talks)

In Chapter 1, the research objectives mentioned that one aspect of this study will focus on collecting secondary data from the talks available on www.TED.com. The sampling technique used for that purpose is explained now.

TED.com is a not-for-profit organization that was started in 1984 and has curated more than 2,000 videos of eminent personalities from the fields of technology, entertainment and design from around the world. The TED platform offers these videos to be viewed freely to anybody in the world who is connected to the internet through a computer or a mobile device. The topics and content of these talks are relevant for the corporate world because the speakers are working on problems that are quite similar to what managers face in the corporate world. Many of the speakers are also representing their organizations which are directly or indirectly connected to the corporate world. Other platforms like Pecha-Kucha, Slideshare or Youtube were also looked at. Pecha Kucha only has visual slides and audio recordings and does not have videos which is an important requisite for this study. Youtube videos do not have transcripts and the kind of topics that fit this study. Slideshare only has the slides of the topic. Moreover, a search on a given topic on YouTube and Slideshare bring out irrelevant content which makes it very difficult to identify the right one for the study because both platforms depend on user generated content. TED.com is the only platform which is truly curated and hence offers richer quality of content relevant for this study.

But TED.com was a better choice as compared to the other four. The platform also has entire transcripts of the videos available in over 100 languages including English which is the focus of this study. These transcripts, comments and videos are excellent resources of both **written and non-written documentary** secondary data that can help strengthen this study and complement the primary data that will be collected from semi-structured interviews. Given the qualitative nature and methodology of this study, a **sample size of 50** TED videos, transcripts and their comments will be taken into consideration. These 50 TED talks are listed in Appendix C at the end of the thesis and were chosen randomly. The reasons of choosing the transcripts and comments of TED talks as a secondary data for this study are explained below.

1. **Suitability** - All the talks on TED are in English and given by speakers who are engineers, scientists, business leaders, entrepreneurs, social activists, politicians, writers, celebrities, artists, doctors and academicians which represents a very good snapshot of the managers in the corporate world. Also, the core philosophy of the talk is either on technology or entertainment or design which also are quite similar to most of the multinationals and modern corporate organizations. Thus, the transcripts of the talks are a blessing for this study because one can never get the transcripts of presentations made in a corporate world. Access to these transcripts can give a rich boost to the methodology of this study which was otherwise not possible to strengthen the research objectives. The comments section on each of these videos provide excellent insight on how the viewer’s respond to these speakers. These comments complement the primary data and are suitable to address the research questions of this study.

2. **Credibility and accuracy** - TED has been around since 1984 but has become more popular in the last few years because of the rise of internet and the social media
revolution. They curate and hand-pick the speakers who have very high credibility in the society and have done something extraordinary to share with the world. The transcripts and videos therefore, are of very good quality and accuracy. The policy of the platform ensures that only those comments that are relevant to the topic or speaker are visible.

3. **Cost and benefits** - Anyone is free to view the videos and access the transcripts. There is no cost incurred to this study. The benefits of using them as secondary data are enormous. The platform also offers more variables of the talks that can be captured easily into an electronic or in a document format e.g. the number of people who have viewed the talk, the date on which it was published, comments from people around the world and many more interesting aspects which can be of immense help to this study in the future.

The table below identifies why TED.com was chosen over other available resources.

<table>
<thead>
<tr>
<th></th>
<th>Video</th>
<th>Audio</th>
<th>Transcripts</th>
<th>Presentations material</th>
<th>Comments from audience</th>
<th>Relevance to business topics</th>
<th>Ease of finding relevant material</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED.Com</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Pecha Kucha.com</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slideshare.com</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Youtube.com</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 7 Different choices of presentations available on the World Wide Web*

**3.2.3.2 Interviews**

In Chapter 1, the research objectives mentioned that this study will focus on collecting primary data by interviewing managers from the corporate sector. In the section 3.2.3.1 above, the sampling methods of selecting the managers were elaborated. In this section, the method of gathering data from interviewing these managers will be explained. An interview is a very broad term and used very generically when the researcher has to gather data by asking questions with the participant.
The type of interview (structure, semi-structured and unstructured) was selected by keeping the research question, methodology and design in mind. This study has been designed on a qualitative strategy to explain a phenomenon and hence, a semi-structured group interview is quite suitable to gather the data to meet its research objectives.

The reasons of choosing this method for this study are explained below:

1. **Opportunity to understand the answers and probe further** – During the course of gathering data, there could be times where the quality of answers given by the participants are not clear or do not explain the phenomena properly. The semi-structured nature of an interview allows the researcher to probe and ask further questions to clarify the meaning of their answers which can be very advantageous for a qualitative and phenomenological study.

2. **More interesting exercise for the participants** – Semi-structured interviews are more fun and engaging for participants as compared to the structured ones. The participants tend to find the interaction more useful instead of just going through and responding to a questionnaire. The interaction is just like participating in a meeting, listening to someone else’s views, and sharing one’s own which can be a welcome relief from the mundane office work. Given this dynamic, the participants are more forthcoming to the questions and the quality of answers can also be very reliable.

3. **Complexity of the questions** – The kind of questions used for this study are very open ended and can vary depending on the kind of audiences. The chronological order of the questions asked may also change. This makes the process a little complicated. Thus, there is a need to have the interview in semi-structured fashion rather than a structured one.

4. **Makes the research questions better** – A semi-structured interview gives an opportunity to the researcher to improve the quality of questions. There could be certain questions which are ambiguous, unclear or don’t give a proper answer from the participants due to their lack of understanding the question. So the researcher can simplify and modify the question to make it easier and understandable.

5. **Improves data reliability as compared to individual interviews** - An advantage of having a group interview as compared to individual one is that the data quality and reliability becomes better. Some participants are not very forthcoming and this could pose a serious threat to the objectives of gathering qualitative data. Having a focused group interview minimizes that risk.

However, it should be remembered that semi-structured interviews may bring many challenges on the quality and reliability of the data because the interviews are non-standard, participants can get biased or the interviewer might bias the audiences towards a certain direction. Here are some of the steps that have been undertaken to meet those challenges:

1. **Minimize fears and biases against the study and topic** - the opening statements of interview will be chosen to establish credibility of the study, involve the participants
to help solve a problem faced by the corporate world by showing them facts and data from reputed journals and making them feel that their participation can result in helping solve the problem. The researcher will also show his book “What to say and when to Shut up” and make the participants understand his track record on this subject. This will minimize biases in the participants against the researcher and the topic. During the opening remarks, the participants will also be told very clearly that their identities will be kept strictly confidential and in the transcripts, instead of names, they will be tagged as “speaker 1”, “speaker 2” and so on. This step will also break the ice, make them more relaxed and have less hesitation to speak up on the topic from their personal experiences of working in that company.

2. **Making sure every participant gets a fair chance to speak** - many meetings can get uncontrollable especially when some members speak more than others. To eliminate this problem, a round-robin meeting participation technique will be used where the participants will be requested to sit in a circle and encouraged to speak on the first question one-by-one. The role of the researcher will be to listen attentively and avoid becoming judgmental on their responses. The researcher will also become a gatekeeper of the meeting to check polarizations, time management and other important issues of a team meeting.

3. **Rigor of collecting data** - Before the interview, the themes of the questions will be laid out very carefully. A printout of these themes will be shown to the participants so that they are prepared and know the context. The entire interview process will be recorded using a good recorder and then transcribed. Without a good recorder, the transcription can become difficult. During the interview, notes will be taken diligently and compared with the transcription at a later stage to ensure that the reliability of the interview data is high. The researcher will request all participants to avoid taking phone calls or cross-talking with each other to minimize distractions.

4. **Choosing the right video from TED** - Depending on the kind of company, the TED video will be chosen accordingly to ensure that the participants relate to the kind of topic and are able to address the questions of the interview. The reason this step has been introduced was that in a pilot interview process, some participants mentioned that the topic was totally unrelated to the kind of company they worked for. This biased many of the audiences in that interview. Showing a TED video which is like an actual presentation that they see or do themselves might be a step to minimize that problem and hence was introduced in this study.

In the first round of interviews, the participants were asked to respond to the questions that were outlined after showing them a TED video which is closest to their sector or area of expertise. This will take a maximum time of 15 minutes (some videos are shorter). The next 60-75 minutes were used to administer the open probe and close technique of interviewing to record the responses to the questions. The entire conversation will be recorded and transcribed. The data was then consolidated and analysed using the constant comparison technique of Grounded Theory. In this technique, the open coding, selective coding and theoretical coding techniques are used on the data. All recordings of the interviews will be
kept on a password protected hard drive. The names of the participants will be kept anonymous and their responses will not be shared with their company or anybody else. Once the study is completed, all records will be deleted after the PhD is adjudged.

3.3 The process of collecting data
The first stage of the study was to collect the data using methods explained in Chapter 3 earlier. A preamble of this stage of data collection was to ensure that the study complies with the ethics guidelines of research. This was followed by applying the appropriate sampling techniques for selecting the participants and preparing for the interviews. Lastly, it is also important to think through how to conduct the interviews and engage with the participants. In this section, all of these steps will be explained in greater detail.

3.3.1 Ethics
This study follows the Ethical standards prescribed by Cardiff School of Management Research Ethical Committee (CSMREC). These guidelines are taken from the handbook of ethics from the Cardiff School of Management called “Research Ethics: A Handbook of Principles and Procedures”. The following steps were taken to ensure that the ethical standards were adhered to.

3.3.1.1 Ethics approval
The ethics application was filled and submitted in March 2014 and duly approved by the Research Decision Committee of CSM. The ethics approval number is 201404001. The guides of the study were involved as gatekeepers of the process and the application was approved by the CSM ethics committee. The application has a detailed outline on the research methods, sampling and the process of seeking access to collect the data as explained in further sections below. The detailed application is included in Appendix 1.

3.3.1.2 Seeking access to companies
The first step in the data collection phase was seeking access to the participants who are managers working in the companies in various sectors of Bangalore. This is where the researcher’s experience of working in three companies came in handy. The researcher has worked in Wipro, Intel and Qualcomm where he collectively spent more than 12 years. His job also required him to interact with many other companies - in India. Besides this, the researcher also heralded in the society and his alma mater’s alumni circles as a writer, and an educator. Through these networks, the access to the decision makers was quite easy and transparent. Many of the companies welcomed the idea of this research and willingly participated. The method used to contact these companies were a combination of emails, phone calls and referrals through known networks. The companies were shortlisted using the following criteria:

- At least 500 employees working for the company to ensure that there are sufficient levels of management in the organization hierarchy.
- Established office in Bangalore for more than five years to ensure that the office is stable and has been contributing to the overall objectives of the organization.
- Operations in at least two more cities and countries worldwide to ensure that the communication practices are similar to any other global organization.
A credible name in the industry (e.g. fortune 500 or a similar standard) to ensure that the company exists and is traceable

Given this criteria, the following organizations were shortlisted:

1. GE Research Center (Hardware and Utilities)
2. Intel Technologies Pvt. Ltd. (Semiconductors)
3. SKF bearings (Manufacturing – auto sector)
4. Robert Bosch India (Instrumentation)
5. Yokogawa India (Energy)
6. Red FM -a subsidiary of Sun Media Group (Radio, Media, Entertainment)
7. VMware India (Software)
8. HAL India (an Aerospace PSU)
9. 3M India (Chemicals, FMCG)
10. Titan Industries (Manufacturing – luxury goods like watches)
11. Britannia Industries (Food, consumables)
12. 247 customer (BPO)
13. Velankanni SEZ (Crown Plaza- Hospitality)
14. Happiest Minds (Software Services)
15. AWPL (Logistics)

After the companies were shortlisted, a letter (email) was sent to the head of Human Resources department to help facilitate the study. The letter outlined the benefit and relevance of the study and a letter of recommendation from a personal referee of the researcher was also attached to give additional credibility. The letter had the credentials of the university (CMU), student enrolment number and other details to ensure that the research credentials were established and the recipient of this letter understands the academic nature of the project.

The objective of the letter was to request the head of the HR department allow such a research to happen in their premise and also help shortlist the relevant managers based on a simple criteria that was mentioned and explained in Chapter 3. This ensured that the researcher had no control in selecting the candidates making the study unbiased and robust. Lastly, the letter also had an annexure which was a letter for the participants that the HR manager could send if they wanted to. This will be explained in the section 4.2.1.3. A copy of this letter and the annexure is included in Appendix 2.

Finally, eight companies consented for the interviews to be undertaken with their managers. The table below lists them along with the dates when these interviews were conducted.

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Industry Type</th>
<th>Date of interview</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED FM</td>
<td>Media &amp; Entertainment</td>
<td>15th Oct 2015</td>
<td>3</td>
</tr>
</tbody>
</table>
### Table 8 List of companies who allowed the group interviews

<table>
<thead>
<tr>
<th>Company</th>
<th>Industry</th>
<th>Date</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intel</td>
<td>High-Tech</td>
<td>13th Jan 2016</td>
<td>2</td>
</tr>
<tr>
<td>SKF</td>
<td>Manufacturing</td>
<td>April 24th 2015</td>
<td>5</td>
</tr>
<tr>
<td>PGSM</td>
<td>Software</td>
<td>April 18th 2015</td>
<td>7</td>
</tr>
<tr>
<td>GE</td>
<td>Research &amp; Innovation</td>
<td>10th Feb 2016</td>
<td>7</td>
</tr>
<tr>
<td>GOI</td>
<td>Government</td>
<td>10th Dec 2015</td>
<td>3</td>
</tr>
<tr>
<td>Happiest Minds</td>
<td>Information Technology</td>
<td>5th March 2016</td>
<td>11</td>
</tr>
<tr>
<td>Yokogawa</td>
<td>Power &amp; Electricity</td>
<td>19th Feb 2016</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>

### 3.3.1.3 Consent of the participants

Another important aspect of ethics is to inform the participants about the nature of the study, make them fully aware of the research objectives and their role in the study. The first step that was followed in the study was to send a letter to the participants through their HR manager which covered these points very clearly. The letter has been attached as part of Appendix 2. The letter also mentioned that the participation is purely voluntary and they are free to decline the invitation. Once they decide to participate, the final step was to start the interview by again informing them the nature of the study and their role. At this point, they were also asked that they can decide to leave the room if they wanted to at any given point of time of the interview. Once these things were clarified, the participants were requested to sign the letter with their consent and hand it back to the researcher.

### 3.3.1.4 Confidentiality, anonymity and privacy issues

Once the participants have given their consent and fully understand the nature of the study, it is then very important to also protect their identities and respect their privacy. The study involves observing a phenomena which they experience every day and their views can have a significant impact to their colleagues or external stakeholders. The participants need to know that these views will be protected and kept confidential so that they can participate without any prejudice and bias.

To achieve this, the letter of invite explicitly mentioned that the identities of the participants will be protected and their views will be kept anonymous. The same clarification was made at the beginning of the interview. There were two steps that were highlighted to the participants to ensure confidentiality. The first was to let them know that their names, including the companies that they work for, will never be mentioned anywhere in the thesis. The transcripts will use a code “Speaker 1” and so on instead of their names. The second was that once the
Both of these steps fully ensured the anonymity of the participants.

3.3.1.5 Unbiased interviews
In section 4.2.1.2, it was explained that the methods of selecting the participants was to ensure that the eight group-interviews are unbiased and the aspect of the researcher knowing the participants, or vice versa are minimum. This is important because the nature of the study is qualitative and it is crucial that the bias in collecting data is minimal. Biases may come when the participants are influenced by the researcher or each other.

There are few steps that were taken to avoid the latter as well. One was to have a strong gatekeeper role for the meeting. The interview might get polarized if some participants talk more than others or tend to turn the focus to some other topic. The second aspect was to ensure that all participants get a fair chance to speak. This was accomplished by using a simple round-robin technique of conducting effective meetings where every participant gets few minutes to speak on a topic.

For this study, the first question of the interview was prepared for this reason to make the interview neutral and ensure that everyone in the room gets to speak-up. This also made the atmosphere in the room a little more relaxed and made the participants more comfortable with the topic and with each other.

3.3.1.6 Transparency of the process
Due to the qualitative nature of the study, the entire phase of data analysis and findings depends on the strong ethical conduct of the researcher. To ensure that this study adhered to high ethical standards of CSMREC, the researcher stayed in constant touch with his supervisors and kept them informed of the findings.

The following steps were taken to minimize bias and subjectivity related ethical issues and to ensure that objectivity in analysing data was maintained.

The first step was to break the data collection phase into two or three sub-phases. The first sub-phase was to collect data from two groups of participants and apply the grounded theory methodology for analysing data.

The coding techniques that were applied created categories, concepts and slowly a theory began to take shape. The researcher discussed these with the study guides and applied the theoretical sampling techniques to evaluate the gaps in the data and if the interview questions and techniques need to be modified.

The memos helped the researcher maintain objectivity on the data as well and the next two sub-phases were very helpful in refining the questions to collect the best quality data for the study. The coding techniques that resulted in the categories, concepts and theory are shared in this chapter. The transcripts of the interviews, along with the set of questions in each of the sub-phases are attached in the Appendix. All of these steps are taken to ensure that the phases
of data collection and analysis are as transparent and objective and adhere to the ethical code of conduct for research students of CSM.

3.3.2 Preparing for the interviews
The following steps were taken to prepare for the interviews once they were confirmed by the company.

- **Documentation readiness** – The researcher carried all the necessary documents for the interview. They were the participant consent forms, letter from the researcher outlining the research study, credibility of the university and the questions that would be asked in the interview.

- **Recording instrument** – The interviews were recorded using a recording device. In this study, a smart phone (SONY C2305 with Android OS version 4.2.2) with an application called Smart Voice Recorder (developed by Smart mob Development) was used. An advantage of choosing this method instead of a Dictaphone is that the application and smartphone enable sharing of audio files more easily as compared with a Dictaphone.

- **Laptop with pre-loaded TED video** – The TED video relevant for the participants was downloaded on a laptop to ensure that there is no dependence on the internet access. It was assumed that the room where the interview will be held may not have a projector or audio speakers. So the laptop was a backup option and had the relevant technology to enable a good experience of watching the video and listening to the audio.

The following TED Talks were selected based on the fitment of the industry, speaker and topic.

<table>
<thead>
<tr>
<th>Industry Type</th>
<th>Ted Talk to Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media &amp; Entertainment</td>
<td>Arianna Huffington – want to succeed: get more sleep</td>
</tr>
<tr>
<td>Hardware Tech</td>
<td>Pranav Mistry – the future of sixth-sense technology</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>Dale Dougherty – we are makers</td>
</tr>
<tr>
<td>Software engineering</td>
<td>Harish Manwani – profit is not the only point</td>
</tr>
<tr>
<td>Research &amp; Innovation</td>
<td>William Kamkwamba – how I harnessed the wind</td>
</tr>
<tr>
<td>Government</td>
<td>Diane Savino – same sex marriage</td>
</tr>
<tr>
<td>IT services</td>
<td>Graham Hill – how I became a weekday vegetarian</td>
</tr>
<tr>
<td>Power &amp; Electricity</td>
<td>Eric Giler – a demo of wireless electricity</td>
</tr>
</tbody>
</table>

*Table 9 List of TED Talks selected*

- **Other** – notepads and pens to take notes were kept handy
3.3.3 Conducting the interviews

The following steps were taken to conduct the interviews.

- **Setting the context and agenda of the interview** – The interview would begin by the researcher introducing himself, explaining the role of the participants in this study and making them aware of the voluntary nature of this exercise. The entire process of the interview would be explained to the participants and the researcher will explicitly announce that the entire interview will last for 60 to 90 minutes. This would take about two minutes.

- **Seeking consent of the participants** – The next step of the interview would be to request the participants to read the consent form and explain the ethical guidelines of the study. The privacy, anonymity and confidentiality of the participants will be discussed at this point of time. Finally, the participants will be requested to either leave the room if they do not wish to participate or sign the consent form if they decide to go ahead with the interviews. This would take approximately three to five minutes.

- **Showing the TED video** – The next step would be to have the researcher request all participants pay attention to the TED video and avoid any discussion or distractions till it finishes. The duration of the video may vary on the topic and can take up to 10 minutes. This projective technique is helpful because it sets the context of the TED video to the audience so that once they finish watching, they can explain their views on it. It also minimizes the digressions in the group discussions thereafter and keeps the interview focused towards the objective.

- **Interview begins** – After the TED video is over, the researcher will ask the first question and request each participant to speak on a round-robin basis for about two minutes each. The set of questions are mentioned in Appendix 3. Depending on the sub-phase of the methodology as explained in figure 1 and section 4.2.1.6 above, the questions may vary slightly. This phase will last for about 60 to 70 minutes till the researcher is satisfied that the objectives of the interview are met or if the participants are not able to give any new answers that will enrich the interview.

- **Thanking the participants and next steps** – Lastly, the researcher will summarize the entire interview, re-emphasize the ethical standards and confidentiality nature of the study, collect all the consent forms, switch off the recording instrument and thank all the participants for taking valuable time from their busy schedules. An email will also be sent to the HR head informing them that the interview was successful and once the study reaches its outcomes, the audio recordings will be deleted.

The following figure explains the steps taken above in a visual form.
3.3.4 Post-interview steps and analysis
Once the interview is over, the following steps were taken:

- **Collate documents** – All the consent forms of the participants were collated and kept in a folder.
- **Transcribe the audio recording for primary data** – The biggest step forward post interviews was the transcription of the interview audio recordings. This was a very time consuming phase but is extremely helpful in qualitative studies like this. Each transcription of a one-hour audio interview may take anywhere between 6 to 10 hours (ref). But it has to be done as early as possible after the interview is over because the researcher can relate to the voices and the context better which otherwise may be forgotten over time.
- **Secondary data** – The secondary data for the study comes from the comments from the TED website. The comments that are present on the video that was shown to the participants were collected.
- **Begin data analysis and memo writing** – Once the transcription is ready, the data analysis and memo-writing phase should begin immediately. The transcription phase also is very helpful in the memo-writing phase. There could be various non-verbal points that could have been missed in the audio recordings which could be very useful for the data analysis. This will be explained in greater detail in Chapter 4. The figure below outlines the various stages of data collection and analysis.
3.4 Challenges and known issues during data collection stage

Given the nature of this study and the high dependence on the data from interviews, there are many challenges and known issues that were thought through carefully to prepare and mitigate any risks. Some of these issues are listed below.

3.4.1 Technology breakdowns
The recording of the interviews is a very crucial aspect of this process. Failures of technology could be devastating for this study. The reasons for such a high impact is that if technology fails it is very difficult to get 90 minutes of senior managers together. The entire process of
showing a TED video and recording the interview depends on a sound laptop with audio and a recording device. Failure of the laptop, like poor audio, or failure to load the video on the projector, or a breakdown, could take valuable time from the interview and also result in a poor understanding of the topic by the participants. Failure of the recording device can result in losing the entire conversation. The cost of reaching out to a new set of participants can take lot of time and can jeopardize the entire timeline of the study. To avoid and overcome such known issues of technology breakdown, the following steps were taken

- A day before the interview, the key contact of that company was requested to arrange a back-up laptop and check if the audio and projector systems of the room were operational.
- The researcher went 30 minutes before the scheduled interview to double-check the arrangements and do a dry run on his laptop and the one in that room
- A back-up recording device was taken in case there was a breakdown of the original one.
- Everything was ready and set-up in time for the participants to step into the room for the process to start. This was crucial to save time.

3.4.2 Absenteeism from participants
Another challenge, which was beyond the control of the researcher and could have been detrimental to the study was participant absenteeism. Anything could have happened on the day of the interview, which could have impacted their decision of participating in the interview. It could range from a critical emergency at work like a customer escalation that needed their immediate attention or a personal emergency like a health problem. To overcome such situations, the following steps were taken:

- The interview was scheduled through a very senior manager’s office at least three weeks in advance. So if any participant decided to be absent, they had to inform the senior manager’s office. This trick reduced the probability of absenteeism because they wouldn’t want the senior manager to know about it.
- In case the participant had no choice but to be absent that day owing to a very critical emergency, either official or personal, s/he were requested to identify a back-up in their place. This trick usually works best and is very useful to allow the participants feel free and in control and minimizes the negativity of the pressure tactic mentioned above.

3.4.3 Irrelevant discussions and interruptions
The last challenge is having participants in the room doing discussions, which are irrelevant to the objective of study. An interview can go out of hand if a participant is not able to provide relevant answers, or is quite and disinterested. There could be power-play and tendencies to grab the lime-light by some participants. To overcome these challenges, the following steps were taken

- **Taking the role of moderator** – at the start of the interview, the role of the moderator was also announced. It was mentioned to all participants that the moderator can request the participants to stay focused on the topic and ensure that healthy meeting etiquettes are
followed, participants are not cutting each other and there is an amicable environment in the room.

- **Round-Robin process for equal participation from everyone** – to avoid participants from entering their quite zones, a round-robin process works best. In this mode of participation, the moderator asks a question and goes around the table, either clockwise or anti-clockwise, to let everyone answer their views on that question. This technique ensures that everybody gets a chance to speak and be heard.

- **To avoid any interruptions and distractions, all participants were requested to put their cell-phones in silent mode.** The entire process was outlined so that they know how to handle their own priorities.

### 3.5 Reliability and Validity

A fundamental challenge of any research project is to minimize the chances of bias and errors that may arise during the research process and make the study stand to the toughest levels of scrutiny (Saunders, et al., 2011, p. 81). In this study, the following triangulation methods were taken into consideration to increase validity and transparency of the study:

1. **Data Triangulation:** The reliability of the data was strengthened by reaching to a wider group of companies from various sectors. A key decision taken early on in this study was to collect data from both primary and secondary sources and increase the reliability of the data. Since the secondary data is from thousands of viewers from around the world, it gives a rich insight into the audience views for a TED talk that can enrich the primary data and minimize the threat of biases from audience’s views from a specific group of culture.

2. **Methodology Triangulation:** The methods and steps chosen in the research process attempt to minimize these chances of biases and errors as explained in sections 3.2.3, 3.3.1.5 and 3.3.4 of the chapter. The subject biases were reduced by letting the participants know about the anonymity and ethics guidelines of CSM. The observer errors were minimized by recording the interviews and getting them transcripted. The observer biases were reduced by defining coding techniques according to the research objectives and ensuring that the codes became as transparent as possible. The questions asked in the interviews were also fine-tuned and made open-ended to avoid leading the participants towards giving a particular kind of answer that could make the data less reliable. Validity of the data and the codes was questioned at every step of the coding process. Extensive memos were made to reflect whether the codes can be really generalized to a large data set and to the phenomena that was being studied.

3. **Theoretical Triangulation:** In Chapter 2, three theoretical lenses were outlined which serve as the theoretical framework for this study. This approach gave more support to the data and was helpful in looking at the comments of audiences from primary and secondary sources in more than one perspective.
3.6 Summary

This chapter serves as a blueprint of the research plan to collect data to meet the objectives for the study. As discussed in the sections above, this study finds its theoretical groundings in phenomenology and interpretism.

The epistemology comes from the constructionism paradigm of knowledge. The approach used for the study is deductive for the first two and inductive for the other two research objectives and the methods to gather and analyse data will be qualitative. The research methodology used is the grounded theory of constant-comparison coding techniques by conducting eight semi-structured group interviews with 47 managers of medium to large enterprises of Bangalore selected through a non-probability purposive sampling technique. The study has also used written and non-written secondary data from the comments of 50 talks from TED.com. The figure below summarizes the research framework in a pictorial format.

![Figure 4: Visual representation of research framework of this study by adopting the research onion and research scaffolding diagrams](image_url)
Chapter 4 - Findings and Analysis

Without data, you are just another person with opinion. – W. Edwards Deming.

4.1 Introduction

The aim of this study is to look at the various dimensions of persuasive messages and bring out the elements to measure the effectiveness of that message. The earlier chapter presented the research approach to achieve the aim and objectives of this study. In this chapter, data collected from the primary and secondary methods will be presented and analysed using the method of constant comparison to code the data according to the grounded theory methodology (ref). The findings will then help in the results and conclusion of this study which will be discussed in the later chapters.

The analysis is presented with relevant excerpts from the transcripts of the semi-structured interviews (primary data) or comments from the viewers on TED.com (secondary data). These excerpts will be presented in italics and the names will be kept anonymous as per the ethics guidelines of this study. The names have been substituted with a common term called “speaker” or “viewer” followed by a number. For example, in an interview, there could have been five or six participants. They have been named as Speaker1 and so on till Speaker5 in the transcripts. In the case of secondary data from the comments on the website, the term used is Viewer1 and so on. Memos are presented in blocks with a specific heading called “Memos- my views”

4.2 The process of analysing data

In this section, the process of applying the grounded theory techniques namely coding, memo-writing and creating a theory to address the research questions of the study on the data will be outlined. The raw data for this study were taken from two sources. The primary
sources are the transcripts from the interviews that were conducted and the secondary sources are the comments on the TED videos that were shown to participants.

Coding techniques of grounded theory have been applied in various stages. In the initial stage, many codes were generated using the open coding method to break down data into smaller components. A selected set of central codes or concepts were then pursued throughout the entire data set and the study by using the selective coding mechanism. This required decisions about which initial codes were most important and which contributed to the analysis that helped the research objectives by taking similar codes and making them into categories. Finally, in the last stage, the categories were refined through a theoretical lens and related to one another by using theoretical coding techniques to create themes to answer the research questions.

During each of these stages, extensive memos were written to explain the relationships between categories while comparing them and to document the researcher’s thinking as the study developed further. This was a critical phase for this study and was done in parallel with collecting data. The objective of following this approach was to not only comply with the principals of grounded theory methods but to also highlight gaps in the existing data set, modify the questions in the data collection to cover those gaps, strengthen the interpretations and seek a theoretical saturation. At the end of all these stages, a set of concepts to explain the research question of this study will emerge as a cohesive whole. Figure 1 depicts each of these stages in the sequence of analysis which will now be described in the sections below.

Figure 7 Sequence of Analysis

In chapter 2, the conceptual framework and literature review highlighted three theoretical lenses that will be used to view the themes emerging from the concepts and build them into
elements. This approach was chosen because the study finds its groundings and underpinnings on three interconnected theories of charismatic leadership, persuasion and communication.

By viewing the codes from three different perspectives, the relationships between categories can be understood which will provide a more holistic and newer paradigms to the theory as shown in figure 1 above. The above model also mirrors the techniques of Grounded Theory Method which is Open Coding, Selective Coding and Theoretical Coding.

4.2.1 Stage 1 – Concepts and Categories or Open coding

Coding is defined as the operation by which data is broken down into concepts. These concepts are then compared, conceptualized and put back together in different ways to build a theory. The objective of this technique is to find out categories under which the data can be classified into, identify key properties, attributes or characteristics of that category and finally, the dimensions of these properties that can be located.

With these four broad starting points- identify concepts, categories, properties and dimensions-- the open coding technique was done on the data using a line-by-line approach which will be explained in the sections that follow.

4.2.1.1 Primary data

4.2.1.1.1 Concepts

The process of coding began by reading and re-reading the interview transcripts line-by-line to identify concepts in the data. Given the nature of the study and the topic, this phase took a lot of time but was quite productive as well. The selection of the participants was quite apt and the raw data from the interviews had a rich variety of information which benefitted the analysis.

The challenge in this phase was to get a firm handle on how to identify the concepts. After going through academic literature on grounded theory methods by Glaser & Strauss(1967), Corbin & Strauss(1990), Charmaz(2006) and Urquhart(2010), It was decided that concepts will be defined based on an opinion or feeling of the participant since the questions that were asked were designed to gauge their views on the TED videos.

The simplest method then was to read their answers and summarize them till the concept is either a simple word or a group of words that fully captures the essence of their response for that question. Urquhart (2010, pp. 36) suggests that the codes and concepts should aim to be more analytical instead of descriptive. Some examples of this method are outlined in the table below. The left column has the raw data which is an actual sentence spoken by a participant. The middle column is a summary of this response which aims at making the code descriptive. The third column is to go behind the descriptive code, saturate the description and make it as analytical as possible. It was found that these two stages were sufficient to saturate the data and bring out the concepts. For many statements, the saturation happened in the first stage itself and hence the third column is empty. There is also a possibility that the saturation can result in more than one concepts.
<table>
<thead>
<tr>
<th>Raw Data</th>
<th>First stage concept</th>
<th>Second stage concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>First thing what a leader should know is what kind of audience are targeted, what the audience wants to listen to or what I want to say.</td>
<td><strong>Know your audience</strong> and <strong>plan your message</strong></td>
<td></td>
</tr>
<tr>
<td>See one point I would say is somewhere he used the basic human emotions, for example he used fear when he said OK this will not be sustainable right world you can’t save you can’t go like this so that suddenly creates a kind of scare or a fear so then you absorb that message when you have that kind of basic human emotion attached to a message that sinks in.</td>
<td><strong>Using emotions in the message like fear that can be experienced by audiences</strong></td>
<td><strong>Audience connect with the message through emotions</strong> <strong>Using emotions by speaker</strong></td>
</tr>
<tr>
<td>Right now what I understood from the video is that just not growth is important sustainability is important. And sustainability how you are referring to is that everywhere we see about corporate social responsibility how exactly is getting implemented grass root level like how we can bring together good ecosystem and work together towards it you earn the money but you earn in a good cause so developing an ecosystem. That’s what I got it from the video.</td>
<td><strong>Both growth and sustainability are important for a corporate</strong></td>
<td><strong>Participants ability to summarize and recall</strong></td>
</tr>
<tr>
<td>And he’s not just walking the talk he is telling something which his company has done not just preaching. So that also kind of connects.</td>
<td><strong>Ability of speaker to prove results of his message</strong></td>
<td><strong>Speaker Credibility</strong></td>
</tr>
<tr>
<td>One thing I observed was story telling so he started by</td>
<td><strong>Story about past experiences</strong></td>
<td><strong>Storytelling</strong></td>
</tr>
</tbody>
</table>
storytelling about himself how he started and how he got example from his boss so that was one style which he demonstrated. 

He was authoritative more commanding when I say that he said this is the need of the hour so we need to go for this social wellbeing this needs to be done. And he supported that with some examples what their company has done and the need which had to be filled by the complete human kind. So he was commanding.

The presentation style I think he kept only 5 or 6 slides. So that was good for the eight minute presentation. Not too much.

Examples to support the topic

Table 10 Open Coding technique used to define concepts on primary data

The table above shows the creation of a small sample of these concepts to demonstrate the technique. Another thing that was kept in mind while creating concepts was to avoid duplication of concepts. The advantage of doing so was that it saves time in the next phase of categorization. Since the transcripts are quite big, table 1 would run into lot of pages as the technique was applied to the entire set of transcripts which resulted in dozens of concepts. To save space, all the transcripts have been attached in Appendix A at the end of the thesis.

One transcript from a group interview on February 10th 2016 at one of the companies as mentioned on page 59 in Chapter 3 has been taken below to visualize and explain the creation of concepts for that portion. This technique was applied to all other transcripts in further sections below. (Int is me, the interviewer in the transcript below)

00:01

Int.: The phone right in the middle... just assume we are all talking. So questions to all of you could be, and first question I’ll go round Robin and then it’s a free flow. So first we’ll start with you...

You’ve seen the video, you’ve seen the Speaker, what do you think strikes you from this video?
Speaker 1: See, he’s a natural leader, ok? There has been a situation in the village and he has bought all his ideas which, like what he says, nobody believed and they called him crazy but he believed that can work and he worked towards that, so we exactly do not know how many times he tried, how many times he failed but eventually he did what was the right thing. So for him, there was a situation because of which he responded and I think that’s the leadership that’s coming over there. When we have a similar situation, we need to respond. That’s why the leaders respond to these situations. And I would call him an absolute leader in this case.

Int.: Good

Speaker 2: could you just repeat your question, I mean...?

Int.: just openly say what comes to your mind after watching this video?

Speaker 2: Yeah like, the last few lines really triggers.... It’s more to do with never give up in any worst situations that you face down and specifically to say education is concerned like, you know it is the most mandatory thing and he makes sure that he wants to learn further and these two put together brings success down into persons.

Speaker 3: To me it’s more about the sheer grit that the person had. The first thing that was coming to my mind was survival of the fittest or Jugaad right? That’s what he tried doing. He knew that there is a problem, there is something that I have to do and there were hundreds of him like that but nobody else was taking action. But he had that grit, he had that confidence, and he had that “Ok, I will get it done in whatever way”, right? He saw something in the paper rather than thinking about “I’ve not had education, I’ve not had materials”. He figured out ways to go get it done. So that belief is what strikes to me.

Int.: Good.

Speaker 4: One thing is belief and the passion towards what he is doing and he will never give it up. Come out of your comfort zone, right? But people are against you, they don’t support you, you don’t or you just believe what you do and come out of the comfort zone so that you can achieve what you want to do and he had a common cause for what he is doing, he was not selfish, right? There was a part of selfishness in it but it was for the overall benefit he wanted to do something and then there was a common cause for what he was doing.

Int.: Ok

Speaker 5: He had born some good qualities and he had a passion to do something before he...Based on his trust and belief he never gave up.

Int.: Good

Speaker 6: Because survival for the fittest, because he is trying to do something for the family and team around him. I think one thing which is coming up on my mind is, because the passion towards what he wanted to do. So, what is the technology which he can bring in to support the region or the family or to survive himself. And that actually come up and his trust in yourself and belief...that’s what is actually coming up...

Int.: Alright.

Speaker 7: For me, so he himself first struggled, because that around that villages what are the problems, so based on that...because even if there is the power then definitely he would have gone up with some other things, but there is no power so there is some scarcity so he himself and family understood the situation. So he himself was affected and then he found the way to come out of it.
Speaker 8: So, couple of points here, one is believing in yourself and that comes out equally in this. Second is when the situation is kind of at burst, he could have made a decision to join the others but he decided to make a change. And that comes from his passion, whatever he wanted to do in the past, and third is the humanity part of it. He is supporting the rest of the World, and sharing electricity with everyone and then going back and sharing with, it’s not that you should have something to start with, but you have to start and start making a change rather than waiting for others to make it.

05:20

Int.: Yeah, fair enough, so now what I wanted to ask you was let’s focus only on the Speaker, this person who is speaking and now he has finished his speech, so would you call the speech impactful?

Speaker 1: I wouldn’t. See, he has done something so great, right? But in fact, when it started in the beginning, I was like, you are talking about leadership and I couldn’t even see that leader in him. There was no passion in the way he was speaking, he was very bland, right? He is just telling me it’s tough, he is not, if I see this, I am not inspired to say “Haan theek hai, if I can believe in myself, I can change the World”. He might have done it but it did not inspire me personally.

Int.: Ok, good point, we’ll come to that in a minute.

Speaker 2: So, I have a different opinion, because he was more content driven than presentation driven. So all his points were effective, though it may not be compiled in a typical PPT format but I think the points which he was making was, he was able to strike the chord with the audience. And that’s what we saw at the end of the presentations.

Int.: What did you see at the end of the presentation?

Speaker 2: Everybody stood up and started clapping.

Int.: So, it was impactful?

Speaker 2: Yes, it was impactful.

Speaker 3: Sir, couple of things you know, adding on to what Ravi said, the contents, it’s not just the Speaker alone, the background pictures that he posted down, with all the difficulties he went through and from what he could do, what was the end result, that both things put together was more impactful. It’s not just what he says. People clapping or people laughing during the session are all evidence to the fact that the Speaker is able to connect with the people in the right sense that he wanted to. Sometimes you know, low speech can be more impactful than silence.

Speaker 4: So here what I think is whoever made the video made a poor job of showing his capabilities. He comes from a very poor family so he doesn’t have all the gestures and articulations made in the presentation and try to bring a voice. He didn’t know all this stuff. He just knew to make something. And he went and made it. The impact for me from this presentation is the education that he has got. We generally term education as learning lot of things, for him education has been learning one thing. And that was physics and, he learned that, and he used that and I think definitely he would have gone and revised a lot of that. That’s the learning part. And that’s what every leader if you take all the biographies if you see, then a leader is a very learned person. If you take Bill Gates, he is a very learned person but only on one subject and he has become a master of that. In his case he has used that, he has used all the learnings and went and used that. So that’s the impact for me – irrespective of whatever, you learn something very well, you have the knowledge to go and...you might have the passion you might not have the knowledge. So if you learn something related to your passion, you can...
Speaker 5: One thing which I will think about is that is it one of the case where he is being successful or how is he going to sustain of being a leader because the circumstantial thing around him made him do something, right? Tomorrow if he was in a very natural environment wherein you don’t undergo these natural disasters, you are very comfortable; will you be the same person?

Int.: I’ll come back to what you said; you said about inspiration, you said that it didn’t inspire me, so let’s take that question one step forward. Can you tell me what kind of a Speaker inspires you? When do you get inspired from a presentation or a speech or a talk that you have seen in your corporate world and otherwise?

Speaker 1: I think when it makes you believe you can do it.

Speaker 2: So I want to relate it to another video I had seen some days back...I don’t remember the girl’s name but she was handicapped. She had still gone ahead and she was climbing peaks. When I saw that video, the way she was bringing out how even after a lot of discomfort that she had when she went about doing it, right? It was a similar TED Talk with pictures in the backdrop but it was all about the passion reflecting in the way she was speaking. So it made an impact that I will not forget. But this, I mean, again like what she said, it has to sustain right? Like, if you are talking about something, is it going to be sustained?

Speaker 3: So I will not agree with that...see, it all depends on how you look at certain things. I think I saw the video she was talking about. About one girl, because of frost bite her leg got cut. It was an amazing video that you see about. I very rarely see videos and read management books. I find them totally as a waste of time. That’s my personal opinion...unless you have an inbuilt quality to go and make a change in youself it doesn’t make sense to read those books. I used to tell my guys like, I had one guy working under me in my previous company and that “Matha Amritanandi” was coming up and he wanted a day off to go and see the Matha. I said, why are you going and doing it? He said “No, no she is coming, I need to go and see”. She is going to tell you not to drink, she is going to tell you not to eat non-veg...You are not going to do any of those things, then why are you going and meeting her? At least if you have internally decided that you are going to make a change in yourself, it makes, you are very determined you will not change. You will not stop drinking; you’ll not stop smoking...

Int.: So what did he say to that?

Speaker 3: no, he said that everybody in the family is going, even I want to go. So it doesn’t, it’s a waste of my company’s money by taking a day off and going.so it all depends whether you want to make a change in yourself. If you decide to make a change, then it makes sense to see videos and read the book. So in this also...again it comes back to you on what is the type of change you make. For me I hold education as a very important thing and from this video it makes an impact to me saying that this fellow has used the knowledge and learning to make change. It might be something else that is more important for her so it depends from person to person. You can’t say that’s good or bad. That’s the reason am saying it’s like, it all is person dependent.

Int.: point. So there was a comment some of you made, content vs. presentation, let’s go Into that. What do you define as a Speaker’s content and what is the presentation?

Speaker 3: Related to this one you are talking about? Or is it in general?
Int.: Yes, yes related to this am talking about. All questions are related to that.

Speaker 1: So in my mind content is all about what, so there will be a defined XYZ thing that you have to talk about, right? Like, he wanted to cover his entire story. So he even talked about his family, how many of them they were and how he had to go out of school and then how he started reading books and all that. So that was the content piece of it. Presentation is all about how he adds in his pieces and how he was standing, how he was talking and using hand gestures, how he was bringing in those humour elements in between right? So that. How you eventually, the same thing given to two people, the same content given to two people will be done in completely different manner. Content may remain the same but presentation depends on the personality of the individual that brings it on stage. And that’s where that charisma was missing in this case.

Speaker 2: And to add to that I was also telling the background pictures and all, so he was not a good Speaker but he has done a good job and maybe he was not able to tell but whatever was put in the background, we are able to see that and evaluate or judge the efforts that he has put, which he could have brought to the presentation. Since we all come from family no, we know how difficult it is to make those things but seeing the photographs and all those things, that was more impactful and we sought of understood what he has done, which he could have told in his speech itself.

Int.: What could he have done better? If you were the Speaker, assume you are this person, in the present form that you are in, with the kind of Intelligence you have, how would you do this differently?

Speaker 1: I would, see he made something. I would spend some time on that.

Int.: Why?

Speaker 1: He has been invited for that whole...ok he has not being invited for just being a person, he was invited because he went and did something, he constructed it and see the impact comes to you when you know the difficulty the other person has gone through so he could have told like I used this, I had difficulties, so much time I tried, maybe it didn’t work, so that’ll bring a more impact “Oho! This guy put so much effort” otherwise this looks like a very easy thing, ”yeah he took some scraps and made something. But what is the efforts that he put?

Speaker 2: But I think you know if you do something with passion, you feel actually that it was effortless. Though you might take long, it will feel that you are not really exerting, it comes on its own. And I think this particular presentation was more like an impromptu type of rather than...an opportunity to talk to the team like, just talking for a few minutes.

Speaker 3: Another thing what I feel is that he is not having a vision, right? What is he going to do next? When you are a leader, and you want followers, you should have a vision that people will believe in your vision and follow in your vision, right? Things he did was just like, you know, he is going to be quiet. Like he had a necessity to do and circumstantially he wanted to do. So that is something which if I would have been his place, I would have also thought about how would I take it forward? How big am I going to make it? Whether I am just going to leave it with the villagers and make them happier or how do I want to still take it forward, make it a big show. So I think a leader should have a vision.

16:40

Speaker 4: So, on the content he just wound up, he started of his history right from how he was born and he closed that...and he started travelling in planes and hotels and stuff like that. And what he is right now trying to do or trying to bring a change to various sects of the society, various villages he has helped or whatever...that part was missing./ And more than that, if you see the environment of presentation, I was just trying to, initial couple of minutes having to really recall what exactly is there. I could see a dinosaur TED.
skeletons over here and he is presenting something very different. So if you see the environment of presentation, it really didn’t make a greater impact though his presentations were good.

Speaker 5: See, you didn’t know about the TED talk. So TED talks is not only one person who will come and so people like him, like different varieties they’ll come so the stage will be made in such a way that it’ll accommodate different ...

Speaker 4: I do not know, so that’s what, when I first see the video I don’t really feel that this particular environment is making this particular speech more impactful you know, so if this is a one off speech I would try and bring down a smaller model of a wind turbine to really make sure that the people understand how difficult it really is to construct a wind turbine of what he did.

Speaker 5: See, again, little bit of more what I’ve seen over the corporate years but if you would not have shown this video and we would just search on the net, right, If I would have seen first few minutes, I would have probably not have gone through the entire video. So the impact that he made in the beginning was very limited. You did not really know what you were expecting. So if your question was if you had to do it what you would change? So the first thing that I would do is obviously bring that thing in first, in the first 1-2 minutes where you talk about what made, what big thing you had done, why somebody should listen. Second thing is, I don’t think he focused at all on the challenges that he went through when he was developing this. There was a lot of focus around how he came from a very poor family to where he was. And third thing, he was trying to undermine himself, Like I felt, in the beginning also, “I am not so good in English, I am not so confident”, once is fine but he repeated that again and again. That confidence thing is not showing up. Those were the pieces I would have corrected.

Int.: Alright, ok, anybody else? What were the things that you liked in the video? His style of delivery? His style of speaking, anything you liked or disliked, either way is fine?

Speaker 1: I liked one thing in his video, one is actually...initially where he started __________ initially he lacks self-confidence but at the end of the presentation how he made the impact that I liked. Because how he transformed from where he started to where he ended, so that I liked.

Speaker 2: The humor piece was something that was really good, because he was trying to keep it light. The other thing was in his message he wanted to actually, like in the end he was saying that all the poor Africans right, see you can do it. So I think it all clubbed together. He wanted to show that he belonged to a poor family, he couldn’t afford food, and then he still made a change so that weaving of the entire content and the way he brought it out was nice.

Speaker 3: I have seen a couple of TED videos like this guy, some very poor African guy developing something and __________ there was this guy who, when the field is there, the lions come Into the field and eat them he had developed one __ and he was in there. So and after seeing similar kind of videos, I don’t think he is anyway different from the other guys. He is at par with the local, very poor village guy coming Into a hifi world so that is, I don’t think it is anything different from the other people, the way he presented. I think it all, the first time he is coming on stage and presenting to all the big, and even we do it, we start faltering over there so I would not hold that against him. But what impressed me was like after he did that, rather than trying to hold that thing, he had started helping the people over there, like he said people were coming and charging the phones and everything and the other thing is that at certain point of time, he has started getting recognitions, ok, and the real leadership starts from there. So you have something and you take it to a different level. There would have been many more people who would have done some things which we don’t know so for him to come to do something and come to this stage, it would have taken some attitude on his side. Like he needs
to go and explain this to people, pass the word around, journalists are coming and talk to the journalists, convince them that it is a good thing so that efforts and Intellectual goes into that. So that is I think what I liked there.

22:24

**Int.** What did you not like about the video? Let’s focus on his delivery skills. Did you think this guy knew English before this?

Speaker 1: Very…I think since he had gone to some school very little of English he would have learnt.

Speaker 2: But he was himself telling right that he was not comfortable...

Speaker 3: I don’t think so because the kind of books he was showing… if that’s the books he studied then probably he must know English to understand right?

Speaker 1: Little of English he would have learnt...

Speaker 2: But in delivery I also found the lack of, see he was shuffling a lot, there was no firmness. The way you will...when you don’t know really what you want to do, right? So that delivery piece was not great.

Speaker 4: Yeah again, I would not hold it against him; I would hold it against the person who had done the program.

Speaker 2: No he asked about what is not good right? I am not holding it against the person, I was just saying...

Speaker 4: So that guy who made the video, maybe he has edited poorly...

**Int.:** But yeah, could be possible

Speaker 4: See, his passion, What Ravi also said was his passion is building so if you had let him explain that he would have done it perfectly well...

**Int.:** Much better job...

Speaker 4: So he was allowed to do lot of … for him that thinking process has to come, what I should talk next, what I should talk now. He did not have the experience to do that.

Speaker 5: I felt that he sounded quite honest in terms of whatever he went through his lifetime and he was able to connect with the audience.

**Int.:** Ok so let’s take a wild question. So you are all presenters, you’ll work in corporate presentations. Tell me about your own presentations. What do you think are the elements of a good presentation or great presentation? First of all let’s define how do you measure a good presentation or a talk?

Speaker 1: When 60% attendance doesn’t sleep.

**Int.:** That’s a very high number
Speaker 2: The message that you wanted to give in the presentation, if it’s a corporate thing, let’s say you were pitching for a funding or something you get it after it. Or people leave back with, even if it’s a two word from your presentation, but that’s what you wanted to do in your presentation, then that’s a good presentation.

Speaker 3: Say whatever you wanted to deliver; it reaches the people the way you want

Speaker 4: presentation is, it’s making the people understand what I wanted to tell, rather than them guessing out what I am trying to tell. If a guy who is not a god presenter everybody leaves from the hall with their own thinking. Ok he was probably trying to tell this, probably...so when a person is explaining in a very structured manner, so everybody comes out thinking same thing, ok this is what he told, this is what he wanted us to understand. If that happens then I’ll think he is a good presenter.

Speaker 5: ______ because I was in the conference the last two days, I’ve seen so many presenters presenting, in making the impact, the first two minutes, what is the objective of the presentation, that makes impact. Because that actually shows what, because, I’ve seen because yesterday almost whole day presentation, even I’ve seen so many people talking and most of them don’t listen to what the other guy is talking about. And because there were discussions among the team, we had also GE presentation yesterday and we made, initially people also disturbed the whole forum but first two minutes, when we made the poInt, and everybody listened to the presentation. At the end of the day actually people come up....that actually makes me feel impact.

Speaker 6: One more thing, not only for this, for everybody over here what I would tell them is you need to catch the people’s attention. That doesn’t come easily. So when you start presenting like what he said, people will be generally talking about and doing what they want, so you have to grab their attention on that. So first is, in the initial itself you grab the attention and you keep the attention. So you need to have something on the slide or something... If you are going to a summit or a meeting and more of business people are there the one thing that will grab the attention is money. Saving money, saving this. So you start with a bomb itself saying I am saving so much, then you have everybody’s attention. Then it is your talent to carry forward that and keep the attention.

Speaker 7: So it all drives down to the content and the audience, who you want to address. So like what he said, so basically if it is some businessmen you are trying to impress, or is it your bosses you are trying to present?

Int.: So audience pays a very important role?

27:30

Speaker 1: Audience plays the most vital role when it comes to what exactly you want to present. Based on that there will be a big difference in the way you are addressing same topic...
Speaker 2: Same topic, different audience, you have to present differently.

Speaker 3: your preparation should be according to the audience

Speaker 4: To a set of students, which maybe like more than 60 minutes, but if you have to present to a business leader then maybe just 3 minutes.

Int.: And how important is delivery style verses the content. On a scale of 100, how much importance will you give to content and how much to the style of talking?

Speaker 1: depends on the presentation you are talking about. If it’s a management discussion where somebody is coming to, so it’s like a management guru or somebody who is coming, his delivery style is going to make a difference. Because eventually the content is more or less similar, after ages you kind of know what it is. But if it’s a technical presentation and you are speaking very well but you don’t really know what you are talking about or your subject then content matters. So I think, depending on which one you are talking about, things will vary.

Speaker 2: That entirely depends on the presenter actually. I feel in the other way because either you be of expression or articulations, if you are able to make an impact, then try to do that because the other one which you will support is your content. That is how I look at it.

Int.: The next question I am going to ask you and you can think about is...

Speaker 3: No before you go to... See on the content and the presentation skills, I’ll hold both of them 50-50%. So there are very good contents where you can spoil with your speech. You can have very good things showing on the screen but you speak so badly that people will start sleeping... Then you’ll have people talking utter nonsense but keeping the people so engaged and lively, they’ll be really listening to you, there’ll be no stuff in the presentation. So a really good presenter needs to have at least 50% good content and other 50% he has to bring from his own...

Int.: In your own organizations, do you see your own leaders presenting well, based on the discussion we are having?

Speaker 1: Some do some don’t

Speaker 2: Mostly yes. Depends on who you call a leader

Speaker 3: Depends on whether you get approval or not

Speaker 2: So if you don’t go by their titles but somebody who you think are the leaders..._____

Speaker 3: you are able to present because you have that capability and expected to present otherwise you don’t get that opportunity here...

Speaker 4: Their role is directly dependent on the PPTs.

Speaker 2: Yeah let’s be very clear here, it’s like “Papi Pet Ka Sawal Hei”
Int.: I like this, the growth is directly proportional to presentations or PPTs. What do you mean by that?

(Laughs)

Speaker 1: In a company like GE which is too huge, for others to get noticed, you have to go and tell them what you did. If it’s a very small company where the population is like a 100 employee company, where the head of the HR or the CEO of the company knows what you do, then I don’t think presentation has a big value in that company. But in a company like GE, so huge, you have to make a ____ You have to stand out from the others and that is how you present. What you did, or what you are doing, anything you present...that’s why the presentation skills in GE becomes very important

Speaker 2: I think it boils down to selling yourself.

Speaker 3: And it’s not about GE only, we are restricting ourselves to...See, you don’t want to be, you are not going to be staying with the company throughout right? There are people; there are good leaders for that matter who will keep moving as well. So when connecting with somebody, and these days all of us are travelling. So even in the flight sometimes you’ll have that elevator pitch or a pitch, when you make an impact on the other you keep that contact. So it’s not just that you need to be knowing yourself or selling yourself within the environment, it can be outside the environment as well. So it’s not just GE right? Even other companies

Speaker 4: It can be in a family or it can be in a corporate also. (family or business situation)

Speaker 5: That’s a very valid point.

Speaker 4: Yeah, in the family also where people will want to meet you, will want to come down to your house is because you are able to sell yourself so much. That’s why they feel happen when you come and they make them believe that you can do so many things, you give them comfort zone so, what I believe is that as a leader it is very important that you should know, you should train yourself and understand “ how to sell myself, sell my beliefs?” Because if you don’t do that people will not come searching to you right? What do you have in you for people to come?

Speaker 6: Adding to what she has said, leaders are normally people who stand away from a crown by doing something new or something different. They are not optimal kind of a thing, they are doing something different. And they need to have the capability to pass it on to others. I think the only way you can pass it on is by word of mouth. You expect that the people make them understand and that passion and everything that comes through the word, people get engrossed into it and they become followers. For a leader very important is they are able to convey what they did to the others. Otherwise it will be like Robinson Crusoe on an Island, nobody will know what you did.

33:49

Int.: But then, Am now digressing here and you need not answer the question, about an hour ago you make a statement that leaders are born

Speaker 6: Leaders are born, they go find followers. So what I am telling you no...what I told you, in my personal life itself I love ____ so much but I am not willing to put down my other needs to go towards my passion and if I
do it, I am pretty sure I’ll be a big guy in the industry. But I don’t have the guts to do it, maybe in my circumstances I don’t want to do it, my aptitude is not worth risking my family’s security in order to do it. Whereas these people went and jumped and did it, so I can’t do it, so that’s what keeps me away from the big leaders.

**Int.**: How much time do you all spend in communication, emails, PPs, meetings...?

Speaker 1: Full-time

**Int.**: Full-time?

Speaker 2: Right, so you end up, you have to communicate with them. Even within the teams it is a customer oriented team, so the answers are just because of the way we are. So you will, you have to communicate. That’s 90% of the job that...

Speaker 3: For me mails come...

**Int.**: So you read every one and write to every one?

Speaker 3: If you don’t write, they’ll tell we have sent a mail to you and you have not responded.

Speaker 4: Not all, but it depends on the content actually, because we see what is that in the email and who has written, whether you are in the cc or in the mail. So if you have action items to track then we’ll do it, otherwise we’ll not because we are not...we get 200+ mails...

Speaker 5: One of the mails has a document like 200 pages, you have to go through the document, your day is gone.

**Int.**: So, let’s talk about this whole communication channels. There are emails, there are videos, then there is skype, then there are phone calls. Do you think the channel plays a role in the whole communication process or will you...? Just like how audience plays a role. What is the channel’s role in this entire structure?

Speaker 1: I personally feel whatever the method we are working now is all outdated with us. The excel, the power points, the outlook, these are all outdated. We need to have a technology that’ll Integrate all these things and that can save tons of time for everybody. Instead of sending mails to them, the people can open and see, it’s a waste of time opening a mail for me which doesn’t have any relevance to me, I spend maybe one minute on that, it’s a waste of time for me. So we can have a better technology so that content is delivered to the people who require it. So that’s why I think that all this excel, outlook, everything is purely outdated, like maybe 10 years outdated. You need to have a better technology which will Integrate all this stuff (channels, different types of medium).
Speaker 2: Ok, I think again content wise there are certain things which are better done on phone calls vs. on
emails. Because emails will still, oral communication vs. written communication I think oral is much better. Receiving a written mail, you writing in a different mood altogether and the person’s mood in it, so sometimes a lot of back and forth happens without you knowing what is the mood in which the other person has written. So that is the major difference between your Email vs. your phone call. Now skype and all or video, they are definitely much better than even a phone call but then how extensively are we using? I think that’s limited. (role of channels)

**Int.** The question I had hidden under this was let’s say you were to sit in this room that day would you have a
different impact or this Internet and streaming have a...?

Speaker 1: bigger influence! Because it really gives me time to think. Had it been a class room session kind of
ting, it would have not have been this message alone it would follow by, precede by something followed by
something. Now with this kind of thing I can really think over what exactly happened and all that otherwise it
would have just gone over. Something more impactful would have come and this would have missed its priority.

**Int.** So you find that the better one rather than sitting in a room?

Speaker 1: Yeah than sitting in a room.

Speaker 2: I agree with the other part because one is, face-to-face Interaction has a
better impact. Because all these corporates we are remotely connected. So at least
this makes better sense, people will focus on the meeting. I’ve seen so many people
attend calls probably like 1-2 hours or 8 hours in a day, but seriously whether they
listen to 10 minutes? They will do their own activity and they will listen to the calls
and whenever there is something...that’s what I see and because...

**Int.** No, I have a friend who does his treadmill on calls. And it’s very normal, he announces it that “I am going
go to on a treadmill, if you need me shout me name, I’ll mute/pause and I’ll come. But I’ll come”. And it’s a valid,
accepted notion that you have to live your life and you have to work and it’s alright. One last question to all of
you...” If this guy is my leader or this girl is leader, will you agree

Speaker 1: Again it depends on individual to individual. If it’s a completely bland thing that they are just talking
and talking and talking, it’s not going to leave an impact. And the message has to be clear.

Speaker 2: I think if it’s copypaste or somebody else’s I think you can immediately come to know, when he
is talking about that, he will be talking without having a full control of what he is talking. So we will come to know
that is something that has been copypasted. You can’t believe in something and talk completely different.
There will be passion in the way he talks, so if he is presenting something, he should believe in what he is
presenting, that is what... That way the communication becomes easier for them to comprehend. Ok this maybe it
behaves like this, behaves like this so example of communication Is to make it easy for people to understand. And
there should be consistency in communication.

**Int:** Thank you for your time ladies and gentlemen. End of transcript

The above process was done for the entire transcript and resulted in many unique concepts.
Appendix A, at the end of the thesis, has the entire transcript along with the open coding
process. Table 2 below gives a list of the unique concepts that came out at the end of this stage.

<table>
<thead>
<tr>
<th>Unique Concepts from Open Coding of transcripts</th>
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<tbody>
<tr>
<td>Emotion</td>
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<tr>
<td>Understand the message</td>
</tr>
<tr>
<td>Objective of the message</td>
</tr>
<tr>
<td>Logic and explanation</td>
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<tr>
<td>Summarize the speech</td>
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<tr>
<td>Ability to remember and recall</td>
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<tr>
<td>Connect with the speaker</td>
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<tr>
<td>Simple visuals</td>
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<tr>
<td>Visuals that complement the message</td>
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<td>Disagreement or agreement with the subject</td>
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<tr>
<td>Opinion of the audience</td>
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<tr>
<td>Credibility of the speaker</td>
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<tr>
<td>Vocal variety</td>
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<tr>
<td>Energy and enthusiasm of the speaker</td>
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<tr>
<td>Benefit for the audience</td>
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<tr>
<td>Comparison with other TED speakers</td>
</tr>
<tr>
<td>Audience profile, demographics and backgrounds</td>
</tr>
<tr>
<td>Relevance of the message</td>
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<tr>
<td>Types of emotion</td>
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<tr>
<td>Storytelling style</td>
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<tr>
<td>Knowledge of the speaker</td>
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<tr>
<td>Examples that support the objective</td>
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<tr>
<td>Connect with audiences</td>
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<tr>
<td>Speed of words, pauses</td>
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<tr>
<td>Personality of the speaker</td>
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<tr>
<td>Attention of the audience</td>
</tr>
<tr>
<td>Timing of the talk (is it after lunch etc.)</td>
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<tr>
<td>Clarity of the voice</td>
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<td>Gestures and movements</td>
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<td>Confidence</td>
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<td>Appearance of the speaker</td>
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<tr>
<td>Quality of the slides</td>
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<tr>
<td>Disconnected audience</td>
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<tr>
<td>Biases and misconceptions of audiences</td>
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<tr>
<td>Beliefs and attitudes of audiences</td>
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<tr>
<td>Honesty of the speaker</td>
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<td>Audience judgment of the speaker</td>
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<td>Attention span of audiences</td>
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<tr>
<td>Tone of voice</td>
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<td>Engaging audience with questions</td>
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<tr>
<td>Personality of the speaker</td>
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<tr>
<td>Seniority and background of the speaker</td>
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<tr>
<td>----------------------------------------</td>
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<tr>
<td>Flow and structure of the message</td>
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<tr>
<td>Kind of data and logic used</td>
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<tr>
<td>Style v/s logic</td>
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<tr>
<td>Common areas between audience and speaker</td>
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<td>Expectations of audiences</td>
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<td>Effort in preparing the speech</td>
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<td>Style of delivery</td>
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<td>Time to deliver</td>
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<td>Comparisons with others</td>
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<td>Definition a good speech</td>
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<td>Belief in the message</td>
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<td>Use of statistics, quantitative methods in data</td>
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<td>Handling and managing audiences</td>
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<td>Convincing audiences</td>
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<td>Diversity of audiences</td>
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<td>Convey passion and belief</td>
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<td>Choice of words</td>
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<tr>
<td>Technical v/s non-technical topics</td>
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<tr>
<td>Context of the event, topic, audiences and speaker</td>
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<tr>
<td>Maturity of the audiences</td>
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<tr>
<td>Flamboyance or groundedness of the speaker</td>
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<tr>
<td>Truth in the message</td>
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<tr>
<td>Ease of understanding and following the message</td>
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<tr>
<td>Style of delivery – natural or rehearsed/artificial</td>
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<tr>
<td>Use of humor</td>
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<tr>
<td>Provoking the audience</td>
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<tr>
<td>Ability of the speaker to inspire and motivate</td>
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<tr>
<td>Impact of the speech</td>
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<tr>
<td>Changing beliefs and attitudes of the audience</td>
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<tr>
<td>Feelings evoked in audiences</td>
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<tr>
<td>Leadership styles and communication</td>
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<tr>
<td>Rhetoric and persuasion</td>
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<td>Mass media and psychological issues</td>
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<td>Like or dislike towards the speaker</td>
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<td>Agreeability or disagreeability of the logic</td>
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<td>Opening of the message</td>
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<td>Showmanship and handling audiences</td>
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<td>Attention grabbing content</td>
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<td>Leadership Qualities</td>
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<td>Taking responsibility</td>
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<tr>
<td>solving a problem</td>
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<tr>
<td>personality of a leader</td>
</tr>
<tr>
<td>Belief and passion in the cause</td>
</tr>
<tr>
<td>never give up</td>
</tr>
</tbody>
</table>
larger benefit for all |
selfless qualities of leaders |
taking decisions |
Setting priorities |
understanding the situation |
solving a problem |
Belief in self |
doing things differently |
larger good |
getting things done |
Grit |
taking initiative |
strong beliefs |
explaining the leader’s actions |
giving justifications |
conviction of a leader |
Resilience |
Mistrust in the speaker |
Bland style of speaking |
Lack of passion |
Not convincing |
Compilation of the content |
Flow of talk |
Belief in the topic |
Upbringing and background of the speaker |
Opinion of audience |
Objective of the message |
Positioning of the objective in beginning of end |
Argument and logic |
Props and visuals |
Catching audience attention |
Provocative content |
Command over language |
Lack of confidence |
Shuffling on stage |
Audience analysis |
Time allocation for audiences |
Content v/s style of presentation |
Getting noticed |
Selling oneself to the management |
Better presentations for better promotions |

Table 11 Concepts from raw data
4.2.1.2 Open coding on secondary data

The secondary data was taken from the comments that were posted on the webpage of the talk on the TED.com website. There were significant challenges in this phase because the comments were quite varied in nature. The viewers of the video were spread across the globe, and there was no way to structure the discussion as there was no moderator (except the admin of TED platform who might have removed comments that were profane, abusive or against the ethos of the TED platform). Some observations on the kind of comments that were seen in this phase of study and important to highlight are as follows:

- Some of them were in a language other than English, which had to be ignored due to lack of translation for that language.
- In some cases, the comments were more of responses from a viewer to someone else’s comments.
- Some viewers commented on topics that were not related and were completely irrelevant.
- Going through these comments to find data relevant for our study was a very fruitful experience because it provided a rich diversity and broadened the scope to analyze the data better. An example of this is a pattern that emerged from studying the comments. Lot of the comments seemed like “views and opinions on the topic” which complemented the primary data. The viewers and commentators brought forth a variety of viewpoints to look at the topic from different perspectives. Some of these have been captured in categories below.

To bring out the concepts from the secondary data, a similar approach that was followed on the primary data was adopted here as well. The process began by reading and re-reading the comments line-by-line to identify concepts in the data.

The comments that were not in English or seemed completely irrelevant to the study were eliminated. Responses and suggestions by commentators on each other’s comments were also eliminated unless there was a point in that response that was directly relevant to the study.

After the elimination phase, the first and second stage summary technique was applied to the comments to define the concepts. A few of these concepts after the application of the technique are reproduced in the table below.

<table>
<thead>
<tr>
<th>Raw Data</th>
<th>First stage summary or Concept</th>
<th>Second stage summary or Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does he think that we will believe that? Hey Mr. we are not idiots! The giant corporations destroyed our lives and fields and health. One thing we should remember very well which is: in any country in our world if the government did not enforce very strict laws to control the quality of these corporations products and their control over the local</td>
<td>Strong disagreement and lack of trust with the speaker</td>
<td>Disagreement with Speaker, mistrust, lack of credibility</td>
</tr>
<tr>
<td>markets, these corporations will swallow all the humans on this planet and turn them to slaves.</td>
<td>The speaker's points are, I'm sure, entirely well-intentioned, and I believe he is sincere about wanting social responsibility to be taken seriously by companies. I'm sure he thinks that what he has done in his own job is socially responsible. But although he says Unilever were not just about selling soap – in the final summation of what they did and do, selling soap is their main objective.</td>
<td>Contradiction in message and reality</td>
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<td>It is so wonderful to see a big business/company leading by example. Partnerships, coalitions, and good leadership is essential for the survival of humanity. I so cherish &amp; applaud the work of people like Harish Manwani. Let's do &quot;well &amp; good&quot; as we all work to be conscious global citizens. Great. It is inspiring.</td>
<td></td>
<td>Agreement with the speaker</td>
</tr>
<tr>
<td>Great advertisement for Unilever. The fact is most companies, worldwide, don't care about anything but profit and performance to the shareholder. There might be a few that want to also &quot;do good&quot; but in this case, let's be honest, Unilever wants to sell more soap. This is a &quot;feel good&quot; message about wanting the public to feel it's okay to pollute water in India, so PepsiCo can sell more soda and snacks...or pushing poor farmers from their homes in China in order to build new, large, empty apartments/condominiums as...</td>
<td>Is it the CEO of the company or a person who genuinely believes in the concept</td>
<td>Walk the Talk and not talk the talk.</td>
</tr>
</tbody>
</table>
they become the world's largest consumer. There has been some change.....as mentioned, Zappo's, Starbucks, Tom's shoes, for example. But we have been hearing this "corporations need to being doing good things while still making a profit" for decades now.....and there are only a handful of companies "walking the walk" and not just "talking the talk"

I could be wrong, but I think that this man’s goals could be accomplished by simply doing two basic things.

1. Be honest. Not technically honest, in terms of legal, but honest in thought as well as word and deed.
2. Do not create external costs. That is do not piss in the stream. Do not dump waste into the environment.

<table>
<thead>
<tr>
<th>Suggestions on what the speaker could have done</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Be honest. Not technically honest, in terms of legal, but honest in thought as well as word and deed.</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

Table 12: Open Coding technique used to define concepts on secondary data

The concepts from secondary data were not many as the relevant comments were lesser than expected. As explained above, the comments were mostly on the content of the talk, credibility of the speaker and the logical standing of the argument which complemented the concepts from the primary data. This phenomena of a rich diversity of comments in the social media and its relevance to communication studies will be discussed in the next chapter.

One of the comments section from a TED talk from Dale Dougherty (https://www.ted.com/talks/dale_dougherty_we_are_makers/discussion) which was shown to participants on SKF India on April 24th 2015 is attached below. Coding was done on these comments as shown and the overall concepts that are new and were not captured in the primary data have been outlined in Table 13 below.

Side Effect

*Posted 4 months ago*

Hey, I'm really inspired by the speakers....
Quick now; Find a basic book on intellectual property rights. Then ponder it and continue to make.

Mengjia MA

Posted a year ago

Anderson in his book said that makers lead to the new industry resolution. In China, maker is still a new concept, but with these years' development, more and more people joined this group. In Shanghai, there came the first hackerspace Xinchejian, then the maker revolution has hit the whole China. Hacker space is set up then in Beijing, Wuhan, Nanjing, etc. Makers are the people who not only have a lot of ideas, but would like to take efforts to make them out. Maker is not just a concept, but more of a kind of spirit.

I am sure that makers will be a group that will make a big difference to the world. One of my dreams is that I could set up such a hacker space in my home university. In China, students need more chance to make, not just to learn from the books. And I believe that maker spirit will make a sense to change the way of education. We need more of students that can make not just work.

I like the speaker using the word-- Play, in the maker's world, they make not for money, but to play, for their dream!

Sams dad

Posted 5 months ago

Wow you posted that 7 months ago and no replies! Let me say I support you in spirit and I think I know where you are coming from. I became a patent attorney thinking I was going to revolutionize our economic system. Forget that! I got so shot down that I'm still recovering from the injuries the medical community visited upon me 20 years ago! Oh well. Be careful what you make. Some people have vested interests in the way things are and they don't want anyone "messing" with their income stream. I hope you change the world!

JK

John Kozul

Posted a year ago

The schools used to have these "making" camps but they weren't offered during the summer but they were called vocational education. As some of you might recall woodshop, metalshop, autoshop, auto body, 3d design, plastics, drafting, auto cad, construction, i can go on and on. These courses are closing at an alarming rate. It's great to talk about "makers" "tinkers". Let's apply that curiosity as we used to to vocation. That's what the problem in this country is its work and work ethic. Everybody wants it now now with putting any effort. Look at how many kids are obese its alarming
Alexey Sunly

Posted a year ago

There is no greater threat to human security than innovative drifters who "play" with technology without specific purpose to serve humanity as a whole. Most of such innovators end up being exploited by the military industrial complex, and create horrible tools of destruction and sickness. These people need training in mindfulness and awareness before they get to "tinker" and naively indulge each and every impulse of curiosity they might feel.

Sams dad

Posted 5 months ago

I agree with your general sentiment. I would add that one of the reasons a liberal education is necessary is to expose students to "ethics". We do seem to be stuck in this "worker ethic to win" without reflecting on the bigger picture of what happens when a monopoly occurs via such "winning" and 1 person ends up owing all the water.

Alexey Sunly

Posted 5 months ago

In reply to:

I agree with your general sentiment. I would add that one of the reasons a liberal education is necessary is to expose students to "ethics". We do seem to be stuck in this "worker ethic to win" without reflecting on the bigger picture of what happens when a monopoly occurs via such "winning" and 1 person ends up owing all the water.

Sams dad

Preaching to the choir here :-) Cheers!

Brian R Light

Posted 2 years ago

He is right, we are all makers. However, I have found most people don't want to make that much that is new.

KS

KApt Slim

Posted 2 years ago
reason why USA is ruling this world

TB

Tony Broomfield
Posted 2 years ago
USA is not ruling the world, sorry for that shocker to your system

KS

KApt Slim
Posted 2 years ago
In reply to:
USA is not ruling the world, sorry for that shocker to your system
Tony Broomfield
I guess they are

Kurt Olsen
Posted 2 years ago

Disagreement with speaker

In spite of all the 'maker' hype I have to report that after buying a desktop cnc mill, and a 3d printer and advertising like crazy - almost no one called. It's my experience that most people are buyers, not makers. They want 'things', they don't want to make 'things'. I think that while all of us are makers of some sort or another - very few will go beyond the occasional home improvement project and actually plan (or design) some new widget or part. I offered the ability to help make things, for a fraction of the cost it would have taken only a couple of years ago and only one customer who is savvy enough and has enough imagination to actually try kickstarting something. My advice to would-be rapid prototyping startups is don't. Instead, design low cost fun things and sell those instead.

CC

Cynthia Crenshaw
Posted 3 years ago
Every city should have at least one school with a summer camp that gets kids "making" and finding peers that share their making interests. Connecting kids with their creativity could help them want to learn more math!

JK

John Kozul
Posted a year ago

Cynthia, the schools used to have these "making" camps but they weren't offered during the summer but they were called vocational education. As some of you might recall woodshop, metalshop, autoshop, auto body, 3d design, plastics, drafting, auto cad, construction, i can go on and on. These courses are closing at an alarming rate. Its Great to talk about "makers" "tinkers". Lets apply that curiosity as we used to to an vocation. Thats what the problem in this country is its work and work ethic. Everybody wants it now now with putting any effort. Look at how many kids are obese its alarming

CH

Connor Hunt
Posted 4 years ago

I'd rather make babies

MJ

Mark Jones
Posted 3 years ago

Sorry is your name honnor __? 

This is the crest of the wave, power to the THINKING (MAKING) class!! making babies is easy maybe you'll find someone one day who'll participate with you!? 

I don't know that Darwin would've ok'd it though ;)

OB

Oliver Baumbach
Posted 3 years ago

In reply to:
sorry is your name honnor ___? This is the crest of the wave, power to the THINKING (MAKING) class!! making babies is easy maybe you’ll find someone one day who’ll participate with you!? I don’t know that Darwin would’ve ok’d it though ;)

Mark Jones

On a related note, Nikolai Tesla was too busy making amazing things, and totally forgot the whole making babies part. I wonder what would have happened if he had children as creative as him.

SH

Shannon Hoover

Posted 3 years ago

In reply to:

I’d rather make babies

Connor Hunt

Connor Hunt - were you in Idiocracy? The redneck they used as a case study?

FB

Feraas Beg

Posted 4 years ago

Hi, I’m 13 and in school and making is my passion.

I live in a Pakistan I still manage to make with whatever I have.

So far i have won every science fair I’ve been in.

I recently participated in my countries (National Engineering Robotics Contest) and competed with college students.

And I make things now and then but i still have a lot to learn and i look forward to learning more as I hope to have a career in engineering and I really hope to be able to make with someone to help me in the future but I will always look forward to learning anything about making from little toy cars to giant cranes.

Corvida Raven

Posted 4 years ago

Hey Feraas, what kind of things do you make now and what do you aspire to learn to make in the future?

Congrats on your success in the science fairs and on competing in the National Engineering Robotics contest. That must have been awesome!
Hi, I'm 13 and in school and making is my passion. I live in a Pakistan I still manage to make with whatever I have. So far i have won every science fair I've been in. I recently participated in my countries (National Engineering Robotics Contest) and competed with college students. And I make things now and then but i still have a lot to learn and i look forward to learning more as I hope to have a career in engineering and I really hope to be able to make with someone to help me in the future but I will always look forward to learning anything about making from little toy cars to giant cranes.

Feraas Beg

Congrats Ferras you are 17 now! Wow. I just saw your post and wish you all the success. Quick now, learn how to weld and solder. You will need those skills and know-how. Find a basic book on intellectual property rights.

Nassiba Yakubova

You are right. We are makers!

Gonduras Jitomirsky

america is washed away.

CR

Chris Robichaud

Sorry you feel that way, but you are projecting, while the rest of us are out making things!

vanderson pereira

The creations are the springs push for a better world, we must encourage our children to develop this feature that already exists within each of us
Bernd Fesel
Posted 4 years ago

When Dale talks about "we are makers" he focuses on "americans as makers" and how they built the country. That is true and they can and should be proud about this. But it is nothing special - the Japanese, British and Chinese (first gun-powder) are makers also. And think about car manufacturing for a second. Aristoteles called the technical intelligence of man "techne". In fact we have enough evidence for the thesis that man is mankind because all man and women have been makers.

Still Dale convinced me totally of this special kind of making with his NASA examples: the amateur making versus the professional making - the in-expensive, the non-specialist making. I would call it a "playfull making" - just review the TWITTER story here on TED-TALK: making by accident.

The real conclusion of Dale might be therefore "the future needs more players".

Monce Abraham
Posted 5 years ago

'We are makers': Inherently, everyone is born with the curiosity bug embedded in us... Gradually, just a few manage to keep the spark alive... and those who do, they sure make world a better place to live in... !

Did not find the talk much convincing, but do believe in the thought that we need to have the generations, current as well as the ones that come after us, more entrepreneur in terms of thinking to get the best of what we are born with.

Alvar van Rijn
Posted 5 years ago

We should all be 'makers', whether it be makers of things or ideas. And yes, children should be stimulated in schools to tinker and think and experience for themselves with others, while making mistakes and freely learning from those mistakes.

We should all learn to be more creative, and we should all watch the TED classic from Ken Robinson: http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

AH

alice hathaway
Posted 5 years ago

Besides making products we need, how about making people lives more wonderful. I lived my whole life in serving God and mankind in making people happy. I loved to help feed, cloth, and take care of those in need,
and to watch the joy they give me back is all the wonderful thanks I need. Giving love is what makes people, and I the most blessed.

PO

Patricia Ortega
Posted 5 years ago
I personally agree with him when says that schools should encourage this enthusiasm for reshaping and creating new things.

These things don’t need to be technology stuff necessarily but, if children at school start believing in what they can achieve through creativity, they will surely become more ingenious, self-confident and resourceful.

I liked the talk!

Bryan Braun
Posted 5 years ago
I'm excited about all the extra tools we have today. From the rise of Fab Labs across college campuses to the explosion in the blogging community, it just goes to show that if you give us the tools, then we will make things with them.

S. Edward Wilson
Posted 5 years ago
I agree, we are all makers...but few make anything that exudes talent.

Or...shall I be positive, and make an absurd statement such as, "We're all makers"...."We're all winners"...etc?

No.

Creativity will come out of the talented.

Creativity and invention has always been a trait of humans.

Don’t need to encourage it....self-esteem is not scarce.

And sharing with those less talented is not beneficial to the talented.

MB
Maximiliano Bezada

Posted 5 years ago

You must be a very hurt person to feel that way. I'm deeply sorry.


M

Mark A

Posted 5 years ago

In reply to:

I agree, we are all makers...but few make anything that exudes talent. Or...shall I be positive, and make an absurd statement such as, "We're all makers"..."We're all winners"...etc? No. Creativity will come out of the talented. Creativity and invention has always been a trait of humans. Don't need to encourage it....self-esteem is not scarce. And sharing with those less talented is not beneficial to the talented.

S. Edward Wilson

Practice begets skill: The mind creates the brain and vice versa. Skill trumps talent.

Creativity is a resource some humans aren't maximizing. We all benefit when another is self-actualizing.

You also must've missed the Ted video explaining how the guy that loves to make spears saves time by trading with the axe maker, instead of trying to make axes himself. Even understanding that the spear maker was superior at axes as well, sharing freed up time to make more spears, and the axe maker more time for axes - both were free to increase their skills.

Sharing knowledge also teaches others the respect for your craft's function, instead of hoping for them to feel romance based on form alone. Withholding can only stifle progress. When you give everyone Photoshop, the "real" graphic designers have to shine more. I understand the view of that not being beneficial, but would you really give up the printing press and high literacy rates to preserve the scarcity and art of illuminated manuscript?

SD

Stephen Day

Posted 5 years ago

In reply to:

I agree, we are all makers...but few make anything that exudes talent. Or...shall I be positive, and make an absurd statement such as, "We're all makers"..."We're all winners"...etc? No. Creativity will come out of the talented. Creativity and invention has always been a trait of humans. Don't need to encourage it....self-esteem is not scarce. And sharing with those less talented is not beneficial to the talented.

S. Edward Wilson

I think, many times, creativity comes from those who aren’t very talented at all.
No one could argue that the colonial soldiers of the Revolutionary War were more talented or skilled soldiers than the British. The obstacle of being poorly armed, minimally trained and greatly outnumbered forced the new Americans into a creative solution. The "more talented" British were stubborn and slow to adapt. Talent, without a humble sense of self, can retard creativity and progress through the individual/collective ego.

We are all makers... as cliche as it sounds. Often, it’s those who are less talented who come up with the creative solutions to our glaring problems. And when those “less talented” people do come up with an idea, they would not make such sweeping want-to-be elitist comments like the original post on this thread.

What great leader, teacher, coach or inventor has ever maintained the position that sharing with the “less talented” is somehow less beneficial to the “talented?” If the “talented” are on another level, they shouldn’t feel threatened by sharing knowledge with those who are inferior.

I argue that lack of knowledge leads to fear and violence while the sharing of it leads to healthy discussion, competition and progress.

I hope you can change your outlook. I am deeply sorry for you as well.

CP

Christi Pemberton
Posted 5 years ago

In reply to:

I think, many times, creativity comes from those who aren’t very talented at all. No one could argue that the colonial soldiers of the Revolutionary War were more talented or skilled soldiers than the British. The obstacle of being poorly armed, minimally trained and greatly outnumbered forced the new Americans into a creative solution. The "more talented" British were stubborn and slow to adapt. Talent, without a humble sense of self, can retard creativity and progress through the individual/collective ego. We are all makers... as cliche as it sounds. Often, it’s those who are less talented who come up with the creative solutions to our glaring problems. And when those “less talented” people do come up with an idea, they would not make such sweeping want-to-be elitist comments like the original post on this thread. What great leader, teacher, coach or inventor has ever maintained the position that sharing with the “less talented” is somehow less beneficial to the “talented?” If the “talented” are on another level, they shouldn’t feel threatened by sharing knowledge with those who are inferior. I argue that lack of knowledge leads to fear and violence while the sharing of it leads to healthy discussion, competition and progress. I hope you can change your outlook. I am deeply sorry for you as well.

Stephen Day

I disagree. You have to be creative to master your talent and manipulate it in a way that best showcase it. People who choose to develop their talent have to be massively creative. Everyone has a talent, not all of us take the time to cultivate. Too many of us think that only practice and discipline will allow us to do any and all things...far from the truth. No matter how hard you try, you will always have areas that are weak and you will simply not have the talent or the "raw materials" to do something to the level of someone who has the natural talent and chose to cultivate it with practice. In a previous post, I used the famous singers Whitney Houston and Mariah Carey (circa mid-80's and 90's). These ladies have a natural talent, but through practice they cultivated their musical talent to a level that made them very unique singers. Now, no matter how some of us practice or how long we practice, we will simply not have the talented natural vocal range of Mariah Carey (let us just be real about that). You can’t just have the talent and no creativity and then expect to accomplish a great deal. So, both go hand in hand.
Mia Robinson

Posted 5 years ago

In reply to:

I agree, we are all makers...but few make anything that exudes talent. Or...shall I be positive, and make an absurd statement such as, "We're all makers"...."We're all winners"...etc? No. Creativity will come out of the talented. Creativity and invention has always been a trait of humans. Don't need to encourage it....self-esteem is not scarce. And sharing with those less talented is not beneficial to the talented.

S. Edward Wilson

Creativity is born from necessity. It's not an extension of talent--its an extension of a perceived need. People create in an effort to attain something that they do not currently have. Talent is only an afterthought--usually driven by people who were not a part of the creative process.

CP

Christi Pemberton

Posted 5 years ago

In reply to:

Creativity is born from necessity. It's not an extension of talent--its an extension of a perceived need. People create in an effort to attain something that they do not currently have. Talent is only an afterthought--usually driven by people who were not a part of the creative process.

Mia Robinson

Talent is far from being an "after-thought". Talent comes first..as you have to have that special "thing" before you can cultivate whatever that talent is in through creativity and practice. I have seen children who showed a good talent for music at an early age....it wasn't practice that started it, they just had a unique musical knack that made sense (i.e. they might have been able to connect notes on a piano to create actual music a little more advanced than the "Mary Had a Little Lamb" without learning the proper scales or notes). Creativity and practice are used to further develop that talent. You practice to develop the talent, and you think of creative ways and avenues to further showcase or manipulate that talent. If you can't sing...then sometimes, no master class in the world can help you be a Whitney Houston (circa 1987). You may develop an "okay" voice through bunches of practice, but more times than not you have to have the talent or the "raw materials" in the beginning to get to the level of a Whitney Houston or a Mariah Carey (circa early-mid-90's).

DC

dante cureton

Posted 5 years ago

In reply to:
I agree, we are all makers...but few make anything that exudes talent. Or...shall I be positive, and make an absurd statement such as, "We're all makers"..."We're all winners"...etc? No. Creativity will come out of the talented. Creativity and invention has always been a trait of humans. Don't need to encourage it....self-esteem is not scarce. And sharing with those less talented is not beneficial to the talented.

S. Edward Wilson

where you lack in talent u can make up for it in discipline. train yourself

CP

Christi Pemberton
Posted 5 years ago
In reply to:
where you lack in talent u can make up for it in discipline. train yourself
dante cureton

Not always...otherwise, everyone would be accomplished opera singers. You often have to have the raw materials first (talent), and then cultivate them through practice and discipline. No matter how much I want to be good in math, and how much I practice, doing long algebra is not my thing. There are things that you simply do not have the talent to do. It is hard for us to realize that, we don't like anyone telling us that we are not good at something.

EL

Edward Lynch
Posted 5 years ago
Dah it would have been really cool if he would have said that our creative ability is the image and likeness of God... Still a great talk though.

Wayne Busby
Posted 5 years ago
It is in our very nature to manipulate that which we would understand, therefore our collective responsibility to command in ourselves the integrity we demand of others. Does it not, consequently, make sense that we should collaborate towards creating a culture and legacy that sustains our ability to do so?

derric chen
Brilliant. But the real problem for most ordinary people is to find a way to make their works be recognized. Most stuffs people now make and known are those funny, but not necessarily useful and practical. Anyway, we are makers of our life.

TE

Tigara Electronica

I think everyone needs to educate themselves a bit more. Everything is possible, as long as you want it in your life! But it's not enough to want it, you have to do something about it...just a thought.

Emerion Aldataur

A bit of a missed opportunity, IMO. I think something more important going on actually: the appearance of technology like the Arduino and cheap 3D printers. This should be huge because it allows people with little knowledge to create useful things.

For instance, that mailbox is probably made of a switch hooked to an Arduino's digital input, a shield (arduino addon that connects on top) for wifi or GSM stacked on top, a battery, and a few lines of code.

Previously you'd have needed to have a decent understanding of electronics to pull that off. These days useful things can be done by plugging a board into another.

And that in turn I think lowers the threshold for really learning electronics. When you can do something cool from the start, there's an obvious motivation to try to do it even cooler, and it easily snowballs from there.

Adil Jafry

Attended the MakerFaire 2010 in San Jose - it was awesome! Thoroughly enjoyed being there, particularly for the laser show at the end! It is a great place to visit with kids and family, lots of things to learn at the soldering workshop and the lectures they have (for e.g., in electric vehicles etc.).

Lina Shamoun

Interpretations, views of audience, attitude towards topic
BEING A MAKER IS AN ABILITY WE ALL HAVE IN US. NOW LIVING AS A MAKER IS A CHOICE WE 
HAVE TO MAKE, ONCE THATS DONE.. YOU WILL SURPRISE YOUR SELF WITH YOUR INCREDIBLE 
ABILITIES.

A THOUGHT I BELIEVE IN

Tomco C
Posted 5 years ago

He started the talk with "We are all makers" he wasn't implying "making" is an American exclusive attribute. Just that we excel at it.

IMO what separates America from all other countries in the world is our melting pot DNA. Unlike any other major country in the world, we are a very young 500 + year old country made up of a collage of "A personality" movers and shakers from around the world. A country of people who's ancestors had the guts, the drive and determination to travel to a foreign country with a foreign language all to better themselves and provide a better opportunity for their children. This is what made America the anomaly it is. The condensation of movers and shakers all living and innovating in a new country. It's a numbers game. I believe because of the way America came about, the ratio of people carrying that unique "Go for it" DNA is higher in America than any other place on the planet. The proof is in the pudding of American innovation.

B

Brett R
Posted 5 years ago

I was disappointed to read "America was built by makers..." in the preamble but then to read comments like yours is even worse. American Exceptional-ism is nothing more than bigoted nationalism. Quite ironic that the Arduino mentioned in the video is an Italian project based on a Norwegian CPU.

T

Tatyana R
Posted 5 years ago

In reply to:

I was disappointed to read "America was built by makers..." in the preamble but then to read comments like yours is even worse. American Exceptional-ism is nothing more than bigoted nationalism. Quite ironic that the Arduino mentioned in the video is an Italian project based on a Norwegian CPU.
Brett R

I don't think that Dale Dougherty, or even Tomco, is trying to say that Americans are more exceptional at "making" than others. However I also don't think that it's negative or "bigoted" for him to reference America's history of innovation to try and inspire Americans to continue innovating and creating. If you look at the context of his speech, it seems as if his organization is based in Detroit, a great former manufacturing city that has since slipped dramatically, and it seems like he is trying to remind people that they should continue to be curious about how things work and inspire the people of Detroit to continue "making." To say that "America was built by makers" should not imply that it is the only country that is built by makers or the best at making, for as he said, "we are all makers."

M

Mark A

Posted 5 years ago

Brett, I don't understand.

What part is exceptionalism? And what part is bigoted? Being a melting pot is part of the United States' identity. A lot of Americans have families that have blended cultures and continents many times over - individualism, and thus, competition is part of the heritage. Perhaps it was the part about unique "Go for it" DNA that set you off?

I find something ironic in you chiding him over American innovation by pointing out the origin of the Arduino... With which Americans are innovating - the very thing you're hinged on.

J Pleski

Posted 5 years ago

There was mileage in this talk in that most citizens are now 'consumers' rather than creators, 'users' rather than makers, and that many companies while espousing the value of innovation, rarely put the time and resources into allowing people to really innovate. I don't think that connection was made in this talk however, maybe because the overall point of these inventions was their menial value. Of course the really good stuff often came from foreigners seduced/coopted to work for America, ex-nazi rocket scientists for example. It's a little bit fanciful to say 'We (Americans) are makers...' credit where credit is due...

MH

Marco Hooghuis

Posted 5 years ago

I totally agree. I think that companies rarely want to innovate because consumers are simply unable to see these innovations and it is not worth the effort.

In some branches however, people couldn't care less about innovation and still innovation is vital. One of those branches is aviation.
Claudio Furet

Posted 5 years ago

Oh no! I'm doomed to never be a 'maker'. I never realised that I lived in the wrong country. That explains everything.

Thank you Dale Dougherty for clarifying that for me and all my fellow non-Americans around the world who have up until now been in denial about our total inability to make stuff.

It's so sad a realization, it's enough to make a grown man weep.

But despair not, non-Americans of the world. I've got an idea!

By "an idea" I don't mean a proper creative idea, I'm not American, so how could I. Anyway, What if we emigrated to the USA? (Wait for it, this could work, though it could get a bit crammed in there). In time we could become naturalized, and then, overnight, as if by magic, we would start making amazing things, cool things, awesome things -- like a reinforced concrete umbrella with flashing lights that sings tunes and which we could cement our iPhone 20 to. Hey, that would be so cool.

I can't wait. Where did I put that passport?

Marco Hooghuis

Posted 5 years ago

He's not saying Americans are better at making stuff, he justs wants them to realize they are makers. And since this was recorded in America, he specifically targeted them.

Just remember why GM went bust, you'll figure it out.

Manfred Ehresmann

Posted 5 years ago

This talk really motivates me for my engineer studies.

Engineers build our world - everybody should be an engineer.

MH
Marco Hooghuis  
Posted 5 years ago  
I'm also an engineering student, but I still disagree. You can make lots of stuff, but you'll need supervisors and policy makers (they make stuff too!). Those aren't always necessarily engineers.

Emo Bear  
Posted 5 years ago  
Related: if you guys haven't seen the Arduino Documentary, I highly recommend it!  
http://www.vimeo.com/18539129

LW

Lee Webb  
Posted 5 years ago  
Hi Dale et al -- You want the next generation to become tinkerers and inventors? Here's my solution to this problem -- read topic #4 of www.ideasforourfuture.com. I dare you.

MI

Mituchi Iden  
Posted 5 years ago  
you're joking right? that website is a joke right?

NS

Nolan Simpson  
Posted 5 years ago
In reply to:

Hi Dale et al -- You want the next generation to become tinkerers and inventors? Here's my solution to this problem -- read topic #4 of www.ideasforourfuture.com. I dare you.

Lee Webb

Its kind of creepy...

AH

Adam Hoffman

Posted 5 years ago

In reply to:

Hi Dale et al -- You want the next generation to become tinkerers and inventors? Here's my solution to this problem -- read topic #4 of www.ideasforourfuture.com. I dare you.

Lee Webb

The scariest thing about this site is that it sounds like the author actually believes this hogwash! These aren't solutions; they're sales pitches! What they don't tell you is, well, pretty much EVERYTHING that flies in the face of these radical and stupid ideas!

To be fair, though, Topic #4 (release high quality classroom education DVDs from teachers with proven effectiveness) actually doesn't sound like such a bad thing. Probably worthwhile to extend that idea to releasing that sort of media online instead.

Matthew Kelly

Posted 5 years ago

Like a politician, he comes out with the line, "I have a pretty simple idea that I'm just going to tell you over and over until you believe it" Anyone else notice that?

WW

Walter Walter

Posted 5 years ago

Very interesting topic, but not quite interesting presentation

PN
pinky Nkuzo
Posted 5 years ago
I agree...got me thinking though.

Jacquelyn Siminitus
Posted 5 years ago
Just finished reading "The Boy Who Harnessed the Wind" (thanks to Ted.com) and looking forward to the May Maker Faire in San Mateo.

Middle and high school libraries would be great places for students to have access to and read MAKE Magazine. Today's economy is cutting back on funding to schools, and school libraries are especially hard hit -- California school library budgets for print and online resources are a sad story. See more at librarycampaign.csla.net

William Kinnear
Posted 5 years ago
Robert, I completely agree. I used to check into TED for new talks several times a week but now I just come every once in a while. The overall quality of the speakers has changed from the-best-and-the-brightest to nice people who want to please. Where are the challengers to the status quo?

Tao P
Posted 5 years ago
Agreed, I was waiting for him to have a point. 'Well tinkering and creating in groups is so great and because of this we should remodel 'education/our methods of employment/something' in this way'. I feel that most of TED's audience is thinkers and doers, ie makers. Preaching to the choir (but an interesting topic nonetheless)

BJ

Ben Jarvis
Posted 5 years ago
In reply to:
Robert, I completely agree. I used to check into TED for new talks several times a week but now I just come every once in a while. The overall quality of the speakers has changed from the-best-and-the-brightest to nice people who want to please. Where are the challengers to the status quo?

William Kinnear

the challengers to the status quo get voted down with gusto!

i recall a talk not so long ago about how it was and is industrialised farming that moves society forward, and how lambasted it was because "organic is best! any idiot knows that!"

it sounds a bit conspiracy theorist i know, but visit any ted talk about global warming and it's got poor ratings, and look at the comments and you'll find all those alluding to global warming being a giant scam have huge ratings while the other are hidden from being voted down so much.

NG

Nathan Grab
Posted 5 years ago
wooh!

CM

Christopher Manhoff
Posted 5 years ago
I am inspired to make something, anything today.

JS

Jonathan Smart
Posted 5 years ago
Yeah. The predominantly human ability to make things, is naturally an American aspect.

Forget the Soviets, who launched the space race with Sputnik, or the Chinese inventing, wheelbarrow, clockwork mechanics, the original (hand done) printing press ect..

And the British had nothing to do with our current industrial society.

There is actually a world beyond the U.S.
Tobias Duncan
Posted 5 years ago

How does The US taking pride in its long standing self identity as a nation of tinkerers diminish anyone else?

Daniel DeConinck
Posted 5 years ago

In reply to:

How does The US taking pride in its long standing self identity as a nation of tinkerers diminish anyone else?

Tobias Duncan

It would not diminish anyone else but this is not what was said. He said "uniquely american". You missed this point. Likely because it is such an over used expression. For some Americans, perhaps it goes in one ear and comes out the next. However non-Americans process that expression when they hear it, as they are the one's being excluded.

Look how the previous American president used this expression. You will see how it is over used.
http://www.youtube.com/watch?v=kjio-dWE1Jg

Janet Gratton
Posted 5 years ago

In reply to:

Yeah. The predominantly human ability to make things, is naturally an American aspect. Forget the Soviets, who launched the space race with Sputnik, or the Chinese inventing, wheelbarrow, clockwork mechanics, the original (hand done) printing press ect.. And the British had nothing to do with our current industrial society.
There is actually a world beyond the U.S.

Jonathan Smart

This talk was given in Detroit, so the speaker is entitled to direct his comments towards Americans. They happen to be the people most in need of an inspirational message about their potential, since their own leaders squandered their own economy. I took something good away from his message. We have a lot of untapped potential that we may need to rely on. if necessity is the mother of invention, I think a lot of us will soon be discovering our potential to be makers.

AH

Adam Hoffman
Had to give this one a 3-click "OK" rating. It's not that I disagree, and his speaking style was certainly dynamic enough to keep me listening, but he really didn't have much of a point. We are makers. Sure. Why should we care?

Care to delve deeper into the maker concept? Is this a good thing? (Being an engineer myself, I sure hope it is!) Do "makers" always have to be using what we refer to as technology? What about the people in third world countries who subsist entirely on what they can make from their immediate environment?

What about other kinds of makers? Isn't an artist a maker? A writer? A knitter? A mother?

Yes, it's a wonderful time for technophiles and do-it-yourselfers, but let's not forget that it's a relatively small portion of the population that constitutes what he defines as makers.

Robert Morselli

you're being very polite, mr. hoffman - i'd say this talk was OK at very best. what's going on, TED? the quality of the talks (arianna huffington, etc) has really taken a nosedive, lately.

Daniel DeConinck

In reply to:

you're being very polite, mr. hoffman - i'd say this talk was OK at very best. what's going on, TED? the quality of the talks (arianna huffington, etc) has really taken a nosedive, lately.

Robert Morselli

Posting five talks a week, year in year out, which amaze and fascinate is tough to do.

It is still beneficial to hear, what the not so amazing and the not so fascinating have to say, if at least to maintain a perspective on the wider context of people's thoughts.

P

Paul M

Had to give this one a 3-click "OK" rating. It's not that I disagree, and his speaking style was certainly dynamic enough to keep me listening, but he really didn't have much of a point. We are makers. Sure. Why should we care? Care to delve deeper into the maker concept? Is this a good thing? (Being an engineer myself, I sure hope it is!) Do "makers" always have to be using what we refer to as technology? What about the people in third world countries who subsist entirely on what they can make from their immediate environment? What about
other kinds of makers? Isn't an artist a maker? A writer? A knitter? A mother? Yes, it's a wonderful time for technophiles and do-it-yourselfers, but let's not forget that it's a relatively small portion of the population that constitutes what he defines as makers.

Adam Hoffman

His point was for you to be aware of his magazine. This was an OK talk, the speaker almost lost me a few times due to his style. I felt like I was sitting in a guidance office in high-school. "isn't that cool?"

AH

Adam Hoffman

Posted 5 years ago

In reply to:

His point was for you to be aware of his magazine. This was an OK talk, the speaker almost lost me a few times due to his style. I felt like I was sitting in a guidance office in high-school. "isn't that cool?"

Paul M

Sadly, I think you and Mr. Morselli are both right. It does seem that a fair number of the talks I've seen lately have been of the self-serving variety. These are the sorts of talks that say "Hey look at me! I wrote a book!" or the like. They're using TED to get more publicity for their private interests.

I can think of plenty of times where this isn't a bad thing, per se. If, for example, Majora Carter sees more investment in her company that is aimed at supporting ecologically sound urban solutions, from having spoken at TED twice, I would say that TED's general mission is succeeding.

That being said, I'd say about 1 in 3 of the recent TED talks is really worth watching and sharing.

samson mathew

Posted 5 years ago

LOL@ the guy who was who fell asleep @ 11:30

or was loooking down

Daniel DeConinck

Posted 5 years ago

Yes, I saw that too. He was a maker of dreams.
Tobias Duncan
Posted 5 years ago
In reply to:
Yes, I saw that too. He was a maker of dreams.

Daniel DeConinck
Good lord that's funny. I almost lost a mouthful of coffee...

Joseph Gier
Posted 5 years ago
Americans are tool makers and Americans are tool users. We create sometimes out of whimsy but mostly out of practicality. It is usually because there isn't a solution that fits the problem. I love Dale's talk. if for anything, to remind us a little bit about our character and our natural as uniquely American. Well done.

AF

Adriana Freitas
Posted 5 years ago
we, can be for humans :) dont you think?

All humans are makers, since ever! :) I prefer to see like that. all human beings are makers.

Daniel DeConinck
Posted 5 years ago
In reply to:

Americans are tool makers and Americans are tool users. We create sometimes out of whimsy but mostly out of practicality. It is usually because there isn't a solution that fits the problem. I love Dale's talk. if for anything, to remind us a little bit about our character and our natural as uniquely American. Well done.

Joseph Gier

"uniquely american" you say. TED has an international following. This talk which is presented to the world and enjoyed by the world and related to by the world, is loved by you because in your words, " to remind us a little bit about our character and our natural as uniquely American". Pre-American times saw great achievements in science and technology and other fields by many nations / peoples / cultures.....and this continues to be true in contemporary times and no doubt will continue to be true in post american times.

The speaker quotes Frank Bidart, "We are creatures who need to make". Bidart is speaking explicitly about 'human beings' with the mindful intent to avoid myopically singling out one country. Find Bidart's books here:
http://us.macmillan.com/author/frankbidart
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Daniel DeConinck

Canadian = American ;-) I know you guys hate this, but when people from the US brag about America, we pretty much are including you guys as well. I can tell you that there is less difference culturally between the average Vancouverite and a New Yorker, than there is between a New Yorker and a Texan.

All that being said, I don't believe that ingenuity is uniquely American, we just choose to celebrate it because it is a quality we wish to have more of.

Tobias Duncan

Posted 5 years ago

In reply to:

Tobias - I've read your other comments, and you're unquestionably one of the bright lights on the TED discussion boards - but your comment: Canadian = American... Really? This shows how little you really know about Canadians, maybe even Americans - despite your NY/Vancouver/TX analogy. I've been to both of these countries many times and I can tell you that they are two entirely different planets.

Tao P

Posted 5 years ago

In reply to:

Canadian = American ;-) I know you guys hate this, but when people from the US brag about America, we pretty much are including you guys as well. I can tell you that there is less difference culturally between the average Vancouverite and a New Yorker, than there is between a New Yorker and a Texan. All that being said,
I don’t believe that ingenuity is uniquely American, we just choose to celebrate it because it is a quality we wish to have more of.

Tobias Duncan

Well if you’re from any country in the Americas other than the US then you may have noticed something. When a yankee says he’s from America most Americans (whether they be from north, central or south america) resent that people from the US think they are from America, while the ’ethnics’ are from their respective countries.

JS

Jonathan Simpson-Bint

 Posted 5 years ago

In reply to:

“uniquely american” you say. TED has an international following. This talk which is presented to the world and enjoyed by the world and related to by the world, is loved by you because in your words, ” to remind us a little bit about our character and our natural as uniquely American”. Pre-American times saw great achievements in science and technology and other fields by many nations / peoples / cultures.....and this continues to be true in contemporary times and no doubt will continue to be true in post american times. The speaker quotes Frank Bidart, ”We are creatures who need to make”. Bidart is speaking explicitly about ’human beings’ with the mindful intent to avoid myopically singling out one country. Find Bidart’s books here:
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Daniel DeConinck

 So nice to see Frank Bidart within a few miles of TED. His book ”Stardust” really does contain some of the most profound meditations on the human condition. The poem quoted in this talk is ”Advice To The Players” and it’s a poem that is well worth seeking out. Quote:

 ”Making is the mirror in which we see ourselves.

But being is making: not only large things, a family, a book, a business: but the shape we give this afternoon, a conversation between two friends, a meal.

Or mis-shape.

Without clarity about what we make, and the choices that underlie it, the need to make is a curse, a misfortune.

The culture in which we live honors specific kinds of making (shaping or mis-shaping a business, a family) but does not understand how central making itself is as manifestation and mirror of the self, fundamental as eating or sleeping.”

Dustin Faddis

 Posted 5 years ago

In reply to:

So nice to see Frank Bidart within a few miles of TED. His book ”Stardust” really does contain some of the most profound meditations on the human condition. The poem quoted in this talk is ”Advice To The Players” and it’s a poem that is well worth seeking out. Quote: ”Making is the mirror in which we see ourselves. But being is
making: not only large things, a family, a book, a business: but the shape we give this afternoon, a conversation between two friends, a meal. Or mis-shape. Without clarity about what we make, and the choices that underlie it, the need to make is a curse, a misfortune. The culture in which we live honors specific kinds of making (shaping or mis-shaping a business, a family) but does not understand how central making itself is as manifestation and mirror of the self, fundamental as eating or sleeping."

Jonathan Simpson-Bint

Awesome! Thanks for sharing this quote Jonathan. I've been playing around with some ontological presuppositions like these and it's great to find people who share similar beliefs!

I'm going to read some of Frank Bidart's work.

Cheers

CF

Claudio Furet

Posted 5 years ago

In reply to:

So nice to see Frank Bidart within a few miles of TED. His book "Stardust" really does contain some of the most profound meditations on the human condition. The poem quoted in this talk is "Advice To The Players" and it's a poem that is well worth seeking out. Quote: "Making is the mirror in which we see ourselves. But being is making: not only large things, a family, a book, a business: but the shape we give this afternoon, a conversation between two friends, a meal. Or mis-shape. Without clarity about what we make, and the choices that underlie it, the need to make is a curse, a misfortune. The culture in which we live honors specific kinds of making (shaping or mis-shaping a business, a family) but does not understand how central making itself is as manifestation and mirror of the self, fundamental as eating or sleeping."

Jonathan Simpson-Bint

@Jonathan Simpson-Bin

Thanks for the great quote. It's made my day.

Tobias Duncan

Posted 5 years ago

In reply to:

"uniquely american" you say. TED has an international following. This talk which is presented to the world and enjoyed by the world and related to by the world, is loved by you because in your words, " to remind us a little bit about our character and our natural as uniquely American". Pre-American times saw great achievements in science and technology and other fields by many nations / peoples / cultures.....and this continues to be true in contemporary times and no doubt will continue to be true in post american times. The speaker quotes Frank Bidart, "We are creatures who need to make". Bidart is speaking explicitly about 'human beings' with the mindful intent to avoid myopically singling out one country. Find Bidart's books here: http://us.macmillan.com/author/frankbidart

Daniel DeConinck
Bob I have to apologize. One of my guilty pleasures is teasing Canadians. Last 4th of July I was speeding down the road in my vintage convertible jalopy with a carload of Canadian girls. They decided to sing the US national anthem to celebrate the day. When they were done they challenged me to reciprocate. Armed only with the knowledge of the first two words, I decided to wing it.

I sang it to the tune of "Sweet Caroline" by Neil Diamond:

"Oh Canada ... bop ba da
good times never felt so good
so good
so good"

It went over about like you would expect ...

Robert Morselli
Posted 5 years ago

In reply to:

Americans are tool makers and Americans are tool users. We create sometimes out of whimsy but mostly out of practicality. It is usually because there isn't a solution that fits the problem. I love Dale's talk. if for anything, to remind us a little bit about our character and our natural as uniquely American. Well done.

Joseph Gier

@Joseph Gier: "... I love Dale's talk. if for anything, to remind us a little bit about our character and our natural as uniquely American" !?! get over yourself, man. there are other nations on the planet - every bit as unique and imaginative as the US.

ST

Stephen Teng
Posted 5 years ago

Was so interested in the idea of hackerspaces, I googled them up, and found that there are many across the world. http://hackerspaces.org/wiki/Hackerspaces I think I might check mine out.

End of the transcript of comments from the TED Talk

Similar analysis was done on comments from all other TED talks that were sampled from www.TED.com as explained in Chapter 3 on page 59. Besides the example mentioned above, the sections below take comments from the other seven TED talks that were shown to the other seven group interviews. Since the comments run in thousands and to keep the thesis readable, only those comments that gave relevant concepts have been reproduced. The entire comments file of all other TED talks are attached as soft copies in the Appendix B.
Analysis of secondary data of TED talk shown to participants from Red FM, a media and entertainment company on October 15th 2015 is as under.

<table>
<thead>
<tr>
<th>Comment from the secondary data</th>
<th>Corresponding unique concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>This wasn't a ted talk. This was rubbish standup. Or if it was it was the worst ted talk I've ever heard. The subject is interesting. But there was nothing interesting coming out of her mouth. She might as well just said &quot;sleeping's good for you, google it&quot;...</td>
<td>Audience disagreement,</td>
</tr>
<tr>
<td>I respectfully would like to say that, in my opinion, this talk is basically an attack to men.</td>
<td>Interpretation, impact</td>
</tr>
<tr>
<td>This talk is less than four minutes long, it is entertaining, well-meaning, in no way insulting to men and provides very useful advice for all be a lucky (or should that be unlucky) minority who can thrive, i.e. not just survive, on less than 7 or so hours of sleep.</td>
<td>Entertaining, well-meaning</td>
</tr>
<tr>
<td>As a Sleep Scientist, I see that our field has a lot of work to do to educate others on the importance of sleep. I admire Ms. Huffington for bringing this issue to the table, especially in the company of successful, most likely sleep-deprived, women. Ms. Huffington is correct - rigorous research studies reveal that sleep enhances learning and memory and may even lead to &quot;insight.&quot; Humans are more creative and decision making is also better when well-rested. Indeed, when sleep-restricted, fMRI (brain scan) studies show that your brain has to work really hard to perform a task compared to when well-rested. The implications of sleep deprivation go far beyond the board room, however. Safety on the road, in the air, and in the operating room are at risk when a driver, pilot, or surgeon has been sleep deprived. Being awake for 18 hours is the equivalent of being legally drunk.</td>
<td>Data, facts, proof, evidence</td>
</tr>
<tr>
<td>Finally someone with a sense of humor! Which is one of the simplest demonstrations of intelligence.</td>
<td>Humour, emotions</td>
</tr>
<tr>
<td>It's true! I'm more productive than my friends just because I get enough sleep everyday.</td>
<td>Agreement</td>
</tr>
<tr>
<td>This talk has made me go to sleep</td>
<td>Disagreement</td>
</tr>
<tr>
<td>I loved the talk. It was funny yet persuasive given with lightness but with an important message. I would love to see more short talk like this one :)</td>
<td>Emotions</td>
</tr>
</tbody>
</table>
Analysis of secondary data of TED talk shortlisted for participants of Intel, a high-tech company that makes chips and hardware for computers on Jan 13th 2016 is as under.

<table>
<thead>
<tr>
<th>Comment from the secondary data</th>
<th>Corresponding unique concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened to this project? This talk is 6 years old and this technology is still not implemented.</td>
<td>Contradictions between reality and topic or speaker</td>
</tr>
<tr>
<td>You sir have to be realistic. Nano technology isn't available. Even if it is it will cost a lot to implement it. About 2008 for a nanopixel or something like that. That would make a &quot;nano-3D&quot; object cost around 200 mil $.</td>
<td>Audience views and disagreements</td>
</tr>
<tr>
<td>Wow I don't care what anyone says that's an awesome idea!!!!!!! Dig it out man. This topic has my mind spinning!!!!!! Also whatever happens remember that there are more dummy's like me out there than anyone so make it easy to use!!!!!!</td>
<td>Agreement with topic and speaker, emotions</td>
</tr>
<tr>
<td>I really love the idea of this being able to help people who have lost some senses. I'm partially deaf and lip reading is incredibly difficult sometimes and a hearing-aid doesn't help. If SixthSense could display live subtitles, it would be an incredible thing for me and others in the same situation. I really hope this happens.</td>
<td>Connect with audience</td>
</tr>
<tr>
<td>Going open source too!! Amazing person. Pranav Mistry! I am a fan.</td>
<td>Impact on audiences</td>
</tr>
</tbody>
</table>

Analysis of secondary data of TED talk shown to participants of PGSM consortium, software services, on April 18th 2015 is as under.

<table>
<thead>
<tr>
<th>Comment from the secondary data</th>
<th>Corresponding unique concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>I very much doubt that Unilever is perfectly responsible. However, the idea has legs. I am glad I heard it even as it fired anger in me. Think of the wholesale irresponsibility dumped on billions by for profit only corporations.</td>
<td>Agreement with the topic</td>
</tr>
<tr>
<td>I think it's a bit misleading to say &quot;It's not just about profit&quot;. Because for a company like Unilever with shareholders it is about profit. But Unilever are at the forefront of large multinational companies in changing the way they do business. As their raw materials are mainly agricultural if they don't become 100% sustainable then in the long term, with water and other raw materials becoming more scarce, and other impacts becoming more expensive, they will cease to exist as a competitive business. Unilever are possibly one of the first companies to embrace the concept of sustainability as a major business advantage. No one will necessarily 'do the right thing' just for the sake of it. But the business case for being sustainable is so strong that those businesses that embrace what this means will be the ones that survive and prosper in the long term. Developing products that have a good social benefit is all part of the bigger picture and Unilever do this really well. So if you think that the speaker, or Unilever, are fake or engaged in 'green wash' I suggest you find out more about what they are doing. Read their Sustainability report which you can download off their website. If we all constantly assume the worst and that it's just 'talk' then basically there's no chance of ever changing. Listen to what they say and find out more about</td>
<td>Disconnect between intent and message</td>
</tr>
</tbody>
</table>
how they do it, learn about sustainability and how large companies like Unilever are changing for the better. Try not to be too cynical and find out more before judging without understanding.

**Does he think that we will believe that?** Hey Mr. we are not idiots! The giant corporations destroyed our lives and fields and health.

One thing we should remember very well which is: in any country in our world if the government did not enforce very strict laws to control the quality of these corporations products and their control over the local markets, these corporations will swallow all the humans on this planet and turn them to slaves.

I have no love for Unilever, but this talk is 'an idea worth spreading'.

Very nice talk and very relevant for our times. It is time for big paradigm shift in the profit obsessed ethos of capitalism and it is heartening indeed that the minds running big businesses all over the globe are beginning to take notice of this.

Analysis of secondary data of TED talk of William Kamkwamba shown to participants of GE India, and R&D company, on February 10th 2016 is as under.

<table>
<thead>
<tr>
<th>Comment from the secondary data</th>
<th>Corresponding unique concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>William I'm really proud to meet people like you, due to it inspire me to keep following my target on science. Congratulations for your amazing effort in achieve a dream. You're a real triumph who shows that things can be done. God bless you.</td>
<td>Feelings and emotions in audiences</td>
</tr>
<tr>
<td>Where are you heading, William Kamkwamba? I wanna follow.</td>
<td>Followership, attraction</td>
</tr>
<tr>
<td>Woe is not him who wakes up with a vision and then goes out to find a way to see it come to fruition. That talk made me cry. Giving up having a place to live and sleeping in my office to see my dreams come true some day suddenly seems like such a small price to pay.</td>
<td>Emotions</td>
</tr>
<tr>
<td>Wow, this is an amazing story! at only 14yrs and he managed to come up with such a great idea that could result in changing his life for the better and that of those around him. One former US president said that &quot;ordinary people are capable of doing extraordinary things&quot;!</td>
<td>Message for audiences</td>
</tr>
<tr>
<td>William, You have inspired me to seek ways out of problems that I have been told &quot;that will never work,&quot; or &quot;why waste your time on that?&quot; Instead of hanging your head low, you fought and survived. I am sorry that you had to go through a famine to unmask your inner genius, but you have done more than just help your community. You have helped others. Thank you Sir.</td>
<td>Impact</td>
</tr>
</tbody>
</table>

Analysis of secondary data of TED talk of Diane Savino shown to participants of Government of India, in January 2016 is as under.
<table>
<thead>
<tr>
<th>Comment from the secondary data</th>
<th>Corresponding unique concept</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approx 10 - 15 percent of the world population is LGBT or non heterosexual. Politicians who are against same-sex marriage will be seen in the future like those politicians who supported Apartheid in South Africa, because denying civil rights equals to Apartheid, those politicians and organizations, specially the hate filled churches will be seen as a hate group. Politicians like Diane J. Savino, will be remembered as heroes, brilliant and revolutionary people who worked to make the world a better place for everyone.</strong></td>
<td>Beliefs and attitudes of audiences</td>
</tr>
<tr>
<td><strong>I'm glad TED FINALLY put something up on same-sex issues: it shows that TED is not afraid to acknowledge controversial issues. The same-sex debate is simultaneously high-profile (&amp; controversial), and scoffed as highly trivial (often against poverty and environmental issues). But it shouldn't be shied away from. Ideas Worth Spreading (to me) is not simply about those who have made it, but all manners of creative, community, or equity work no matter how &quot;small&quot;. If someone is out there advocating for it, it is a matter that touches people's lives and has immediate and tangible impacts. The triviality of this lengthy debate reveals the insecurity of those who feel the need to horde the right to marriage. Same-sex couples wanting &quot;in&quot; are not undermining anything; they simply want the right to publicly declare that commitment and the right to respect. Queer culture, community, and relationships offer a lot, especially in the way of tolerance. Diane has advocated wonderfully. Thanks!</strong></td>
<td>Strong beliefs of audiences, agreement with the speaker</td>
</tr>
<tr>
<td><strong>My opinion based upon my starting point is that your and Savino's view is destructive not because of the arguments given, but because of the source of those arguments. Savino argues out of suitability, which diverts moral discussion away from one side's personal beliefs and towards her own (which includes 'tolerance'). It is destructive since it violates a basic and primary moral law of the universe established by the creator of that universe.</strong></td>
<td>Strong disagreement on the logic</td>
</tr>
<tr>
<td><strong>What an amazing passionate and powerful speech about love and commitment. She took the words right out of my mouth.</strong></td>
<td>Connect with speaker</td>
</tr>
<tr>
<td><strong>Clear and concise, great argument and obviously a hot topic by the number of comments.</strong></td>
<td>Clear and concise</td>
</tr>
<tr>
<td><strong>I really loved her enthusiasm and spirit and its lovely to see actual politicians stepping up and trying to right these wrongs!</strong></td>
<td>Speaker enthusiasm, credibility, speaking up on a topic</td>
</tr>
<tr>
<td><strong>I've never heard any intelligent argument against gay marriage. I can't imagine there is one.</strong></td>
<td>Disagreement</td>
</tr>
<tr>
<td><strong>Wow, this is the best political speech I have seen in years. Why is this speech so great? It is the unrelenting use of logic with absolutely no clutter. She points out the obvious in a we have not heard before, makes it fresh and does not waste an instant of the listeners time.</strong></td>
<td>Emotion, Impact on audience, strong logic</td>
</tr>
</tbody>
</table>
Analysis of secondary data of TED talk of Graham Hill shown to participants of Happiest Minds, an IT company, on February 21\(^{st}\) 2016 is as under.

<table>
<thead>
<tr>
<th>Comment from the secondary data</th>
<th>Corresponding unique concept</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I agree with his sentiments. I am a vegetarian, but I am aware that not all people will want to be. Like many vegetarians, it is not the fact of eating an animal that effects me, it is the industry that the meat is obtained in. If everyone cut back on their meat consumption, then the environmental impact would be reduced as well as the 'Factory conditions' in which animals are treated. This is not about eating meat...or not eating meat. It is about ethics and concern for the environment.</em></td>
<td>Agreement with the topic, benefit from the topic</td>
</tr>
<tr>
<td><em>An interesting compromise for meat-eaters who are environmentally conscious, a fantastic idea</em></td>
<td>Unique logic</td>
</tr>
<tr>
<td><em>It always amazes me to see how the word &quot;vegetarian&quot; sparks so many strong reactions about right and wrong. It's as though it is some kind of religion. We do have some of the same forces at work (clear rules, community feeling, re-emphasis everytime you eat, etc.). I wonder how many atheists are vegetarians.</em></td>
<td>Reactions on the topic, audience beliefs</td>
</tr>
<tr>
<td><em>I was vegetarian for 2 years, I just threw myself in at the deep-end and did it, can't ever remember feeling like it was difficult. In the end I was persuaded to start eating meat again, partly because I was consistently sick (which at the time seemed down to my diet) but also because of the difficulty being vegetarian entails. You become the awkward one at restaurants, at parties or if you're invited around for dinner. You are also victimised, despite being normal being vegetarian gets you the label of being a wuss, or effeminate. Western culture is not a very forgiving one to be turning vegetarian in I would argue. Nevertheless when I am at university I will try and apply a sort of 'weekday veg' routine. An interesting thing governments could do would be to start a health campaign advertising one or two days a week as designated 'veg days' where all you eat is veg; with extra information on food ideas in this campaign, reasons why (cost, etc.) I think it would have a real impact.</em></td>
<td>Connect with speaker and topic</td>
</tr>
<tr>
<td><em>This entire message doesn't make sense to me. I understand that it's unsustainable for everyone to eat meat every day. But your absolute statement that it is unacceptable to eat meat at all seems extreme to me. Acceptability isn't something you personally get to define, it's an opinion. We as a society decide what is and isn't acceptable.</em></td>
<td>Strong disagreement with topic</td>
</tr>
</tbody>
</table>
Analysis of secondary data of TED talk of Eric Giler shown to participants of Yokogawa, a company that focuses on power and electricity generation plans, in February 2016 is as under.

<table>
<thead>
<tr>
<th>Comment from the secondary data</th>
<th>Corresponding unique concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>I fully agree with you. More wasteful and inefficient technology. And partly so people can be even more lazy.</td>
<td>Agreement with speaker</td>
</tr>
<tr>
<td>It is wonderful to see this technology poised to enter the public arena in the form of consumer products. Some 30 years ago, at the age of 15, I invented my own version of this for a science fair display. It drew great interest from the judges, and other folks who visited the display stands.</td>
<td>Audience belief</td>
</tr>
<tr>
<td>It's brilliant. To observe a nascent idea developing into a commercial product in such short period is inspiring. It not only demonstrates innovation but also impeccable advanced development.</td>
<td>Emotion,</td>
</tr>
<tr>
<td>Gotta agree with Eric. Wires Suck. Batteries suck worse. 50% efficiency, however, sucks worst. I don't want to double my electrical bill (and carbon footprint) to avoid plugging in my TV. Great idea for research. Wake me up in 10 years when it's efficient enough to be semi-practical. Meanwhile I'll continue to use my induction-charged electrical toothbrush. In a few years we'll probably buy a smart induction charger for my cellphone that is only activated when my phone is sitting on it and needs charging. That will be nice.</td>
<td>Logic and examples</td>
</tr>
<tr>
<td>It looks amazing, am wondering why it's not already commercially available, it would be a deal breaker to alot of people buying electric cars; imagine never having to go to the gas station or plug in the car when you get home!</td>
<td>Emotion, doubt</td>
</tr>
</tbody>
</table>

Unique Concepts from Open Coding of transcripts of secondary data

<table>
<thead>
<tr>
<th>Strong disagreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative emotions</td>
</tr>
<tr>
<td>Mistrust with the speaker</td>
</tr>
<tr>
<td>Contradictions in the message and reality</td>
</tr>
<tr>
<td>Agreement with the idea but not the speaker</td>
</tr>
<tr>
<td>Suggestions on what the speaker could have done</td>
</tr>
<tr>
<td>Walk the talk and not talk the talk</td>
</tr>
<tr>
<td>Dislike towards the speaker</td>
</tr>
<tr>
<td>Strong beliefs of audiences</td>
</tr>
<tr>
<td>Effect of poor logic on audience reaction</td>
</tr>
</tbody>
</table>

Table 13 Concepts from raw secondary data
4.2.2 Memo-Writing for open coding

Throughout the data analysis stage of this study, memos and diagrams were created to help through the process of grounded theory. They are defined as forms of written records that contain the abstract thinking about the data and graphical representations of the relationships between concepts (Corbin & Strauss, 2014). The main advantages of memos and diagrams are that they help the researcher to stop and think about the data, provide ideas that can be validated in the field, establish patterns and relationships, discover gaps and lead to a better way of explaining the findings for the thesis (Charmaz, 2006).

In this particular study, the following type of memos were created:

1. **Code notes**: these memos or written notes contain the concepts, paradigms and relevant information that arise from the three types of coding.
2. **Theoretical notes**: these memos contain notes about how the various categories connect with each other and build a theory to answer the research question.
3. **Operational notes**: these memos contain notes about the process of collecting data and applying grounded theory techniques and are more useful as notes to the researcher to introspect, follow-up and learn.

These definitions vary and sometimes are called by different names like case notes, concept notes, and others as defined by academician Kathy Charmaz in her book called Constructing Grounded Theory (2006). As mentioned earlier in the chapter, this study will follow the techniques and nomenclatures prescribed by Corbin and Strauuss in their book called Basics of Qualitative Research (1990).

For every memo, there is a date along with an identification of whether it is a code note, a theoretical note or an operational note and a reference to a particular document or point that has been documented earlier so that it is easier to search and tabulate at a later stage. The figures below serve as an example of each of the memos for the open coding stage. These were created after the first set of interviews, and then were revisited at a later date and modified as the other two stages of coding took place. This stage is insufficient to create diagrams and visual patterns. The memos and diagrams for the other coding stages are explained later in section 4.2.3.
April 27 2014 Refer to the code note on April 25th

Theoretical Note: Communication, Persuasion, Leadership – how are they all connected

This topic is essentially connected with so many other topics. From the group that I met on April 24th, there are so many hidden layers in their responses. I went back to the theory of persuasion and am now able to see that audience beliefs play a crucial role as well. I cannot just focus on communication techniques for this study. I have to go slightly deeper and understand the role of audience behaviours as well. The role of the medium is still not very clear. Many of the participants use phone calls to give presentations. Probably a good idea is to keep that off as of now. The term leadership keeps coming and brings its flavour in audience responses as well. How does it impact audience behaviour? What kind of categories form if I bring leadership qualities into the study. Will it be too much?

April 24 2014 Refer to the code note on April 18th

Operational Note: Notes to self

I think I need to rethink my interview technique. Some participants were quiet. Maybe, I could use a round-robin technique on the first question “So what do you think about this talk” and get everybody to share. Speaker 3 was quite vocal and kept refuting everybody else. Got to find a way to manage them as well. Explore In vivo package and install it on my laptop. Does it really help or should I continue to do a manual process for the entire study.
4.2.3 Stage 2 - Selective coding to create Core Categories

The open coding stage of the applying the grounded theory method gives a rich set of codes by fracturing the data into smaller concepts and then creating categories with properties and dimensions. In the next stage of selective coding, these categories are analysed further to create core categories that bring out relationships among them and create a dense texture of relationships around the axis of a category (Charmaz, 2006, p. 60; Pandit, 1996).

The focus is to make the categories more meaningful, richer and denser so that it helps in building a theory at a later stage (Strauss & Corbin, 1990). Selective coding is thus defined as a phase wherein the open codes are organized into broader categories with relationships which will then help in formulating a theory. The main focus of this stage is to do the following:

1. Group codes together that are related to one another.
2. Name the codes better than the names that came out in the earlier stage to ensure that they truly represent the category.
3. Find relationships between the core categories.
4. Pave the way to construct the theory for the next stage.

It will be beneficial at this point of the thesis to make a mention of why this study chose Selective Coding and not Axial Coding method. Before this explanation is given, it might helpful to demystify what they mean, how they came about and what impact they have to a researcher walking the path of applying these steps to her/his research question.
Another term that is used for this stage is focused coding. A researcher has to know the subtle differences in these terms to be able to apply them properly and avoid getting confused later. Grounded Theory was first published by two researchers – Barney Glaser and Anselm Strauss in 1967. This book talked about three stages of coding – Open, Selective and Theoretical. But in 1990, Anselm Strauss and Juliet Corbin published a book which was intended to help scholars apply techniques for the stages of grounded theory.

This book took a slight different approach and introduced new concepts and models which caused a fundamental difference between the founders of the method. This book talked about a new stage called Axial Coding and suggested use of paradigm models which looked very simple to use. Glaser openly criticized this approach and cautioned that by using a particular paradigm model, a researcher is limiting him/herself and not responding to various other options that are available and might end up in force-fitting the theory prematurely.

In 2006, Kathy Charmaz’s book introduced a new terminology for this stage. She called it focused coding. Though this study started with the Strauss-Corbin approach, it soon realized the narrowness and then course corrected by adopting the original Glaserian approach of applying selective coding to create core categories.

### 4.2.4 Categories, properties and dimensions

As explained in the previous section, a line-by-line coding analysis of the raw data brought out dozens of concepts by using a two-stage summarizing technique. But this poses a problem for the research due to their massive numbers that it will be practically impossible to work with them unless they are grouped together in a tighter, more closely-related categories which have properties that can be dimensionalized.

The next important step in this process of begin the categorization of the codes. Reflecting on the codes outlined in table 2 above, the codes which tend to get grouped together and point the way for future theory to emerge are analysed. At this stage, it is helpful to go back to the research question and objectives for the study. Since the research question and objectives attempt to answer the key elements of an impactful presentation, it becomes easier to categorize the codes in a few selective ones that give a richer dimension to the research question. The first two broad categories that were easy to spot were “qualities of the speaker” and the “qualities of the audience”. Some of the codes from table 2 like credibility, vocal variety, energy and enthusiasm, speed, personality etc. explain the qualities of a speaker. Codes like emotions and feelings, impact, beliefs and opinions, laughter, attention etc explain the qualities that impact audiences.

The stage become slightly more complex because of many codes that did not fit the categories above but began to give a rich dimension to understand the phenomenon better. Some codes like objective of the message, sequencing of the logic, data and facts, visual aids explain the qualities of the message. How the message was created and how it was interpreted are important issues to consider because the codes related to the two were distinctly separate. A dilemma that was faced at this juncture was whether to combine the categories or keep them separate. To keep matters simple, it was decided that a separate category of message will be created. Similarly, new categories of success criteria for both speaker and audience,
audience analysis, ability to engage with audiences, credibility of the speaker. Table 3 below outlines the creation of basic important categories from the open coding stage.

<table>
<thead>
<tr>
<th>Possible selective codes</th>
<th>Open codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualities of the speaker</td>
<td>Vocal variety, energy and enthusiasm, comparison with other speaker, storytelling style, knowledge, speed of speaking, personality, clarity of voice, gestures and movements, confidence, appearance, honesty, sincerity, tone, effort in preparing the speech, style of delivery, time to deliver, belief in the message, choice of words, flamboyance or groundedness, natural or rehearsed style, use of humour, inspire and motivate, showmanship, Leadership Qualities, Taking responsibility, solving a problem, larger benefit for all, selfless qualities of leaders, taking decisions, Setting priorities, Belief in self, doing things differently, larger good, getting things done, Grit, taking initiative, strong beliefs, conviction of a leader, Resilience, Bland style of speaking, Lack of passion, Not convincing, Belief in the topic, Upbringing and background of the speaker, Command over language, Lack of confidence, Shuffling on stage</td>
</tr>
<tr>
<td>Qualities of the audience</td>
<td>Attention span, diversity, context of the event, maturity, like or dislike the speaker or topic, understanding the situation, Opinion of audience, Time allocation for audiences, Opinion, timing of the talk, biases and misconceptions, beliefs and attitudes, expectations,</td>
</tr>
<tr>
<td>Qualities of the message</td>
<td>Objective of message, logic and explanation, summarize, visuals, benefit for the audience, relevance of the message, examples, flow and structure, kind of data and logic, use of statistics, quantitative examples, choice of words, technical v/s non-technical topic, truth, thought provoking, opening of message, brevity and conciseness, attention grabbing content, Setting priorities, Flow of talk, Positioning of the objective in beginning of end, Argument and logic, Props and visuals, Provocative content</td>
</tr>
<tr>
<td>Success criteria for speaker</td>
<td>Connect with audiences, disconnected audience, engaging audiences with questions, handling and managing</td>
</tr>
</tbody>
</table>
audiences, convey passion and belief, changing audience beliefs, feelings evoked in audiences, explaining the leader’s actions, giving justifications, Compilation of the content, Catching audience attention

| Success criteria for audience | Emotion, understand the message, ability to remember and recall, agreement with the message, attention of audience, ease of following the message, Content v/s style of presentation, Getting noticed, Selling oneself to the management, Better presentations for better promotions |

Table 14  Categories from open codes

After this stage, it becomes obvious that the categories are too broad and need some more analysis. With more theoretical sampling, more codes were generated and by applying constant comparison techniques, the categories were refined. The category “Qualities of speaker” was broken into three categories. The first category is how the speaker delivers the message. Next, many codes focused only on the “credibility” related aspect of the speaker and lastly, some codes were found to fit better in a separate category called “ability to engage with audiences”. Similarly, the category “success criteria for audiences” can be further refined into “emotions felt by audiences” and “ability of audiences to understand the message”. The other category “qualities of audiences” can be divided further into “audience analysis”, “audience expectations” and “connect with the topic and the speaker”. The table 4 below now gives a better picture of the categories that clearly come out from the codes.

<table>
<thead>
<tr>
<th>Possible selective codes</th>
<th>Open codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualities of the speaker/delivery style</td>
<td>Vocal variety, energy and enthusiasm, comparison with other speaker, storytelling style, speed of speaking, clarity of voice, gestures and movements, confidence, appearance, tone, style of delivery, time to deliver, belief in the message, choice of words, Upbringing and background of the speaker, Command over language, Lack of confidence, Shuffling on stage, natural or rehearsed style,</td>
</tr>
<tr>
<td>Credibility of the speaker</td>
<td>knowledge, Personality, honesty, sincerity, effort in preparing the speech, flamboyance or groundedness, Leadership Qualities, Taking responsibility, solving a problem, larger benefit for all, selfless qualities of leaders, taking decisions, Setting priorities, Belief in self, doing things differently, larger good, getting things done, Grit, taking initiative, strong beliefs, conviction of a leader, Resilience,</td>
</tr>
<tr>
<td>Ability to engage with audience</td>
<td>use of humour, inspire and motivate, showmanship, Bland style of speaking, Lack of passion, Not convincing, Belief in the topic.</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Qualities of the audience</td>
<td>Attention span, diversity, context of the event, maturity, like or dislike the speaker or topic, understanding the situation, Opinion of audience, Time allocation for audiences, Opinion, timing of the talk, biases and misconceptions, beliefs and attitudes, expectations,</td>
</tr>
<tr>
<td>Audience analysis</td>
<td>Backgrounds, beliefs, educational qualifications, age, sex, cultural influence, demographics</td>
</tr>
<tr>
<td>Connect with the speaker and topic</td>
<td>Similarity with speaker, agreement with the topic</td>
</tr>
<tr>
<td>Audience expectations</td>
<td>Views on topic, logic, example, speaking style</td>
</tr>
<tr>
<td>Qualities of the message</td>
<td>Objective of message, logic and explanation, summarize, visuals, benefit for the audience, relevance of the message, examples, flow and structure, kind of data and logic, use of statistics, quantitative examples, choice of words, technical v/s non-technical topic, truth, thought provoking, opening of message, brevity and conciseness, attention grabbing content, Setting priorities, Flow of talk, Positioning of the objective in beginning of end, Argument and logic, Props and visuals, Provocative content</td>
</tr>
<tr>
<td>Success criteria for speaker</td>
<td>Connect with audiences, disconnected audience, engaging audiences with questions, handling and managing audiences, convey passion and belief, changing audience beliefs, feelings evoked in audiences, explaining the leader’s actions, giving justifications, Compilation of the content, Catching audience attention</td>
</tr>
<tr>
<td>Success criteria for audience</td>
<td>Emotion, understand the message, ability to remember and recall, agreement with the message, attention of audience, ease of following the message, Content v/s style of presentation, Getting noticed, Selling oneself to the management, Better presentations for better promotions</td>
</tr>
<tr>
<td>Emotions felt by audiences</td>
<td>Experience, feelings, like, dislike</td>
</tr>
<tr>
<td>Ability of audience to understand the message</td>
<td>Ease of following, choice of words, meaning, flow, structure, attention, clarity of medium, clarity of message</td>
</tr>
</tbody>
</table>
Memo-writing and application of techniques to increase the theoretical sensitivity was extremely helpful in this stage. It allowed the researcher to reflect on the proceedings and apply various methods on the data to create the categories, properties and dimensions and are explained in the section 4.3.2 below. To increase the theoretical sensitivity for this study, the following techniques were applied on the data:

- **Questioning** – In this technique, the data was analyzed by focusing on the research questions and asking basic questions like who, when, where, what, how much, and why on the relevant aspects that stand out from the data. An example of this technique is mentioned below. Two participants were explaining their views on the speaker in the video that was shown to them.

  Speaker1: Shock. When you hear five million children of five years of age die because they don’t have access to something like a soap the first thing is shock. In a same country like India in metro we see people carrying hand sanitizers with them all the time and we have children dying because of non-access to soaps. First thing is shock. Second emotion is odd. Why is not anybody doing anything about it? Its helplessness.

  Speaker2: I felt like pity, sympathy as well.

When the technique is applied to the above data, the questions are asked in the following ways:

- Who is impacted? What creates the emotion? How is it experienced? When does the feeling occur? Why is it important? What is the frequency and duration?

As these questions are answered, it becomes obvious that the data talks about the feelings or emotions felt by audiences which becomes a category. There are various types of emotions. One felt shock and helplessness and the other felt pity and sympathy. There could be a duration of this feeling as well because it is possible that as the speaker continues to speak and the audience absorbs, the intensity and type of emotional reactions might vary.

These are the properties of the category and each of these properties then has a dimension which can be measured on a scale. An example of this dimensionalization is plotting a continuum of the dimension like high to low, long to short, often to never and so on. The following table now highlights a category called emotions felt by the audience, the properties of this category and the dimensions.

<table>
<thead>
<tr>
<th>Category</th>
<th>Property</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotion felt by the audience</td>
<td>Frequency</td>
<td>Often…..never</td>
</tr>
<tr>
<td></td>
<td>Type of emotion</td>
<td>Sad…happy</td>
</tr>
<tr>
<td></td>
<td>Intensity</td>
<td>High….low</td>
</tr>
<tr>
<td></td>
<td>Duration</td>
<td>Long…short</td>
</tr>
</tbody>
</table>

*Table 16 an example of using questioning technique in creating categories, properties and dimensions*
• **Analysis of a word, phrase, and sentence:** Another technique that was used in this study to define categories, properties and dimensions was to analyze specific words, phrases or sentences in the transcripts and going deeper into the various meanings that they may imply. This technique is very apt to the nature of this study as the topic of communication has an element of interpretation embedded deeply into the process. The words of a speaker might be interpreted in a variety of ways by the listener. This richness of interpretation of the responses can be very useful in defining categories and their properties. An example of the technique is given below.

> Speaker 3: My observation is that if a person is introvert or extrovert then it affect the movement of the person in the podium. So if he was just standing there, in my view it is that he is of introvert personality. Extroverts show gestures and move around the podium. Another thing I want to add is that confident speaker. Confident speakers bring some humour into this. But this may be very serious topic so there may be no room for the humour. Third thing is he walked out of the stage. Normally confident speakers or extrovert speakers will wait for questions from audience. So it was looking more like he was given a task to deliver the speech he delivered it standing in one place and then left the show.

In the response above, a word that was quite appropriate for this technique is “**confident**”. The participant used it in a context to explain the behaviour of the speaker. But it had a variety of other connotations and associations. One was the connection of confidence of a speaker and the **movements** he makes on the stage. More movement may indicate greater confidence. Then there is a relation of behavioural qualities namely **introvert or extrovert characteristics** and confidence. Some audiences may derive confidence as a quality by viewing the appearance of the speaker. For others, confidence could be related to how they **handle** the topic and the audiences and so on. After doing this kind of analysis on the word “**confident**”, the category becomes clearer.

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence</td>
<td>Appearance</td>
<td>Casual….Smart</td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td>Introvert…Extrovert</td>
</tr>
<tr>
<td></td>
<td>Movements</td>
<td>Less…more</td>
</tr>
<tr>
<td></td>
<td>Handling questions</td>
<td>Weak…Strong</td>
</tr>
</tbody>
</table>

*Table 17: an example of analyzing words, sentences, phrases for creating categories*

• **Comparisons using a Flip-Flop technique:** This technique is helpful when the data does not yield the properties and dimensions of the category completely. It also helps in uncovering areas of the data, which could be hidden or incapable of being thought through otherwise. In this technique, a category is taken and its properties and dimensions are created by comparing it to another category which is the complete opposite. This is called a Flip-Flop (Corbin & Strauss, 2014). But to do a successful comparison between two contrasting categories, a broader scope of knowledge from literature and prior experiences must be applied. An example of how this technique was applied to this study is given below.
Speaker5 : When I was a trainee in Infosys, I heard Narayana Murthy he talked for 15 minutes but that made a very big impact in inspiring myself like how I can grow. He was not saying love the company, love the job he said love yourself, love what you want to be and that has inspired me when I was just out of college. I consider Narayana Murthy a very good motivational and inspirational speaker for me.

The category above can be called **Inspirational Speaker**. But it is very difficult to understand the properties and dimensions of an inspirational speaker based on the data given in the response. There is not much to take from the response. Another category that is used as a flip-flop is that of making a presentation. Anybody in the corporate world can make a presentation which need not be inspirational. By doing so, some properties that are important for a speaker to be considered inspirational become clearer. So for this particular example, they are **experience** of the speaker, **seniority** in the organization, **track record** of his accomplishments, **stature, presence, choice of words, style of speaking** and so on. So it is clear that the analysis is opened up significantly and the notes, memos and other data can help make this category stronger. The table below has captured the category, property and dimensions after the flip-flop technique was applied.

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspirational speaker</td>
<td>Age, Experience/Seniority, Track record, Choice of words, Style of speaking</td>
<td>Young…old, Newcomer…Chief Executive, Known….unknown, Simple…verbose, Ordinary…extra ordinary</td>
</tr>
</tbody>
</table>

Table 18 applying the flip-flop technique to define categories

- **Systematic comparison technique**: This technique is helpful to make the theoretical explanations of categories, properties and dimensions more concentrated and unbiased. The key benefit of using this technique is to ask questions that challenges one’s own understanding that may possibly color the interpretation and analysis of the categories and help in bringing more clarity to the properties and dimensions. An example of how this technique was helpful in this study is highlighted below.

Speaker3 : I was little confused in terms of what he wants to highlight is it a promotional campaign for Unilever or was he really wants to highlight the social cause what does he want to highlight to the audience like in a ted kind of a thing where normally it is very technological intensive forums people want to hear some kind of a new innovation or something which he wants to highlight. So if he wants to highlight the innovation part that’s what he highlighted so I was confused what message he wants to deliver overall. Social cause, innovation or promotion of Unilever.

The category that came out from the response was called **Topic and context**. Some reasons as to why the audiences felt that the agenda or objective was unclear was because of the role of the speaker. The speaker was the CEO of the company which is known for producing FMCG goods, like soaps and shampoos. However, the topic he spoke about was how his
company is bringing about social change. This confusion is quite understandable and is easier to understand if I compare the phenomena with a very close-in example.

Maybe, if the speaker was not the CEO but was a partner of the company who was more focused on the social cause, then the clarity could have been better. Sometimes such situations may also happen because of the backgrounds of the audiences who are well aware of the company’s work, thus giving room for biases to creep in. Maybe the audience was biased against the company and the speaker. Or maybe the choice of words employed by the speaker was difficult. Perhaps the participant was just not listening and hence was unable to understand. Or perhaps, the participant had stereotyped the speaker as someone trying to oversell his company, thereby becoming more popular in their own organization.

The density of this category is now quite good and helps the analysis of all these points. A summary of the category, property and dimensions are listed below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic and context</td>
<td>Purpose</td>
<td>Evident…not evident</td>
</tr>
<tr>
<td></td>
<td>Ease of understanding the topic</td>
<td>Hard…easy</td>
</tr>
<tr>
<td></td>
<td>Conformation to beliefs</td>
<td>Yes…no</td>
</tr>
<tr>
<td></td>
<td>Ability to grasp the message</td>
<td>High…..low</td>
</tr>
<tr>
<td></td>
<td>Maturity and background of audience</td>
<td>Mature…immature</td>
</tr>
<tr>
<td></td>
<td>Bias for the speaker</td>
<td>High…Low</td>
</tr>
</tbody>
</table>

Table 19 example of using the systematic comparison of two phenomena

- **Far-out comparison technique**: The last technique that was used in this study is called the Far-out comparison where a completely unrelated topic is used to make the comparison (Corbin & Strauss, 2014). This broadens the analysis and brings in a fresh perspective in opening the properties and dimensions of the category as well. An example of how this technique was applied in study is explained below.

  Speaker 2: They would not have really understood the impact that it had. In India giving a woman authority of a family is a big deal. But in Europe and the US it shouldn’t be. There are many women who are sole earners of family and it is not considered a special thing its average thing there.

In the response from a participant as quoted above, the participants talked about how the example given by the speaker was not the best example for the topic. They felt that the example was biased towards particular cultural backgrounds and would relate to only a specific kind of audience and may not appeal to everyone. When this was analysed further, it seemed to fall in a category called connect with the audience. To apply this technique, a completely far-out category was chosen like cooking.

Once this comparison starts, then there are many more questions that help in the analysis of this category. What are the common things between the cook and his audiences? Does a cook understand the cultural values and backgrounds of his audience? What kind of ingredients
will they choose for their dish and will they be relevant for the audience. By applying this thinking, the category and its properties begin to emerge as shown below.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Properties</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect with the audience</td>
<td>Commonality</td>
<td>High.....low</td>
</tr>
<tr>
<td></td>
<td>Likability</td>
<td>High.....low</td>
</tr>
<tr>
<td></td>
<td>Relevance of topic</td>
<td>Relevant…….irrelevant</td>
</tr>
</tbody>
</table>

Table 20 example of applying far-out comparisons

After applying all these techniques to the concepts mentioned above in sections, the following categories, properties and dimensions become clearer and are listed in the table below.

4.2.4.1 Selective Coding (audience)

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotion felt by audience</td>
<td>Frequency</td>
<td>Often…..never</td>
</tr>
<tr>
<td></td>
<td>Type of emotion</td>
<td>Sad….happy</td>
</tr>
<tr>
<td></td>
<td>Intensity</td>
<td>High.....low</td>
</tr>
<tr>
<td></td>
<td>Duration</td>
<td>Long…short</td>
</tr>
<tr>
<td>Ability of audience to understand/grasp the message</td>
<td>Recall</td>
<td>High.....low</td>
</tr>
<tr>
<td></td>
<td>Paraphrase</td>
<td>Accurate…….inaccurate</td>
</tr>
<tr>
<td></td>
<td>Action</td>
<td>Clear…..unclear</td>
</tr>
<tr>
<td></td>
<td>Purpose</td>
<td>Evident…….not evident</td>
</tr>
<tr>
<td>Connect with the audience</td>
<td>Commonality</td>
<td>High.....low</td>
</tr>
<tr>
<td></td>
<td>Likability</td>
<td>High.....low</td>
</tr>
<tr>
<td></td>
<td>Relevance of topic</td>
<td>Relevant…….irrelevant</td>
</tr>
<tr>
<td>Audience expectations</td>
<td>Applicability</td>
<td>High.....low</td>
</tr>
<tr>
<td></td>
<td>Benefit (to me)</td>
<td>High.....low</td>
</tr>
<tr>
<td></td>
<td>Benefit to the world</td>
<td>High.....low</td>
</tr>
<tr>
<td></td>
<td>Ease of understanding the topic</td>
<td>Hard…easy</td>
</tr>
<tr>
<td></td>
<td>Brevity</td>
<td>Yes…no</td>
</tr>
<tr>
<td></td>
<td>Courtesy</td>
<td>High.....low</td>
</tr>
<tr>
<td></td>
<td>Flow</td>
<td>Proper….improper</td>
</tr>
<tr>
<td></td>
<td>Preparedness</td>
<td>Yes…no</td>
</tr>
<tr>
<td></td>
<td>Comparison with other speakers</td>
<td>Yes…no</td>
</tr>
<tr>
<td></td>
<td>Conformation to beliefs</td>
<td>Yes…no</td>
</tr>
<tr>
<td>Success criteria for audience</td>
<td>Take action</td>
<td>Yes…..no</td>
</tr>
<tr>
<td></td>
<td>Liking of the concept</td>
<td>Yes…..no</td>
</tr>
<tr>
<td></td>
<td>Liking the speaker</td>
<td>Yes…..no</td>
</tr>
<tr>
<td>Audience analysis</td>
<td>Age</td>
<td>Young….old</td>
</tr>
<tr>
<td></td>
<td>Educational background</td>
<td>Low….high</td>
</tr>
<tr>
<td></td>
<td>Cultural sensitivity</td>
<td>Low….high</td>
</tr>
<tr>
<td></td>
<td>Beliefs</td>
<td>Weak….strong</td>
</tr>
</tbody>
</table>

Table 21 Categories, Properties and Dimensions for the audience
4.2.4.2 Selective Coding (speaker)

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualities of the speaker</td>
<td>Knowledge</td>
<td>High……low</td>
</tr>
<tr>
<td></td>
<td>Confidence</td>
<td>High……low</td>
</tr>
<tr>
<td></td>
<td>Energy</td>
<td>High……low</td>
</tr>
<tr>
<td></td>
<td>Belief in the topic</td>
<td>Strong….weak</td>
</tr>
<tr>
<td></td>
<td>Vocal variety/ Tone of voice</td>
<td>Loud…soft</td>
</tr>
<tr>
<td></td>
<td>Speed</td>
<td>Fast…slow</td>
</tr>
<tr>
<td></td>
<td>Gestures</td>
<td>Lot….less</td>
</tr>
<tr>
<td></td>
<td>Movements</td>
<td>Lot….less</td>
</tr>
<tr>
<td></td>
<td>Eye contact</td>
<td>Lot….less</td>
</tr>
<tr>
<td>Qualities of message</td>
<td>Examples</td>
<td>Relevant…..irrelevant</td>
</tr>
<tr>
<td></td>
<td>Logic</td>
<td>Hard…..easy</td>
</tr>
<tr>
<td></td>
<td>Objective</td>
<td>Convincing….unconvincing</td>
</tr>
<tr>
<td></td>
<td>SMARTness</td>
<td>High…..low</td>
</tr>
<tr>
<td>Credibility of the speaker</td>
<td>Identity</td>
<td>Known…..unknown</td>
</tr>
<tr>
<td></td>
<td>Qualification</td>
<td>High…..low</td>
</tr>
<tr>
<td></td>
<td>Expertise on topic</td>
<td>High…..low</td>
</tr>
<tr>
<td></td>
<td>Prior experience</td>
<td>Present…..absent</td>
</tr>
<tr>
<td>Ability to engage the audience</td>
<td>Attentiveness</td>
<td>High…..low</td>
</tr>
<tr>
<td></td>
<td>Storytelling</td>
<td>Present…absent</td>
</tr>
<tr>
<td></td>
<td>Data/facts</td>
<td>Present…absent</td>
</tr>
<tr>
<td></td>
<td>Energy</td>
<td>High….low</td>
</tr>
<tr>
<td></td>
<td>Questions handling</td>
<td>Yes…no</td>
</tr>
<tr>
<td></td>
<td>Involvement</td>
<td>Yes…no</td>
</tr>
<tr>
<td></td>
<td>Convincing arguments</td>
<td>Yes…no</td>
</tr>
<tr>
<td>Success criteria for speaker</td>
<td>Audience agreement</td>
<td>Yes…no</td>
</tr>
<tr>
<td></td>
<td>Recall</td>
<td>High…low</td>
</tr>
<tr>
<td></td>
<td>Likability</td>
<td>High…low</td>
</tr>
</tbody>
</table>

Table 22 Categories, Properties and Dimensions for the speaker

4.2.4.3 Selective Coding (audience)

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk the talk and not talk the talk</td>
<td>Speaker credibility</td>
<td>Low…high</td>
</tr>
<tr>
<td></td>
<td>Logic and facts</td>
<td>Relevant…..irrelevant</td>
</tr>
<tr>
<td></td>
<td>Benefit to the audience</td>
<td>indirect….direct</td>
</tr>
<tr>
<td></td>
<td>Liking towards the speaker</td>
<td>Like….dislike</td>
</tr>
<tr>
<td></td>
<td>Belief in the topic</td>
<td>Weak….strong</td>
</tr>
</tbody>
</table>
Role of the speaker in walking the talk

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic to support the topic</td>
<td>Audience beliefs</td>
<td>Supports…attacks</td>
</tr>
<tr>
<td></td>
<td>Walking the talk examples</td>
<td>Visible….contradictory</td>
</tr>
<tr>
<td></td>
<td>Image in the media</td>
<td>Supportive….contradictory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Positive…negative</td>
</tr>
</tbody>
</table>

Table 23: Categories, Properties and Dimensions for the audience

4.2.4.4 Selective Coding (speaker)

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic to support the topic</td>
<td>Audience beliefs</td>
<td>Supports…attacks</td>
</tr>
<tr>
<td></td>
<td>Walking the talk examples</td>
<td>Visible….contradictory</td>
</tr>
<tr>
<td></td>
<td>Image in the media</td>
<td>Supportive….contradictory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Positive…negative</td>
</tr>
</tbody>
</table>

Table 24: Categories, Properties and Dimensions for the speaker

4.2.5 Stage 3 – Finding relations between categories - Theoretical Coding

The final stage of coding is called theoretical coding which is the process of relating the categories and establishing relationships and themes between them. These statements of relationships help in building the theory for explaining the research question.

At this stage, it is important that the origins of grounded theory and how the evolution of Glaserian and Straussian schools of applying the method emerged is understood. The purpose of doing this is that up until now, only the Straussian style of coding methods was applied and there was a sense of losing the path as mentioned in one of the memos (figure 7).
In 1990, Strauss and Corbin published their book to help first time GTM (Grounded Theory Method) users with their coding process. But Glaser criticized this book because he felt that it was too detailed and gave a “cookie-cutter” approach for a researcher which defeats the entire purpose of GTM (Duchscher et al., 2004). This caused a fundamental division in GTM. Glaser argued that one cannot force-fit the categories mentioned in the Straussian method of Axial coding.

The Glaserian approach re-affirms the core philosophy of GTM – to stay grounded in data and not force-fit in a single coding family as propagated by Strauss and Corbin. Glaser also highlighted that it might result in a very narrow study caused by a pre-mature jump to the emerging theory stage. The process adopted to bring out theoretical codes and relationships are as follows

**Step 1** – look at the categories from the selective coding stage and reduce the overall number to as few core categories as possible

As seen in Table 5 and 6 in the selective coding stages, the possible selective codes that emerge from the open codes are listed again below. The categories above were then compared with each other and clubbed together to as close core categories as possible as shown in the diagram below.

These core categories are as under:

1. **Qualities of a speaker** – This category was the easiest to find. Throughout the open coding stage, the participants converged on certain qualities that they find (or hoped
to find) in the speakers like the way a speaker delivers a message, his credibility and how he engages the audience.

2. **Clarity of a message** – This category was about how the quality and clarity of the message (or lack thereof) was important for a message to be impactful. This core category came out from how the audience reacts and appreciates a message besides the qualities of the message itself.

3. **Audience reaction** - This category was about how the audiences react to the speaker and the message like the emotions and understanding the message.

4. **Objective and context** - This category is about the purpose of the message, background, history and choice of medium. This one was the trickiest one to explore as it merges with how the audience’s and speaker’s beliefs on the topic manifest.

**Step 2 – explore how these core categories are related to each other**

The next important step in this phase is to identify the relationships of these core categories with one another. This stage required revisiting the coding stage and reading the transcripts again to explore the way codes related to each other and gave way to selective codes. The starting point was to find how the quality of a speaker was related to the audience reaction. Comments from transcripts and secondary data gave a good perspective.

<table>
<thead>
<tr>
<th></th>
<th>Quality of a speaker</th>
<th>Clarity of the message</th>
<th>Audience reaction</th>
<th>Objective and context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Style</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convince</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impress</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Relevance</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Willingness</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Walk-the-talk</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 25 type of relationships for the core categories

1. **Style** – “it is not what you say but how you say that also matters” (Markwell & Jaeger, 1979). Style is the relation between the categories namely, quality of the speaker and clarity of the message, and can be clearly seen when the speaker is delivering the message. In the transcripts, here is an example of how this relationship is grounded from data,

   One thing I observed was story telling so he started by storytelling about himself how he started and how he got example from his boss so that was one style which he demonstrated

2. **Convince** – This relationship occurs between the clarity of the message and the reaction on audiences. The audience looks out for logic to get convinced on a particular topic and this was apparent in the following example of participant comment
I felt it was actually pretty relevant when I say that he was stressing on the importance of fourth G that with respect to like responsible growth so though he gave examples with his own experience those were actually relative when I say that for the audience he was actually trying to initiate that thinking in them cultivate like going forward in their companies or organization he also told that you are already leaders or like you’re managing so if you cultivate this particular thinking or responsibility it would help in building a social cause.

3. **Impress** – This relationship occurs between the qualities of a speaker and the audience reaction categories. It has the dimensions of impression that the speaker makes on his audiences through his personality, confidence, voice, appearance etc. A statement that reflects this relationship is

   *I was impressed by our CEO who was president and the confidence with which he spoke was very clear...*

4. **Relevance** – the factor that relates the clarity of the message to the objective and context is called relevance. The examples, logic, data used to convince the audience must be fitting the overall objective and context. An example of how the participants conveyed this in the interviews is:

   *Whatever you are suggesting is more related to the developing countries or the underdeveloped areas of certain countries we’ve places like Singapore or US may not even relate to the cause directly. So it may not be the best example for the audience he had.*

5. **Willingness** – This is the relation between the audience and the objective categories. An unwilling audience can be difficult to convince. The reasons as to why an audience can be unwilling vary and range from simple distractions to biases against the topic. An example of this in the data is:

   *Yeah I didn’t see the real need for why I should. He said some examples but I didn’t see the benefit for me.*

6. **Walk-the-talk** – This was one of the most visible relationships seen between the quality of the speaker and the objective in the comments of the TED talks. The name given to the relationship came from the participants as well. The audience reaction was very different on a speaker whose actions were contradicting the topic and the expectation from the audience was to walk-the-talk. An example of this comment is:

   *But how can we know that this isn't just another form of misleading advertising/brand management? What proportion of Unilever's sales is actually soap?*

**Step 3** – use integrative diagrams to put together the relationships

The following theoretical diagram explains these relationships in a visual manner.
Step 4 – Explain the emerging theoretical themes

Use this table below to show the chain of evidence.

<table>
<thead>
<tr>
<th>Selective Code (Core Categories)</th>
<th>Open Codes that were clubbed under this category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualities of a speaker</td>
<td>Explaining an idea; demonstrated variety of passion levels; gave variety of concepts; connected to a problem; used emotions like fear; gave logic and explanation for his topic; communicate vision to audience; tone of talk; storytelling style, personal experience; proof; speech substantiated by examples; speed of speaking, pauses, slowing down, think and reflect, allow audience to reflect; flashy orator; experience, walk the talk; credibility</td>
</tr>
<tr>
<td>Clarity of a message</td>
<td>Logic and examples; benefits; clarity; relevance to audience; story; slides, visuals, problem-solution; variety; metaphors; humour; emotions; purpose and benefits; relevance; easy to understand;</td>
</tr>
<tr>
<td>Audience reaction</td>
<td>Felt emotions; understood topic; recall and paraphrase the message; liked_disliked the speaker or topic; agree_disagree; distracted_attentive;</td>
</tr>
<tr>
<td>Objective and context</td>
<td>hidden agenda; connected to the objective; incident in the past; Choice of topic, choice of medium</td>
</tr>
</tbody>
</table>

Table 26 Selective Coding - Core Categories and corresponding open codes
4.3 Summary

This chapter analysed the primary and secondary data that were collected for this study and were outlined in Chapter 3 earlier. The analysis was done using coding techniques from the Grounded Theory Method and it was found that there are four core categories and six relationships between them, as outlined in figure 14, that explain how a speaker makes business presentation and what is the impact on the audiences. In the next chapter, these findings will be discussed in greater detail and the research objectives that were outlined in Chapter 1 will be addressed based on the findings from the data.
5 Chapter 5 – Results and Discussion

You don’t get results by focusing on results. You get results by focusing on the actions that produce results. – Mike Hawkins

5.1 Introduction
As mentioned in the beginning of this thesis in Chapter 1, the aim of this study is to explain why some speakers are more impactful than others and develop a framework, which would be useful to corporate managers/leaders especially in India, to make their presentations more impactful and help them become more persuasive and charismatic leaders. In this chapter, answers to the five research objectives mentioned below will be elaborated

1. Undertake a critical review of relevant literature on communication, persuasion and charismatic leadership and explore the various frameworks and their relevance to the modern world and business presentations. (Given the vastness in the variety of the channels, focus on only face-to-face verbal channels will be considered for this study)
2. Identify why are some speakers and their messages more impactful than others. This objective will focus on TED talks (www.TED.com) to understand why are some talks more popular than others.

3. Do the qualities of a good speaker and the message identified in the literature hold true for face-to-face verbal communication channels in business scenario today?

4. Develop a framework for measuring the effectiveness of a speaker and the message by identifying the various parameters for face-to-face verbal channels.

5. Test the generalisability of the parameters of impactful speakers and their messages in business scenarios, especially “presentations” for face-to-face verbal channels. This study will fill the gaps that contribute to academic and methodological frameworks and also give a model that can be used in practice in the corporate or business world.

5.2 Research Objective # 1: what does literature say about the parameters of impactful business presentations

Business presentations are an essential part of corporate communication and are made more as the managers become more senior and responsible in the organization. Chapter 2 had outlined that the research problem was viewed from three theoretical lenses. The first lens is from the communication studies where the transmission and reception model of Barnlund (1962) was understood along with the theory of constructivism and action assembly theory for creating messages (Greene, 2009). The second lens was from the theory of persuasion which used the classical Rhetorical framework propounded by Aristotle and then improved by many more researchers of the 21st century (Perloff, 2010; O'Keefe, 1990). Finally, the third lens was taken from the theory of self-belief and charismatic leadership that brought in the followership view into the research problem and gave it more depth (Conger & Kanungo, 1998; Shamir et al., 1994; Antonakis et al., 2011).

![Figure 12 The Three lenses that explain why some speeches are more impactful than others](image)

The Table 2, Table 3 and Table 4 on page 31, 41 and 45 outlined in Chapter 2 suggest the qualities that impact communication. Each of these parameters in the tables were derived from the three theoretical lenses which provide an answer to that research objective. A quick
summary of what literature outlines as qualities of an impactful communication are as follows:

- **Source or Sender qualities** – This covers the qualities of a sender like personality, expertise, credibility, style of delivery, ability of creating a message, beliefs and their social perceptions. The credibility of the speaker and his ability or competence to think, create, and deliver the message is clearly a very important quality that has impact on audiences. Skills and behaviors in this area include the following:
  - Confidence of the speaker
  - Energy
  - Belief and sincerity in the topic
  - Tone
  - Diction
  - Vocal variety
  - Speed
  - Gestures
  - Movements
  - Eye contact
  - Facial expressions
  - Posture
  - Handling audience questions
  - Understanding audience
  - Role modeling
  - Track record/credibility
  - Challenging status quo
  - Transformational appeal
  - Appearance/physical attractiveness
  - Kinship with audience

- **Message qualities** – this covers the areas like structure of the message, choice of words, evidence, logic, argument, objective, flow, meaning and language

Person-centered message

Verbal and nonverbal elements

- Push or pull (influencing or shaping)
- Structure
- Ordering of arguments
- Positioning of conclusion
- Content
- Evidence
- Case/story/example
- Fear appeal
- Guilt appeal
• Language
• Speed of speaking
• Choice of words
• Intensity of words
• References to History
• Collective and collective-identity
• Followers’ worth and efficacy
• Speaker’s similarity to the audience

Values and moral justifications

• Long-term goals and future
• Hope and faith

• **Channel qualities**— though this is a significant aspect of traditional theoretical models of communication, the other two lenses of persuasion and leadership don’t give much importance to it. The qualities of channel blend in the other three areas.

• **Receiver qualities**— this covers the qualities of the receiver like their beliefs, inclination for the topic, maturity and intelligence, ability to listen and understand the meaning and others as listed below:
  - Maturity
  - Involvement
  - Interpersonal cognitive complexity
  - Personality type

Inclination toward the topic

• Resistance and longevity to persuasion
• Choice of medium
• Followership effects and increase in self-worth
• Attraction for leader

Heightened levels of motivation

• Increase in self-belief
• Commitment toward the mission and the leader

Academic literature brings out more than 50 dimensions that influence the business presentation process. These 50+ dimensions engage in interplay with one another and can have millions of permutations and combinations, depending on the behavior of the sender and receiver. This explains why each person can have a very different interpretation and attitude toward a speaker and why the impact on the audience can vary from person to person.
5.3 Research Objective #2: why are some speakers and their messages more impactful than others. This objective will focus on TED talks (www.TED.com) to understand why are some talks more popular than others.

5.3.1 Themes for a successful message
Till now, the qualities and the dimensions of a successful communication were highlighted after the detailed data analysis using Grounded Theory techniques outlined in the earlier chapter. In this chapter, the interplay of these qualities and dimensions that explain the dynamics of impact of a communication will be explained as a major result and outcome of the entire study. This explanation will also set the path for addressing the research questions.

Broadly, there are six types of relationships which came out from these four qualities as explained in Figure 11, chapter 4. The figure is reproduced again here for reference and Table 27 outlines the relationships and qualities.

![Figure 13 Themes and relationships between qualities of a persuasive communication](image)

<table>
<thead>
<tr>
<th>Quality of a speaker</th>
<th>Clarity of the message</th>
<th>Audience reaction</th>
<th>Objective and context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Style</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convince</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Impress</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Willingness</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Walk-the-talk</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 27: Type of relationships for a successful message

1. **Style** – “it is not what you say but how you say that also matters” (Markwell & Jaegar, 1979). Style is the relation between the categories namely, quality of the speaker and clarity of the message, and can be clearly seen when the speaker is
delivering the message. In the transcripts, here is an example of how this relationship is grounded from data,

One thing I observed was story telling so he started by storytelling about himself how he started and how he got example from his boss so that was one style which he demonstrated

2. Convince – This relationship occurs between the clarity of the message and the reaction on audiences. The audience looks out for logic to get convinced on a particular topic and this was apparent in the following example of participant comment

I felt it was actually pretty relevant when I say that he was stressing on the importance of fourth G that with respect to like responsible growth so though he gave examples with his own experience those were actually relative when I say that for the audience he was actually trying to initiate that thinking in them cultivate like going forward in their companies or organization he also told that you are already leaders or like you’re managing so if you cultivate this particular thinking or responsibility it would help in building a social cause.

3. Impress – This relationship occurs between the qualities of a speaker and the audience reaction categories. It has the dimensions of impression that the speaker makes on his audiences through his personality, confidence, voice, appearance etc. A statement that reflects this relationship is

I was impressed by our CEO who was president and the confidence with which he spoke was very clear...

4. Relevance – the factor that relates the clarity of the message to the objective and context is called relevance. The examples, logic, data used to convince the audience must be fitting the overall objective and context. An example of how the participants conveyed this in the interviews is:

Whatever you are suggesting is more related to the developing countries or the underdeveloped areas of certain countries we’ve places like Singapore or US may not even relate to the cause directly. So it may not be the best example for the audience he had.

5. Willingness – This is the relation between the audience and the objective categories. An unwilling audience can be difficult to convince. The reasons as to why an audience can be unwilling vary and range from simple distractions to biases against the topic. An example of this in the data is:

Yeah I didn’t see the real need for why I should. He said some examples but I didn’t see the benefit for me.

6. Walk-the-talk – This was one of the most visible relationships seen between the quality of the speaker and the objective in the comments of the TED talks. The name given to the relationship came from the participants as well. The audience reaction
was very different on a speaker whose actions were contradicting the topic and the expectation from the audience was to walk-the-talk. An example of this comment is:

*But how can we know that this isn't just another form of misleading advertising/brand management? What proportion of Unilever's sales is actually soap?*

Thus, as can be seen, there are four key themes for a successful communication. They are:

1. The theme of Speaker effectiveness
2. The theme of Audience effectiveness
3. The theme of Message effectiveness
4. The theme of Context or Objective’s effectiveness

Each of these themes will be explained in greater detail one by one below.

### 5.3.2 The theme of speaker effectiveness

The role of the speaker in this entire process of communication is very important. The speaker has a purpose that he has to achieve through persuasion. The ability of this person to create and deliver a message to the audience in such a way that they are persuaded is very evident in the audience reactions. The participants were probed on what they thought were the qualities of this person to be able to successfully create and deliver a message. From the analysis, the following qualities emerged very clearly:

#### 5.3.2.1 Ability of the speaker to understand the audiences

The participants felt that a good speaker will attempt to understand the audience very well before creating and delivering the message. They will gauge the audiences from a variety of angles like where did they come from, what are their beliefs and values, educational qualifications, gender, age, preferences of language, interests and many other relevant details that might help them to understand them better.

In one of the interviews, where a video of a CEO from a top FMCG company talking about their CSR project in rural India for women was shown to an audience largely from India, a participant said

“...I think if the audience had members from USA, UK or other developed countries, then the speech wouldn’t have been that impactful as they would not have related to the conditions of women in rural India”

Another dimension on this aspect brought out by participants was the ability of the speaker to connect with the audiences. When probed further and asked what they meant, the participants had many views on it which can be categorized as the ability of the speaker to make the audience comfortable, or engage or involve them in the message.

#### 5.3.2.2 Credibility (trustworthiness)
The credibility or trustworthiness of the speaker has a big influence on the participants. Each participant has their own view on how they measure the credibility of the speaker. The need for having credibility as an important quality comes from the audience’s expectation of trusting the speaker. In one participant group, a video of a CEO of a very big MNC who talked about the importance of having corporate social responsibility as a strategic pillar of execution was shown to the participants. Since this CEO was very well known by the participants, they trusted him more and were more willing to get influenced. In another group, a video of a speaker who was not very well known among the participants was shown. It was observed that this group was not able to trust the speaker much and were less willing to be influenced.

Some participants felt that the identity of the speaker is also an important factor of credibility. Identity can then be broken further into educational qualification, designation and other minor demographical information like nationality, religion and beliefs. The participants argued that in the corporate world, the designation of the speaker plays a vital role in influencing the audience. There was a perception by some participants that when someone is at a junior position in the organization, the ability to influence is lesser as compared to a speaker who is at a very senior position. Participants also perceived the educational qualification as an important factor to trust a speaker. If the speaker was from a reputed educational background like a well-known college or university, the participants felt that they were more easily influenced as they trusted the speaker more.

Another aspect that can be classified under Credibility is the overall competence which can be further broken into experience and track record of the speaker. In one of the groups, one participant gave examples which were not connected to the speaker or the video shown to them but polarized other participants on the importance of prior experience or track record. He gave examples of many spiritual leaders and mentioned that he would not trust a speaker who does not demonstrate an exemplary track record on a topic that is being promoted. The track record could be the number of years that the speaker has spent on that topic and the results that are demonstrated because of his efforts.

Another measure of credibility of a speaker as perceived by the participants is the knowledge or expertise on the topic. One participant said after listening to the speech that was showed to that group

   ... His ability to bring examples from all walks of life, from very small things to complex things was very good

One participant made a very interesting comment that for him to trust a speaker, the speaker must “walk the talk” which is a combination of one or more of the above-mentioned dimensions of Credibility. Some other dimensions that came out in the study for credibility were character, integrity and appearance of the speaker. The table below summarizes the dimensions of Credibility

<table>
<thead>
<tr>
<th>Dimension of speaker’s credibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expertise</td>
</tr>
<tr>
<td>Track record</td>
</tr>
<tr>
<td>Designation</td>
</tr>
</tbody>
</table>
5.3.2.3 Style of delivering the message

The style of speaking and conveying the message is as important as the quality of the speaker. This aspect came out in the interviews very clearly and was the easiest to capture in the coding stages as well. Since our participants were from the corporate environment, they were quite familiar with the importance of delivery styles in communication as they had gone through various training programs that emphasize on these qualities. While there were some arguments between participants on whether the delivery styles really are important or not, largely, there was a consensus that a “dull” speaker will less successful in influencing the audience as compared to a speaker who was “energetic” and “confident”.

The study tried to probe into the reasons as to why the participants felt that way and got some interesting points which are outlined below:

- The participants perceive a dull speaker as less credible.
- The participants said that they lose attention if the speaker is not energetic
- The participants feel that a speaker who engages the audience has a better chance of influencing them.

The table 3 below outlines the various dimensions of this quality that the participants brought out in the interviews

<table>
<thead>
<tr>
<th>Dimension of speaker’s style of delivering the message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence</td>
</tr>
<tr>
<td>Energy</td>
</tr>
<tr>
<td>Belief/Sincerity in the topic</td>
</tr>
<tr>
<td>Tone</td>
</tr>
<tr>
<td>Diction</td>
</tr>
<tr>
<td>Vocal variety</td>
</tr>
<tr>
<td>Speed</td>
</tr>
<tr>
<td>Gestures</td>
</tr>
<tr>
<td>Movements</td>
</tr>
<tr>
<td>Eye Contact</td>
</tr>
<tr>
<td>Facial expressions</td>
</tr>
<tr>
<td>Posture</td>
</tr>
<tr>
<td>Handling audience questions</td>
</tr>
</tbody>
</table>

Table 29 Dimensions of speaker's style of delivering the message
5.3.3 The theme of message effectiveness

The second aspect that emerged very strongly in this study was the importance of the message itself. In many interviews there seemed to be a clear divide in the participants. A few of them strongly felt that the content of the message was the most important aspect for them to be persuaded regardless of who is conveying to them.

However, many others argued against that thought and felt that while the message is important, who conveys it and how it is conveyed cannot be ignored. In general, the consensus was that the message is extremely important and that without a strong message, the speaker qualities by themselves may not produce the necessary results.

From the analysis, the following qualities of a message emerged very clearly:

5.3.3.1 Data and facts

Since our sample set was from various companies and the participants were in managerial roles, the importance of data and facts in the message was very evident. One participant even said in light humour that if he sends a message with no data, he probably will be asked to find a new job. An interesting insight on this aspect when the researcher probed further was that many of them were engineers and were trained to be data oriented in the workplace. Hence, data-oriented messages are an expectation of working in these companies. One participant commented “we can’t rely on gut-feel” and are expected to do our homework on the numbers well to persuade our seniors or peers.

Another interesting point that came up for discussion was that if they didn’t have enough data and facts in their messages, their audiences felt that they haven’t prepared or aren’t capable. The scope of this study didn’t allow for further probing and it could be a potential topic of later research. The various dimensions that the participants discussed on data were figures, facts, numbers, maths that were easy to comprehend and relevant to the topic.

5.3.3.2 Stories and anecdotes

Storytelling is an advanced form and can be used in a variety of ways in a message like emphasizing a data point, providing proof or evidence with an anecdote, quoting a statement from someone who is well known to support one’s own or just to make the message more detailed and enjoyable for the audiences. The participants mentioned that they liked stories in messages and it made them more willing to be persuaded. It was quite surprising that the name of Steve Jobs and his speech at Stanford called “stay hungry stay foolish” was quoted by various participants as a benchmark. They felt that the stories also made it more believable for them to understand the topic. Some other forms of storytelling are the use of personal anecdotes, similes, quotations etc.

In one of the talks by Ken Richards, the speaker used jokes which worked quite well for the audiences. In one of the groups, a participant also mentioned how the story or joke can pose a danger to the speaker if the audience is unable to understand it or is unable to see it relating to the topic. The same will be discussed in greater detail in the next section 5.2.2.3. The topic of jokes and stories also took gave an insight into a very important quality called Emotions. But it was decided to treat that separately as it spans two out of three aspects that were outlined in
the data analysis chapter earlier. The dimensions that came out of this quality are fun, entertaining, and relevant.

5.3.3.3 Flow and structure
The way the message is structured is crucial for the audiences to follow it for a successful outcome. In one of the groups, this came out differently. A participant consistently kept saying that he was unable to understand anything in the message. When probed further, it was found that it was because of how the message was structured.

The other participants also agreed that if certain portions of the message were said later than the others, the impact could have been higher as well. In another group, the participants felt that the joke was out of place and instead of helping, it confused them entirely. Confusion in audiences can be a big enemy to the speaker when it comes to persuasion. Thus, the structure of the message is very important to help the audience understand the message better.

Some dimensions of a good structure that the participants brought out were simplicity, easy to follow, ability to recall, crisp and short, summary, logical breaks between points and a general format that complied to an opening, body and conclusion.

5.3.3.4 Visuals (or slides)
As explained in the section 5.2.2.1, all our participants worked in various companies where a common mode of communication is to make business presentations. The use of visuals – also called slides using technologies like Microsoft PowerPoint, Adobe Writer is very common.

The participants commented that the kind of visuals they see and make in their companies are very different than what they saw in these videos. They felt that the visuals used by the speakers were simple, appealing and had more pictures than the presentations they would make that would use words and charts to depict data.

A few of them doubted if that would be possible in their workplaces and whether the fact that they were on a world platform like TED.Com, would they prepare a same visual for their workplaces. I debated and probed this question further and felt that again, the scope and time constraints will not allow us to progress. This could again be a future study. Few participants said that they use other mechanisms as a visual aid like the use of the white (black) board, a short movie or audio clip and other interesting multimedia content. The qualities that came out for a good visual were readability, relevant, and informative and timed in the flow appropriately.

5.3.3.5 Clarity of the objective
The participants felt that the clarity of the objective is an important quality of the message as it makes it very clear on what they are or are not supposed to do. One of the groups brought out this quality more vocally than the others as they felt that the video I showed them had no clear objective. They did not know whether to agree with the speaker or if there was a clear objective of the topic. One participant argued that there are many cases in the corporate world where the objective is just to inform a colleague or senior or customer.
But even in those cases, a good message has a quality to make that objective achievable. I tried to probe on what is the right measure of a good objective in a message. One of the participants brought out a term called SMART which he had learnt in some other training program. It stands for specific, measurable, achievable, realistic and timely. Many others agreed with him and similar patterns from other participants were found in other groups as well.

Table 3 below summarizes the various dimensions of the qualities of a message that came from this study:

<table>
<thead>
<tr>
<th>Qualities of a message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data and facts</td>
</tr>
<tr>
<td>Stories (Anecdotes, details, quotes, examples, similes and stories)</td>
</tr>
<tr>
<td>Flow and structure</td>
</tr>
<tr>
<td>Visuals</td>
</tr>
<tr>
<td>Clarity of objective</td>
</tr>
</tbody>
</table>

Table 30 Dimensions of the qualities of a message

5.3.4 The theme of audience effectiveness
The third aspect that the research will focus on in the results of our study is the audience. Interestingly, this aspect was very obvious from the interviews and it wasn’t expected to come out so clearly. The two categories of this theme – Willingness and Maturity are explained below. A message can be successful only when the audience is willing to listen (or receive) and once they have done so, have the maturity to do something about it.

5.3.4.1 Willingness
A message can be successful only if the participants are willing to listen to it. One of the interview was held at 2pm. The participants had a heavy lunch prior to the interviews, and one of them dozed off during the session. When I tried to probe this it was quite evident that there are many reasons that can make the audience unwilling or unable to listen (or receive) the message.

Some of these reasons are lack of attention, interruptions and distractions. I tried to probe on why would cause an audience to be willing or unwilling to listen (or receive) the message. In one of the interviews, a participant declared that he found the talk very boring and hence decided to stop listening and check his mails on the smartphone. In another group, one participant said that at first he was very sceptic about the speaker and unwilling but as the talk proceeded, he found the content very impressive and it answered all doubts he had in his mind. Thus, his willingness changed based on the content of the message. I found this very surprising because these qualities were also discussed in the section 5.3.2 and 5.3.3 above: – qualities of a speaker and qualities of a message. It was quite obvious that willingness of the audience is quite a dynamic quality and changes over time and depends on various factors which could be intentional or unintentional.
In a few of our interviews, it was also noticed that the participants tended to excuse themselves for a few minutes to step out and take an important call from a customer. When they came back, they had lost the content and found it difficult to follow the discussion and hence became unwilling as well. Since the participants of this study were managers themselves, they were constantly distracted by calls, messages or interrupts from a variety of sources.

Few times, the interviews had to be paused for the participants to get back or summarize what they had missed. In one group, the laptop which was used to show the video crashed and interrupted the session. The choice of medium was also discussed but it was not very clear on how the choice of medium relates to the willingness of the audience. The same is mentioned in a separate section 5.3.5 below. The following table summarizes the sub-qualities of willingness in an audience to receive the message

<table>
<thead>
<tr>
<th>Dimensions of willingness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boredom or disinterest</td>
</tr>
<tr>
<td>Interruptions</td>
</tr>
<tr>
<td>Distractions</td>
</tr>
</tbody>
</table>

Table 31 Dimensions of willingness in audience

5.3.4.2 Maturity
Once the message is received by the audience, the next crucial factor is how the audience’s maturity processes the message. There are various factors that influence this aspect which were discussed in the interviews by the participants. Some of them that came out clearly are as follows.

The first important one was the competence of the audiences themselves which are a function of their intelligence, age and maturity of thinking. One participant gave an example of how his message to a group of school children was unsuccessful because he felt that the children were too young to understand the complexity of his message. Another participant spoke about the importance of spoken language in these areas and argued that if the speaker cannot speak the same language as that of the audience, the message will not be understood properly.

There were many examples that came from participant’s own experiences in the corporate world. They hired fresh talent from various institutions and colleges of India and have seen that many of these were from vernacular mediums. So a key challenge of the success of training programs was to have them in vernacular languages so that the audience can understand. One of the participant groups was in the manufacturing industry. They were quite unanimous in this point that in the shop floor, where the workers are working on the assembly line, the message has to be in a language that they can understand or else the company will not be successful. Another example given was the government offices. India is a country of many cultures and languages. But a key requirement for an applicant for a job in a state is to know its language.

Another key quality that came out from the discussion is the belief of the audiences on the topic. The beliefs come from cultural backgrounds, the kind of education of the audiences, views and understanding about the topic, likes dislikes and various other factors that can
One group had a heated argument on this topic. Some members of that group felt that if the logic of the message as discussed in section 5.3.3 above is good, there is no reason why the audience would not be able to understand it. But some felt that there are various other factors at play in this case. One example given was not relevant to this study but comes from organizational structures and personal agendas of the people. Despite having the best intentions, the audiences sometimes can get very “negative” and may not be willing to process the information as expected and then become a barrier for the speaker. The following table summarizes the sub-qualities of maturity in an audience to receive the message.

<table>
<thead>
<tr>
<th>Dimensions of Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
</tr>
<tr>
<td>Competence</td>
</tr>
<tr>
<td>Intelligence</td>
</tr>
<tr>
<td>Beliefs</td>
</tr>
<tr>
<td>Biases</td>
</tr>
</tbody>
</table>

Table 32 Dimensions of maturity in audience

5.3.5 The theme of effectiveness of the topic/objective and the context
The last theme for an impactful message is that of the effectiveness of the topic, also called as objective, and the context. This theme has very interesting implications to this study. It is also a little confusing because some of the categories seem to overlap the other themes.

The distinction and differences of the categories of this theme are not as clean as the categories of the other three. The reason for this overlap is the dependence of the theme on the other three. Since this dependence is very minor, and it gives a tremendous foundation to this study, it was felt that it deserved a separate theme all by itself. The distinct categories of this theme are beliefs, complexity and benefits. Each of them, along with their dimensions, will be explained in detail below.

5.3.5.1 Belief
Every speaker and members of the audiences have their own belief on the topic of communication which is being shared between both of them. These beliefs can come from the educational background, cultural influences, biases, personalities and maturity levels. These categories were also observed in the other themes of speaker and audiences as well. So there is a minor overlap as was mentioned earlier. Besides these, the major sub-categories of beliefs are the awareness or familiarity of the topic, the attitude towards the topic, the point-of-view and finally, the personal alignments that both speakers and audiences take on the topic.

5.3.5.2 Awareness or familiarity of the topic
The ability of the audience to be aware or familiar on a topic can impact the overall persuasibility. The awareness of a topic may come from the participant’s information systems and the way the topic is made known to them. It could happen due to their own personal
desire or also happen as a part of their job. The range of awareness of an audience on the topic could be from high to low. This may impact the audience reaction towards the logic of the message given by the speaker. On the other hand, an assumption here is that the speaker is expected to have a high awareness on the topic because it impacts the credibility factor that was discussed in section explaining the speaker’s effectiveness. To what extent the audience awareness impacts the outcome because of the reaction to the logic of the message is unclear and beyond the scope of this study, but this could be a very good research area in the future.

5.3.5.3 Attitude towards the topic

The second dimension is the attitude of the audience towards the topic which could range from complete apathy to high enthusiasm. If the listener is apathetic towards the topic, their ability to react to the message and speaker will be very different than that of a person who is highly enthusiastic. These attitudes could also result from cultural backgrounds and personal choices. The attitude of the speaker towards the topic is assumed to be high because it was discussed in the dimension of “walk-the-talk” earlier. There is a minor overlap of this dimension with the dimensions of audience and speaker.

5.3.5.4 Point-of-view for the topic

An audience’s point-of-view for the topic is seen as behaviour of how they understand the topic and express it to others. The point-of-view of audience may range from strong to weak or broad to narrow. To a large extent, this dimension might overlap with the first two that are explained above but there could be cases where it might stand on its own. Audience with high awareness on the topic and a good level of enthusiasm might choose to avoid expressing their point-of-view. Whereas, some audiences might be very vocal and could impact the overall outcome of the message. This is seen very commonly in the public forums of the talks.

5.3.5.5 Personal alignment for the topic

The last dimension on this category is the personal alignment, also called a stand, for the topic. It largely is defined between a range of agreement or disagreement and overlaps with the biases of the audiences. A listener may have a very ambivalent or neutral point-of-view on a topic but might be biased to agree or disagree based on cultural backgrounds, social influence and frame of mind.

<table>
<thead>
<tr>
<th>Dimensions of Beliefs on the topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness or familiarity</td>
</tr>
<tr>
<td>Attitude</td>
</tr>
<tr>
<td>Point-of-view</td>
</tr>
<tr>
<td>Personal alignments</td>
</tr>
</tbody>
</table>

Table 33 Dimensions of beliefs on the topic

5.3.5.6 Complexity of the topic

The second sub-category in the theme of the effectiveness of the topic or context is the level of how complex the topic is; how easy or difficult it is to grasp or understand, what is the history of the topic in the world and the perceptions it has, the availability of knowledge on the topic and finally, if the topic holds ground in science and has been proven by someone. Each of these dimensions will now be explained in detail below.
5.3.5.7  Ease of understanding
The maturity of the audience has been discussed in section 5.3.4.2 before where I had mentioned that the intelligence and levels of cognitive development of the audience plays a vital role in the success of the message. There is a minor difference in this dimension when one looks from the view point of the topic itself. The level of difficulty to understand the topic can influence the way the message is understood by the audience. Some topics like stem-cell research can be very difficult to understand and some like the importance of sleep to a manager’s productivity are relatively easy.

5.3.5.8  History
5.3.5.9  Availability of knowledge on the topic
5.3.5.10  Scientifically proven
The above three dimensions are closely interconnected but for the sake of the study it was better to keep them separate as it helps in the overall understanding of the aspects of communication. The way a topic has been handled in the past, the kind of literature available on it. And, it has been proven to scientifically influence the complexity and ease of understanding in the minds of the audience and the speaker, which has an impact on the outcome.

A topic like depletion of forests and its impact on the rising sea levels or the ice glaciers in Antarctica is not a new one. There is not much literature on it and there are scientific experiments that are being conducted which don’t have a concrete proof yet. The media also plays a crucial role in shaping the beliefs of the audiences. The ranges that the above three dimensions have are old vs new, less vs more and yes vs no.

The table below captures the above dimensions of the complexity of the topic.

<table>
<thead>
<tr>
<th>Dimensions of complexity of the topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease of understanding</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Availability of knowledge</td>
</tr>
<tr>
<td>Scientifically proven</td>
</tr>
</tbody>
</table>

Table 34 Dimensions of complexity of the topic

5.3.5.11  Benefits
The third sub-category in this theme is the overall benefits of the topic on the audience, speaker and society, its relevance and impact to the world and finally whether the topic has a short term or a long term impact.

5.3.5.11.1  Relevance
The relevance of a topic ranges from high to low and influences the outcome of the message. A topic of high relevance might generate better interest from the audience as compared to a topic which is of low relevance. The speaker needs to connect the topic to this dimension which was mentioned earlier as well. The other factor that is evident in all three dimensions is the overall benefit to the society and the world.
5.3.5.11.2 Impact
The relevance of the impact of the topic may range from high to low or even direct to indirect. A topic that has a high and direct impact on the audience would attract more attention from the audience as compared to a topic which has a low or indirect impact.

5.3.5.11.3 Urgency
The last dimension of this sub-category is called the Urgency of the topic which ranges from high to low. A topic of high urgency will have a better audience attention as compared to a topic which is not very urgent.

The table below captures the above dimensions of the benefits of the topic:

<table>
<thead>
<tr>
<th>Dimensions of Benefits of the topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance</td>
</tr>
<tr>
<td>Impact</td>
</tr>
<tr>
<td>Urgency</td>
</tr>
</tbody>
</table>

Table 35 Dimensions of benefits of the topic

5.4 Research Objective # 3: Do the qualities of a good speaker and the message identified in the literature hold true for face-to-face verbal communication channels in business scenario today

5.4.1 The inductive phase of research
In Chapter 1, and as explained in Chapter 3, the five research objectives of this study were outlined, and were also laid down in the beginning of this chapter. Out of these five, the objectives 3, 4 and 5 will bring out gaps in existing academic literature and contribute to theory. Hence a part of this study is inductive in nature. On the other hand, the objectives 1 and 2 will start from existing literature and attempt to test whether the hypotheses of what makes an impactful presentation as explained in literature holds true today. Hence those objectives will be deductive in nature. Bryman and Bell (2003, pp. 12) also suggest that both strategies may choose to inter-weave with each other and make the overall study iterate between induction and deduction. In the earlier sections, the objectives 1 and 2 were covered from a deductive approach. The next sections explained below will take the inductive approach and address the research objectives 3, 4 and 5.
As shown in figure 3 above which was demonstrated earlier in the chapter 4, the selective coding stage of this study will take the concepts and categories from the previous stage and view them through three different theoretical lenses. This step will apply the inductive approach by viewing the codes from the three theoretical lenses. These lenses are the theoretical underpinnings of this study namely, communication, persuasion and charismatic leadership framework. The method adopted is as follows.

1. Core categories as defined by the theory will be taken.
2. The codes from open coding stage of primary data, as presented in Table 10 will be viewed from only from those core categories that the theory presents. The corresponding sentences from the transcripts will be presented to ensure that theoretical sensitivity is increased.
3. Constant comparison will be made for each of the code, concept to the core category to ensure if they fit or if a new category is developed.
4. Codes from secondary data will then be reviewed and steps 2 and 3 will be repeated on them.
5. At the end of this stage, the core categories that were discovered through each of the three lenses will be presented.

In the following section, the lens of charismatic leadership will be applied to bring out core categories.
5.4.1.1 The lens of Charismatic Leadership

How do charismatic leaders develop these desired effects in their followers? This field of study is still evolving but has seen some extraordinary breakthroughs. Scholars have been finally able to propose a theory that links leader behaviour and follower effects through follower self-concepts.

According to this theory, a charismatic leader articulates their view to their followers by ensuring that some subset of the follower’s interests and values become congruent and complementary to those of the leader (Shamir et al., 1993). The leader then becomes a role model by demonstrating various behaviours aligned to a particular objective which increases the credibility of their message among the followers.

Persuasion and communication are key processes that align leaders and followers (Baur et al., 2015). Though a lot of research has been done on the oratory aspect of speeches, it has not been linked to charismatic leadership. Studies have focused more on style than content. A study of the speeches of charismatic leaders showed that there is a significant relationship between the rhetorical content of a leader’s speech and its charismatic impact on their followers (Shamir et al., 1994). It has also been argued that charismatic Chief Executive Officers (CEOs) are able to link the vision and strategy of the organization to the values of the teams of that organization (Kohles et al., 2012).

This is also an area where rhetorical devices to construct the content of these strategic plans to be communicated to the teams can be looked at. Broadly, it can be clearly understood that one of the important qualities of a charismatic business leader is to create rhetorical and persuasive messages for his followers.

These speeches, the comments from the primary and secondary data were viewed through the lens of Shamir’s motivational theory of charismatic leadership. Shamir argued that in order to bring the desired motivational effects in the audiences, a speaker must make the following seven references in his/her speech. They are:

1. More references to history (Coded as Ref History and abbreviated as RH);
2. More references to the collective and collective-identity (Coded as Ref_CollectiveIdentity and abbreviated as RCI);
3. More positive references to follower’s worth and efficacy (Coded as Ref_FollowerWorth and abbreviated as RFW);
4. More references to the speaker’s similarity to that of audiences ((Coded as Ref_Similarity and abbreviated as RS);
5. More references to values and moral justifications (Ref_MoralsValues and abbreviated as RMV);
6. More references to long-term goals and future (Ref_LongTermGoals and abbreviated as RLTG);
7. More references to hope and faith (Ref_HopeFaith and abbreviated as RHF).

To understand how these speakers impact the audiences, the comments from their audiences were analysed and the appropriate examples for each of the seven propositions will be mentioned one-by-one below:

**References to history and tradition:** This proposition from the theory of Shamir et al. (1993) mentions that a speaker must create a consistency between past, present and future so
as to link past and present actions to future goals. This is important so that followers understand their involvement and also see the consistency in the speaker’s thoughts that bring meaningfulness and a sense of congruence towards the goals.

References to history and traditions make this possible. Unlike the example used in the paper: “The Rhetoric of Charismatic Leadership”, written by Shamir, et al. (1994), the speakers in this study demonstrated a slightly different tone of references to history and tradition. It was observed that the speakers of this study did more storytelling, referenced to a personal incident in his/her life history, took names and references of learned scholars and brought in a variety of anecdotes as well.

Probably, the reason for this observation could be the fact that the case used by Shamir et al. (1994) was a political speech and the cases used for this study are more business and technology speeches. Some speakers even used humorous stories and anecdotes which had lot of impact on the audiences. Examples of audience comments for supporting this references in Elizabeth Gilbert’s speech is:

Nice speech! She is truly what one would expect of a professional storyteller.

Here is another comment where the audience quotes the reference of the story from the speech given by Shawn Anchor:

In the beginning of the video he was talking about him and his sister how they use to play games when they were kids. He said that his parents would tell him your the oldest so you have to play safe n be careful with your sister because she was two years younger than her. But, when they were playing the accident broke her arm and he was scare because he didn’t listen. He also says that positive activity shoot for the highest, and he said that because everyone also shoot for the middle. So half of the class will not pass with a good grade or even pass. If you think positive of yourself, the more success you’ll be in life.

References to collective-identity: For an audience to be a part of an idea or a topic, and to act on it, a speaker has to outline why it is important for everyone to get involved in the topic and how their support will bring a collective impact. In Ken Robinson’s speech, he made references about how lack of creativity in education could create a problem and urged audiences to do something about it. The comments on his speech run in pages and there are evidences on how his reference to a collective identify evoked responses from the audiences. One example of a comment that supports this particular proposition of reference to collective-identity is:

Oh how I’d like to bring Ken Robinsons ideas forwards, to educate the "whole being" not just the heads. Creativity belongs to everyone and the arts, music, drama should be as important in the educational system as "training people to become professors of mathematics

Another comment from the Tony Robbins speech is:

I agree with everything he says. If we believe can do something, we do it successfully. The lack of money and lack of time is not obstacle our success. Only we should believe. We should trust ourselves.
References to followers worth and efficacy: The speakers increase the audiences’ self-worth and self-esteem so that they feel important and worthy for the collective goal outlined by the speaker. The audience feels empowered and will think that their work, no matter how small, will be counted. The words of the speaker make the audience feel motivated to act and feel good about themselves when they contribute.

In the talk given by Amy Cuddy, she talks about how a change in body gestures can help bringing changes in the mind. The speech has been viewed more than 25 million times and the comments show how audiences feel better hearing someone else going through the same and having positive results. Here is one such comment that demonstrates how the self-esteem and self-worth of the audience changed by the speech:

*I was required to watch this by my teacher (at UNC Greensboro). It's exactly what I needed to hear. I suffer from really bad anxiety (mostly social). So much so that I take as many online classes as possible and I've never held a job. The closer I get to graduating (with a 4.0 so far), the more I feel like I don't belong. You're speech was incredibly inspiring and the next time I'm nervous, it's definitely what I'll think of. Just thank you!*

Susan Cain, in her TED speech, spoke about being an introvert and her own struggle to work in groups and how she suggests a better way for everyone to look at that situation. The following example from shows how her audience’s self-esteem and worth changed after watching her talk:

*Thank you for that presentation! I also have your book. Now I feel better about myself, I feel that there is nothing wrong with being the way I am. I feel as if someone understands how I feel in this world that's not made for us. Thanks for your works to help introverts live a better life and understand themselves better.*

References to speaker’s similarity with audiences: The audiences feel more connected to a speaker who they can relate to. In his paper Shamir et al. (1994) said: “in order to be charismatic, it is not enough to emphasize collective identities. The leader has to point out similarities in the background, experience, and values between him and his potential followers in order to demonstrate his belonging to the same collectively, and to posit himself as a representative character and a potential role model”. In all the twenty TED talks used in this study, there were strong references to this proposition and the easiest to identify. Pranav Mistry spoke about a new technology called Sixth Sense. An example on how his audiences felt similarity with him can be seen in this example:

*It is great ... proud to be an Indian .. revolutionary thinking.. these types of new ideas and invention will play major roll to take our nation to the next level.*

In another talk by Pamela Meyers on how to spot someone who is lying, someone from Thailand made this funny comment that shows how the talk connected with him:

*If you don't like liars then don't come in Thailand, they are world champions, all categories ... with a smile !! I studied them for 15 years, so ...*  

*Amazing Thailand !!*
Another example which was found was in Dan Gilbert’s speech’s comments. One audience member was quite miffed that he did not quote a single female example in his research. The comment goes like this:

*Doc, are female brains really so different that you cannot bear to represent us or cite us ... like anywhere? I counted over 20 men in your quotations or on your slides, not counting Dilbert, and only one female. And she was amnesiac therefore mentally disordered. Think about it! You are not a true scientist unless you bring the whole human race into your studies.*

The comment created quite a furore on the discussion board!

**References to moral values and judgements:** The audiences have their own understanding of values and morals which can come from a variety of factors. The impact on audiences is better if the message of the speaker raises these values and aligns them to the objective to make them more consistent for the audiences to relate to.

In Simon Sinek’s talk on how leaders inspire action (which co-incidentally is quite close to the charismatic leadership theory and the objective of the paper), the audiences were able to understand the values and judgements on leadership as visible in this long comment:

*This video gives us a very interesting viewpoint in which to look at leadership, and the success of companies. Sinek shows us how such a small difference in the approach a company takes to marketing, can make such a great impact on the overall success of the company. This shows us how such small gestures and acts, can make such big differences on our own lives and the lives of others. Being a good leader consists of gaining the respect and trust of others, as well as making others thrive and work to their full potential. This is obtained by doing the small things that might even go unnoticed by the recipient. Another key factor of leadership is taking the right approach. Sinek's theory of simply reversing a business model is a perfect example of this. Someone who truly believes in what they are doing, is much more likely to succeed than a person who is solely in it for the money.*

**References to long term goals and future:** Goal-setting is an important aspect of leader’s message. The audience is more influenced when the goals are distant in future and not very tangible or short-term as well. The audience can relate to the direction of the future and may not be able to comprehend or predict the exact outcome. An example of this was seen in a comment from Hans Rosling’s speech below:

*I'm sure statistics would also show a dramatic improvement in the human condition since the industrial revolution. Unfortunately, the implication in his talk is that this will be a continuing "upward" trend. That's yet to be determined.*

In Pranav Mistry’s speech, there were many comments from audiences who saw this video in 2009 and then again in 2014 or 2015. One comment is here:

*This talk was made 5 yrs ago and it is interesting to see that the touch screen has sort of become an in between to this projection type of technology. Very interesting though.*

One audience even doubted the potential of this technology and its future in this comment. Again, these kind of reactions were seen in many other areas which will be discussed in...
another section. The objective of putting this comment here was to also emphasize that it is not important that audiences will react favourably to the messages as proposed by the theory.

_I was just wondering. The video was filmed in 2009 and it's already 2014, yet this fascinating product remains an idea._

References to moral hope and faith: A charismatic speaker will make references to hope and faith to increase motivations in the audiences. One of the speakers in the list is Jill Bolte Taylor. She outlined her near-death-experience which captivated her audiences. The comments in that speech are full of emotions from viewers who articulated how her words motivated them. One example is as follows:

_I love Jill Boyte Taylor, this is perhaps my favourite talk on TED because of the power of consciousness inherent in Jill’s soul and how such a tragic event was carefully changed using her own brilliant mind to access a level of consciousness that saved her life. That's why this talk is spectacular and inspiring looking at a real angel who was saved by GOD, the Greatest Omnipresent Divinity._

Here is another example of a comment from Susan Cain’s speech where the audience felt hopeful and the talk restored their faith in the topic:

_Boy howdy, what a speech. A hope for introverts, "I wish you...the courage to speak softly". What a concise and beautiful message. As a guarded, non-talker, I've never felt normal until now._

From the results above, there are three key observations. Firstly, the seven propositions in the messages of charismatic leaders, as mentioned in Shamir et al. (1994) theory of motivational effects of charismatic leaders are visible both in the speeches and its impact on audiences as seen in their comments. Secondly, not all speeches demonstrated all seven propositions. This was also corroborated in the comments from the participants.

It was observed that the speeches that had multiple themes demonstrated most of the seven propositions. But the speeches which had a single theme had less than seven, some as few as two or three propositions. The argument was extended to the analysis of Jesse Jackson’s speech where all seven propositions were visible.

Jackson’s speech is a political speech and did show multiple themes, like: “A change in thinking”; “A fundamental problem that impacts all of us”; “A world of possibilities/opportunities”. A business speaker and a business topic may have a single theme like the launch of a new product, or bringing a new technology to implementation or sharing a ground-breaking new idea. In such speeches, not all seven propositions were visible. In fact, there were patterns of new propositions that are not covered by Shamir et al. (1994) theory

1. The first new proposition that comes out, besides the seven known propositions, is the reference to the speaker’s self-interest on the topic. This is a clear departure from Shamir’s theory where one of the propositions outlines that charismatic leaders avoid or make less references to self-interest. In many of the speeches that were studied, the speaker made mentions of their own stories of life and how they feel on the topic. This foundation would them help increase the motivational levels of the audiences and was also evident in their comments. A personal story also increased the audience’s knowledge and understanding of the speaker’s background and builds on her/her credibility. This is particularly important when the talk is viewed by anybody
on social media or the internet and for those who don’t know who the speaker is. This concept also overlaps the theory of persuasion where speaker’s credibility influences impact on audiences. Another point which is seen here is the style of the speaker in conveying her/his story. Many of the speakers implicitly conveyed that they were just like anybody else in the audience which may increase the self-worth. Speakers, like David Blaine, are examples of this phenomenon. The huge popularity of speakers, like Amy Cuddy, Susan Cain, and Ken Robinson, also comes from this new proposition – each of them projected him/herself as a “common person” who tried something that worked and now wants to share it with everyone. Comments from their audiences show that they experience high motivations and many of them have felt a new sense of purpose because of these talks.

2. The second new proposition that was observed from this study for the theory of motivational effects of business leaders was more references to factual data and scientific evidence. In political speeches, the speaker may not necessarily need to do this, which is observed in the Jackson speech that Shamir analyzed. But recent speeches of American Presidents, especially Barak Obama’s recent state-of-the-union speech (Obama, 2015), is loaded with facts, figures and evidence of an America prospering under his regime – almost like a business talk. This new proposition comes from the themes of our study where many business talks are about conveying a new idea where the need of convincing the audiences of something new can be achieved by providing scientific evidence. David Gallo’s and Mary Roach’s speeches are examples of how having a video or picture or any other device to demonstrate a point can create a big impact on audiences. This is not a new discovery at all. The importance of logic in persuasion and rhetoric has been around for centuries. The key point this study would like to make is that in a business presentation, the speaker needs to provide more logic and scientific evidence, which the theory of motivational effects of charismatic leaders misses out completely. To motivate one’s audiences, a speaker must convince them first. And this study would like to highlight this gap in the theory of motivational effects in audiences by charismatic leaders. Political speeches are different to business speeches.

3. The third new proposition was to make more references that created emotional experiences for audiences. In table 4, the audience reactions to the speech were outlined using parameters like how many times they laughed, applauded and what they rated the speech on a choice of fourteen options. They were confusing, ingenious, fascinating, funny, persuasive, obnoxious, beautiful, jaw-dropping, courageous, inspiring, ok, unconvincing, informative and longwinded. Laughter is caused if there is something funny and applause may be caused if there is a combination of multiple emotions as mentioned in these fourteen ratings. The speaker’s ability to crack a joke, make audiences smile or laugh, use mechanisms to bring out emotions, like joy, empathy, sadness, hope, happiness, anger, disgust, and fear through words, could exemplify such a mechanism. The style of delivery also plays a vital role in this outcome. It is quite evident that the speaker has to have a charismatic stage presence as well that combined with the right reference can result in the appropriate emotional response in the audience.
At the end of this analysis as seen from the charismatic leadership lens, the following are the possible core categories.

![Possible core categories from the lens of charismatic leadership theory](image)

Figure 15 Possible core categories/selective codes from the lens of charismatic leadership theory

In the following section, the lens of the theory of persuasion will be applied to bring out core categories.
5.4.1.2 The lens of the theory of persuasion

In chapter 2, a detailed literature review on the theory of persuasion was outlined. The theory of persuasion has seen lot of advancements since the days of Aristotle and modern researchers like Conger (1998), Cialdini (2001), O'Keefe (1990) and many more have now outlined some more parameters for a persuasive outcome.

These parameters can be broadly classified in the source factors, message factors and audience factors. In this section, the codes that emerged from the first stage of analysis will be first viewed from the classic theory of rhetoric for message factors and then followed by the theories proposed by the others on source and audience factors.

5.4.1.2.1 Message Factors

The process of coding for this phase began by reading and re-reading the speech transcripts line-by-line to identify the concepts evident in the data from the lens of elements of a persuasive message from the Classic theory of Rhetoric namely identify the kind of message and then apply the five canons to create and deliver the message. In Section 5.4.1.2.2, the type of persuasive message was analysed. In Section 4.2.3.2.1.25.4.1.2.3, the concepts were analysed from the view of five Canons of Rhetoric namely Invention, Arrangement, Style, Memory and Delivery. Finally, the core categories will be brought together to answer the research question of this study.

5.4.1.2.2 Type of persuasive discourse

The theory of Rhetoric mentions three different types of persuasive message. They can either be Deliberative or Ceremonial or Forensic. To find out if the speeches that were chosen fell in either of the three, it was decided that the concepts would be defined based on an opinion or feeling of the speaker and answer a question: “what is the speaker trying to refer to here?”.

The simplest method then was to read their sentences and summarize them until the concept - either a word or a group of words that fully captured the essence of their statement – was identified (Strauss & Corbin, 1990). At the end of this stage, dozens of codes were generated. A sample of these codes has been outlined in Table 36 below.

<table>
<thead>
<tr>
<th>Codes from open coding method of grounded theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution to the problem</td>
</tr>
<tr>
<td>A statistic to make things measurable.</td>
</tr>
<tr>
<td>Another example to support the solution.</td>
</tr>
<tr>
<td>Proof that the solution produces results.</td>
</tr>
<tr>
<td>Name of a place and a number.</td>
</tr>
<tr>
<td>Building blocks of new way of doing things</td>
</tr>
<tr>
<td>Addressing a concern of the audience</td>
</tr>
<tr>
<td>Another example of how his hypothesis is right.</td>
</tr>
<tr>
<td>A known name.</td>
</tr>
<tr>
<td>Details. Make the problem look simpler.</td>
</tr>
<tr>
<td>Contrast the approaches – the old v/s the new</td>
</tr>
<tr>
<td>Old is wrong. New is right.</td>
</tr>
<tr>
<td>Here is the old one. Now here is the new one.</td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
<tr>
<td>Summary of the problem, what is wrong. And what is the new approach with proofs.</td>
</tr>
<tr>
<td>Heart v/s mind thinking.</td>
</tr>
<tr>
<td>Logic won’t always get you the best results.</td>
</tr>
<tr>
<td>Creativity rules.</td>
</tr>
<tr>
<td>Future hope of making the world a better place.</td>
</tr>
</tbody>
</table>
The second phase of coding in the Grounded Theory Method is focused or selective coding wherein the open codes are organized into broader categories with relationships which will then help in formulating a theory. The main focus of this stage is to find broad categories, also called core categories as listed in Table 37 below.

<table>
<thead>
<tr>
<th>Core Categories emerging from the codes</th>
<th>About the speaker and his/her background</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Objective and the topic</td>
</tr>
<tr>
<td></td>
<td>• Setting a goal</td>
</tr>
<tr>
<td></td>
<td>• Explanation of the topic</td>
</tr>
<tr>
<td></td>
<td>• Impact on society</td>
</tr>
<tr>
<td></td>
<td>Explaining/proving a hypothesis</td>
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<tr>
<td></td>
<td>• Shattering a myth or belief</td>
</tr>
<tr>
<td></td>
<td>• Providing a fact or data</td>
</tr>
<tr>
<td></td>
<td>• Demonstrating an example</td>
</tr>
<tr>
<td></td>
<td>• Showing something to audiences</td>
</tr>
<tr>
<td></td>
<td>Personal anecdotes and stories</td>
</tr>
<tr>
<td></td>
<td>• Names of persons and places</td>
</tr>
<tr>
<td></td>
<td>• Details and vivid descriptions</td>
</tr>
<tr>
<td></td>
<td>Engaging with the audience</td>
</tr>
<tr>
<td></td>
<td>• Importance of the audience</td>
</tr>
<tr>
<td></td>
<td>• Connecting and interacting with</td>
</tr>
<tr>
<td></td>
<td>members of the audience</td>
</tr>
<tr>
<td></td>
<td>• Speaking for the audience</td>
</tr>
<tr>
<td></td>
<td>• Bringing an emotion</td>
</tr>
</tbody>
</table>

The core categories mentioned in Table 37 don’t come as any surprise as they mirror the theory of persuasion and the application of rhetorical devices (ethos, pathos and logos) to communicate with audiences as mentioned in the literature review (Rhys, 2004). The final stage of coding is called theoretical coding which is the process of relating the categories. In all these speeches, two key issues were visible through the codes. The first issue was the desire of the speaker to bring a change in the way audiences think; the second was the desire to share what the speaker knows. These two key issues were used to help identify eight core themes or relationships that were evident in the messages of the speakers. They are:

<table>
<thead>
<tr>
<th>An important problem that impacts all of us</th>
<th>Future</th>
<th>Deliberative</th>
</tr>
</thead>
<tbody>
<tr>
<td>A change in thinking</td>
<td>Future</td>
<td>Deliberative</td>
</tr>
<tr>
<td>An experience to share with everyone</td>
<td>Present</td>
<td>Ceremonial</td>
</tr>
</tbody>
</table>
These eight themes are not exhaustive and could be broadened if the sample size was increased and more talks were analysed using the same framework as explained above. A closer look at these codes then hints at answering the kind of a persuasive discourse that the message fits in.

The classic theory of Rhetoric talks about three kinds of persuasive discourses namely: deliberative, forensic and ceremonial that were defined in Chapter 2 section 2.4.3. The above eight themes fall either into Deliberative or Ceremonial but not Forensic. This could be best understood because the nature of talks in less political and more focused on the present or future on relevant society topics like technology, entertainment or design. This proves that the types of persuasive discourses do apply to messages even till today. In the next section, the five canons of Rhetoric will be analysed on the codes to bring out the core categories.

5.4.1.2.3 Five Canons of Rhetoric
The classic theory of Rhetoric provides five key stages or canons to create and deliver the message: Invention; Arrangement; Style; Memory; Delivery, which were explained in detail in Chapter 2 earlier. In this section, the primary and secondary data will be analysed from a lens of these five canons.

An important aspect to remember in this method is that both sets of respondents were not aware of the theory of persuasion to this level. Thus, the grounded theory method is perfect to use an inductive and deductive approach to build a theory from data or corroborate a theory from data. This “audience” view is the heart of this study and makes it unique. Aristotle argued that a speaker must use the following five canons to persuade the audiences:

- **Invention** – creating arguments, establishing one’s credibility, building emotions that are suitable to the kind of topic and audiences (coded as Canon_Invention);
- **Arrangement** – structuring and arranging the message in an introduction, narration, confirmation, refutation and conclusion form (coded as Canon_Arrangement);
- **Style** – Choosing the right words, language and many more techniques mentioned in theory like story, metaphor etc. to style the message (coded as Canon_Style);
- **Memory** – memorizing the message (coded as Canon_Memory);
- **Delivery** – delivering the message (coded as Canon_Delivery).
To understand how these speakers impact the audiences, comments from the latter were analysed. The appropriate examples for each of the seven propositions will be mentioned one-by-one below and codes with comments from the analysis of primary and secondary data that support this particular quality will be provided.

**Canon_Invention**: The theory suggests that a speaker must invent arguments that appeal to the logical, emotional or ethical aspects of their audiences. The above three are popularly known better as Logos, Pathos and Ethos. Out of these three, logic was considered the most important. Without a strong content and logic, the message was seen to be weak and perceived to be untrue, probably more in the sophists camp of “more style, no content”. This does not imply that emotions and credibility are not important. But they buttress and support the logic rather than substitute them.

The debate on whether logic is more important than emotions and credibility, how they interplay with each other and how they impact the audiences differently was seen in the data as well. Some audience members favoured a speaker if they gave logical reasoning and arguments to prove or disprove their topic. In a particular case of a speaker from a top multinational, the audience found his credibility weak for the topic and this was very visible in the comments from secondary data.

This is also supported by evidence from viewers on secondary data where the social judgement and elaboration likelihood model theory is applied on the codes. Out of the three, emotional appeal was the most varied in audiences. Some audiences respond favourably, many are neutral and some even reacted negatively. This finding is supported in the methods of grounded theory and was captured as dimensions in this study. Here is an example of a comment from the primary data that captures the invention of an argument.

> He actually mentions about his origins in the company saying that when he joined over he thought he was there just to make money the business aspect of itself so and then somebody had to tell him about this basically trying to connect with the audience saying that even though you may not see it now on the long run you may actually realize that the purpose of every company or every product is much more than just making money.

A viewer of this speech had this to say that supports the invention quality of the speaker and the message

> It is absolutely fantastic to see how much Mr Manwani has emphasized the importance of 'value' and 'purpose'. Our entire business culture and how we run a company can become a great example to the world at large. The bottom line is important but that alone is not the be all and end all. Excellent talk:)

The following table (17) captures the various properties of this particular quality of the message

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Canon_Invention</strong></td>
<td>Knowledge of speaker</td>
<td>High…….low</td>
</tr>
<tr>
<td></td>
<td>Belief in the topic</td>
<td>Strong….weak</td>
</tr>
<tr>
<td></td>
<td>Examples provided</td>
<td>Relevant…..irrelevant</td>
</tr>
<tr>
<td></td>
<td>Logic provided</td>
<td>Hard…..easy</td>
</tr>
</tbody>
</table>
A key observation which will be discussed in the next chapter of Discussions and Summary was the effect of audiences on each other. In one particular interview, some of the audience members demonstrated more dislike towards a speaker when one of them started expressing his dislike towards him. The others started to support this view more and found more reasons as to why the speaker’s credibility failed and the logic was flawed. Here is the comment from a participant that triggered the phenomena.

I was little confused in terms of what he wants to highlight is it a promotional campaign for the Unilever or was he really wants to highlight the social cause what does he want to highlight to the audience like in a ted kind of a thing where normally it is very technological intensive forums people want to hear some kind of a new innovation or something which he wants to highlight. So if he wants to highlight the innovation part that’s what he highlighted so I was confused what message he wants to deliver overall. Social cause, innovation or promotion of Unilever.

This phenomenon was observed in almost all talks. The viewers around the world expressed their thoughts on the logic, credibility of the speaker and the emotions. This, on its own, can be a focus of a future study where impact of a message can be analysed. Comments like these then trigger more responses from other audiences who sometimes get polarized into two camps.

The first one is that of agreement with the speaker or topic and the second one is that of disagreement. Here is an example which is slightly long but captured many of the other aspects quite well.

The speaker's points are, I'm sure, entirely well-intentioned, and I believe he is sincere about wanting social responsibility to be taken seriously by companies. I'm sure he thinks that what he has done in his own job is socially responsible. But although he says Unilever were not just about selling soap – in the final summation of what they did and do, selling soap is their main objective. By their main objective I mean it is the goal on which they can be measured on and held to account – measured by their profit margins, and held to account by shareholders who will decrease the value of their company by selling shares if they think the profits are going down. No one holds Unilever to account over how well they do with their social programmes – how can we really tell how well these programmes have worked? Where profits are held to account and social actions are not, profits will always win out when hard decisions have to be made. I do not believe it is possible to hold such high ideals when profits are still hold the top spot on a company’s agenda. Until companies are able to put profits second, or even equal first with social good (and I'm not sure how this is
even possible when shares and shareholders exist) such high ideals are just fancy words. For me it is why such ideals always sound so hollow in the mouths of companies and their executives – because I do not believe they have the power to back them up. I really hope that companies can change to allow what the speaker promotes to happen. But right now I don't believe that they are actually able to prioritise these social goods.

Great advertisement for Unilever. The fact is most companies, worldwide, don't care about anything but profit and performance to the shareholder. There might be a few that want to also "do good" but in this case, let's be honest, Unilever wants to sell more soap. This is a "feel good" message about wanting the public to feel it's okay to pollute water in India, so PepsiCo can sell more soda and snacks...or pushing poor farmers from their homes in China in order to build new, large, empty apartments/condominiums as they become the world's largest consumer. There has been some change.....as mentioned, Zappo's, Starbucks, Tom's shoes, for example. But we have been hearing this "corporations need to being doing good things while still making a profit" for decades now.....and there are only a handful of companies "walking the walk" and not just "talking the talk".

An interesting observation here is how audiences judge the message and the topic. Mentions of how the message was processed and attempted to change “beliefs” and “attitudes” were very evident in the secondary data. In Chapter 2, there were a few key theories on effects of persuasion that were highlighted. They were Social Judgement Theory (Doherty & Kurz, 1996), Elaboration Likelihood Model (Petty & Cacioppo, 1986) and the theory of Cognitive Dissonance (Harmon-Jones, 2002). In the following sections, the codes and comments that demonstrated the theories will be demonstrated.

**The Social Judgment Theory**

In Social Judgement theory, the audience’s involvement and latitudes on the topic play a vital role on the impact of the message from the speaker. The position advocated by the speaker in the message and the clarity with which the position is identified create zones of acceptance, rejections or non-commitment in the audiences which then bring about the impacts. There are two effects according to this theory. The first one is called the Assimilation and Contrast effect. The second one is called the Attitude Change effect which were explained in detailed in the literature review. The following comments clearly demonstrate these effects in audiences from the data

**Contrast effects:**

*Does he think that we will believe that? Hey Mr. we are not idiots! The giant corporations destroyed our lives and fields and health. One thing we should remember very well which is: in any country in our world if the government did not enforce very strict laws to control the quality of these corporations products and their control over the local markets, these corporations will swallow all the humans on this planet and turn them to slaves*

**Assimilation effects:**
This is RIGHT ON. This basically proves the concept, on a LARGE SCALE, of the message in the TED talk about Human motivation. Dan Pink, The surprising science of human motivation. Autonomy Mastery Purpose. When financial gain and profit is the only goal, humans lose the ability to be creative and engage in abstract thinking. But, when the work is done for PURPOSES GREATER THAN THEMSELVES, a contribution to the good of the whole, the results are longevity and career satisfaction. I know his talk was geared for the individual motivation, but could this concept be applied more broadly? For an entire corporation? Just a thought.

**Attitude change effects:**

Awesome talk :) If some corporations really think like that, then it would be a lot more interesting to work with them. I learned something. At every job interview that I am going to get I am going to ask: in what way are you socially responsible? If they can't answer the question, then I will continue my search.

**The Elaboration Likelihood Model:**

As explained in Chapter 2, the Elaboration Likelihood Model or ELM (Petty & Cacioppo, 1986) expands the persuasive effects on audiences from a speaker into the possibility of audience elaboration on the topic. If the audience is very elaborative, then there are central routes to persuasion which include pro or counter attitudinal effects of the message on audiences which were similar to the assimilation and contrast effects of the social judgment theory. The strength of the argument also plays a crucial role here. But in the case of audiences which are less elaborative, there are peripheral routes to persuasion which range from credibility and likability of the speaker (appearance, gender etc), acceptance by other audiences and many other cues from the speaker as perceived by the audience. Here are some of the examples of comments from the viewers that demonstrate the ELM

**Central Routes to Persuasion for high elaboration audiences:**

**Pro-attitudinal**

When Dale talks about "we are makers" he focuses on "americans as makers" and how they built the country. That is true and they can and should be proud about this. But it is nothing special - the Japanese, British and Chinese (first gun-powder) are makers also. And think about car manufacturing for a second. Aristotle’s called the technical intelligence of man "techne". In fact we have enough evidence for the thesis that man is mankind because all men and women have been makers. Still Dale convinced me totally of this special kind of making with his NASA examples: the amateur making versus the professional making - the in-expensive, the non-specialist making. I would call it a "playfull making" - just review the TWITTER story here on TED-TALK: making by accident. The real conclusion of Dale might be therefore "the future needs more players".
Counter-Attitudinal

'We are makers': Inherently, everyone is born with the curiosity bug embedded in us... Gradually, just a few manage to keep the spark alive... and those who do, they sure make world a better place to live in... Did not find the talk much convincing, but do believe in the thought that we need to have the generations, current as well as the ones that come after us, more entrepreneurial in terms of thinking to get the best of what we are born with.

Peripheral Routes to Persuasion for low elaboration audiences:

Credibility of the speaker

I have seen a video of an African kid giving a talk about, how he made an electrical fence and kept the Tiger and Lion on it. May be only Lion on it, but the audience didn’t know the kid as the talk progress he spoke how their farm and life attack by the Lions and how he thought of a solution, how he implement, how he made an electrical fence and how he grew properly. So, although we didn’t know the person gradually establish his own credibility and because he spoke about himself, he did connect to the audience, which was not present in the talk which we just saw.

Liking towards the speaker

Americans are tool makers and Americans are tool users. We create sometimes out of whimsy but mostly out of practicality. It is usually because there isn't a solution that fits the problem. I love Dale’s talk. if for anything, to remind us a little bit about our character and our natural as uniquely American. Well done.

Consensus of others

Robert, I completely agree. I used to check into TED for new talks several times a week but now I just come every once in a while. The overall quality of the speakers has changed from the-best-and-the-brightest to nice people who want to please. Where are the challengers to the status quo?

The Cognitive Dissonance Theory:

The dissonance theory explains the decision making behaviours in audiences. The literature suggests that it does not explain the persuasive impacts but helps in understanding the persuasive processes better. In the codes and comments, there were minor traces of the theory but not powerful enough to bring a deeper understanding to the study than what is already coming out from the other areas.

Canon_Arrangement: This canon explains how the statements need to be organized in the following five ways namely, introduction, narration, confirmation, refutation, and conclusion.
The middle three are also combined together and known as argument or body. Each of these have a very specific impact on the audiences.

The following table (18) captures the various properties of this particular quality of the message:

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canon_Arrangement</td>
<td>Examples given</td>
<td>Less…More</td>
</tr>
<tr>
<td></td>
<td>Flow of logic</td>
<td>Strong….weak</td>
</tr>
<tr>
<td></td>
<td>Clarity of thought</td>
<td>Clear…..Unclear</td>
</tr>
<tr>
<td></td>
<td>Objective of speech</td>
<td>Known…..unknown</td>
</tr>
<tr>
<td></td>
<td>Storytelling</td>
<td>present…..absent</td>
</tr>
<tr>
<td></td>
<td>Ease of understanding</td>
<td>High…..low</td>
</tr>
<tr>
<td></td>
<td>Data, facts &amp; numbers</td>
<td>Too much….too little</td>
</tr>
<tr>
<td></td>
<td>Summary and conclusion</td>
<td>Present….absent</td>
</tr>
</tbody>
</table>

Table 39 Codes, properties and dimensions for Canon_Arrangement

It is worthwhile to point out that though the codes and data proves the importance of this aspect, it brings some very interesting observations that can be projects for further studies. Some of them are listed below and will be discussed again in the next chapter.

1. In the introduction stage, it is unclear if stating the objective is helpful in the overall impact of the message. It was noticed in the TED talks that almost all speakers announced their objective in the introduction. But the interviews and secondary data had almost no comments on the importance of this aspect.

2. The ability of the speaker to narrate a story and facts was seen to be an important aspect to impress audiences. But it was also seen that some audiences differed in that aspect. In one particular group, they mentioned that in their organization, storytelling might not be considered as a good idea and that they put more emphasis to numbers and charts that the senior managers can understand.

3. In the conclusion stage, making an explicit call to the objective was discussed but was not found to be very impactful to the overall success of the message. Again, the opinion of the participants was divided.

**Canon_Style**: This canon explains the style of the speaker, his ability to speak in front of the audiences and its importance to the success of the message. In classical literature, an entire book is dedicated just to this aspect but in modern research, there is not much literature available on the relevance and importance of this aspect in business presentations. This again went back to the core debate of “Style vs Substance” and was evident in the group discussions.
**Canon_Memory** and **Canon_Pronunciation**: No new codes were found in this study pertaining to these aspects. This was quite surprising and will be discussed in the next chapter in detail.

While all the speeches covered most of the propositions from the theory of persuasion, there were however, many new areas that came out from this study which are not covered in literature. They are as follows

1. **Walk-the-talk** - Audiences find a speaker unconvincing if his views and actions are not in alignment with the topic of discussion. An example of this was in one of TED talks where the speaker was a CEO of a big corporation and talking about the importance of social impact. Since there is a perception that a corporation essentially is designed to make profits and maximize shareholder value, his examples of making a social impact were seen more as a gimmick rather than an actual strength of the company.

2. **More data, less stories** - while the persuasion theories emphasize on storytelling as a key area to bring a change, as they provide logic and emotions, the data showed that this might not hold true for a business audience. This strengthens the foundations of this study that most persuasion theories are based on political leaders and this study called out the need to look at persuasion studies on business leaders and audiences in chapter 1. In a business presentations, it has been seen that more storytelling might not work for the audiences of that topic who are expecting more data in the form of relevant examples for that industry rather than a story.

3. **Less style, more content** – persuasion theories outline that not only the content is important, but how it is presented is also important. Communication theories also outline this point. But the data showed that it might not be always the case in business presentations that happen in the corporate world. This could be because of the fact that many presentations are done over phone or in front of customers where the content is more important than the style with which it is presented.

4. **Less theatrics, more seriousness** - Lastly, the seriousness of the topic and context is very different in business presentations and hence the role of a speaker needs to follow that decorum is different. This was not covered in the persuasion theory. There could also be cultural issues that influence the tone of the meeting. An example that was given by one of the interviewees was working with Japanese clients or senior managers in Indian management.

At the end of this analysis as seen from the lens of persuasion theory, the following are the possible core categories.
<table>
<thead>
<tr>
<th>Possible core categories from the lens of Persuasion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of speaker</td>
</tr>
<tr>
<td>Belief in the topic</td>
</tr>
<tr>
<td>Examples provided</td>
</tr>
<tr>
<td>Logic provided</td>
</tr>
<tr>
<td>Identity of speaker</td>
</tr>
<tr>
<td>Qualification of speaker</td>
</tr>
<tr>
<td>Expertise on topic</td>
</tr>
<tr>
<td>Prior experience</td>
</tr>
<tr>
<td>Convincing arguments</td>
</tr>
<tr>
<td>Audience involvement</td>
</tr>
<tr>
<td>Examples given</td>
</tr>
<tr>
<td>Flow of logic</td>
</tr>
<tr>
<td>Clarity of thought</td>
</tr>
<tr>
<td>Objective of speech</td>
</tr>
<tr>
<td>Storytelling</td>
</tr>
<tr>
<td>Ease of understanding</td>
</tr>
<tr>
<td>Data, facts &amp; numbers</td>
</tr>
<tr>
<td>Summary and conclusion</td>
</tr>
<tr>
<td>Vocal variety</td>
</tr>
<tr>
<td>Tone/diction</td>
</tr>
<tr>
<td>Speed</td>
</tr>
<tr>
<td>Gestures</td>
</tr>
<tr>
<td>Movements</td>
</tr>
<tr>
<td>Eye contact</td>
</tr>
<tr>
<td>Walk-the-talk</td>
</tr>
<tr>
<td>More Data Less Stories</td>
</tr>
<tr>
<td>Less style more content</td>
</tr>
<tr>
<td>Less theatrics more seriousness</td>
</tr>
</tbody>
</table>

Figure 17 Core categories from the lens of Persuasion
5.4.1.3 The lens of the theory of Communication

In Chapter 2, the literature review outlined three theories from communication studies that will be used to view the codes. They are the SCMR model by Berlo (1960), the transactional model of communication by Barnlund (1962) and Green’s model of action assembly (1994).

The Transactional Model by Barnlund (1962) improvises the SCMR transmission model of Berlo (1960) and makes it more meaning oriented between the sender and receiver. These two models help provide a lens that bring out the elements of an impactful message.

The action assembly theory then adds an element of understanding the impact of the message from a cognitive perspective. The reason of selecting these three theories is to get a holistic view of behavioural, social and cognitive aspects communication between a sender and a receiver. In this section, the codes that emerged from the first stage of analysis will be viewed from a lens of these three theories. According to these models, the success of the message depends on a variety of factors which can be categorized as following:

- **Sender** – this includes the skills of the sender, their attitudes, knowledge, beliefs, and cultural background (coded as Comm_Sender).
- **Message** – this includes the elements of the message, how the sentences are packaged, structured and coded together with an appropriate mechanism like languages and context (coded as Comm_Message)
- **Channel** – this includes how the message is transmitted, seen, heard, felt, sensed and the kind of medium (coded as Comm_Channel)
• **Receiver** – this includes the skills of the receiver, their attitudes, knowledge, beliefs and cultural background (coded as Comm_Receiver)

• **Meaning** – this includes how the message is encoded and decoded, the intentions of the speaker, perceptions of the audience and shared beliefs between the sender and receiver (coded as Comm_Meaning)

• **Noise** – this includes distractions, interruptions and any factors that can impede the communication process (coded as Comm_Noise)

• **Cues** – this includes verbal, non-verbal, interpersonal cues, mannerisms and factors related to personality of the speaker and audiences (coded as Comm_Cues)

Each of these factors will now be analysed in the primary and secondary data. A lot of this analysis is duplicated as it overlaps significantly with the analysis from the theory of persuasion. So only those explanations which are new will be highlighted in the sections below to avoid duplication.

**Comm_Sender**: In this particular factor, the primary data was very helpful in bringing out the qualities of the speaker. Some parameters like the knowledge of the speaker and her/his attitude and belief on the topic came out better in the secondary data. Here are some examples of comments that support this particular factor.

*I think it was well paced backed up by some good slides very simple slides, clear in his communication. Not a flashy communicator not using lot of gestures. It was effective; I was having lunch and focusing on the video as well. Not a flashy orator, clear to the point backed up by some good slides.*

The following Table 41 brings out the category, properties and dimensions of the sender more clearly:

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm_Sender</td>
<td>Knowledge</td>
<td>High…low</td>
</tr>
<tr>
<td></td>
<td>Confidence</td>
<td>High…low</td>
</tr>
<tr>
<td></td>
<td>Energy</td>
<td>High…low</td>
</tr>
<tr>
<td></td>
<td>Belief/sincerity</td>
<td>Present…absent</td>
</tr>
<tr>
<td></td>
<td>Vocal variety</td>
<td>Pleasant…unpleasant</td>
</tr>
<tr>
<td></td>
<td>Tone/diction</td>
<td>Clear…unclear</td>
</tr>
<tr>
<td></td>
<td>Speed</td>
<td>Slow…fast</td>
</tr>
<tr>
<td></td>
<td>Gestures</td>
<td>Too few…too many</td>
</tr>
<tr>
<td></td>
<td>Movements</td>
<td>Too few…too many</td>
</tr>
<tr>
<td></td>
<td>Eye contacts</td>
<td>Less…more</td>
</tr>
<tr>
<td></td>
<td>Appearance</td>
<td>Suitable…unsuitable</td>
</tr>
<tr>
<td></td>
<td>Stage-presence</td>
<td>Good…bad</td>
</tr>
<tr>
<td></td>
<td>Smile</td>
<td>Present…absent</td>
</tr>
<tr>
<td></td>
<td>Facial expressions</td>
<td>Animated…unanimated</td>
</tr>
</tbody>
</table>

*Table 41 Codes, categories, properties and dimensions of sender*
**Comm_Message:** Most of the analysis done earlier through the lens of persuasion covered this factor in great detail especially in the sections of Cannon_Invention and Cannon_Arrangement. There were no new codes that came out from the lens of communication.

**Comm_Channel:** Both audiences of primary and secondary data viewed the talk over video on their laptops or more recently, on their mobile devices. The role of the medium and the human senses play an important role on the success of communication. Surprisingly, not much came out from the data in this study. There were very few mentions of mediums and channels which gave very little insight into the coding process on how they impact communication.

It was also observed that one particular group of primary data was more aware of the role of medium and channels as compared to others. Some of the comments from that interview that bring out the properties and dimensions of the channel are mentioned below

*I think the message will change completely if the medium changes. On Radio, the audiences don’t see the speaker. So their hearing senses are more tuned to the radio. So our communication uses speakers with good voices, background music and simpler words that can be heard, understood by everyone. Music plays an important role in capturing audience’s attention as well. Two things struck me, one thing I feel is the speaker himself was not very excited about things he speak. It was very, kind of, monotonous speech and he didn’t look excited that we are makers. Second thing, I saw that there was no transition between his speech and video. Sometime the video started and, he was still speaking while the video was speaking. So, I mean, maybe not prepared very well or I think there is a lack of preparedness.*

If the channel is verbal, then the video and audio played a vital role on the success of the message from the sender to the receiver. If the channel was written (which was not the case in this study) then it has different consequences. The dependence of the message on the channel makes an impact as well. If the message is highly dependent on the medium, then it has different consequences than a message which is not so dependent on the medium. This is also reflected in Comm_Noise discussed in the section that follows. Interestingly, the channel was seen as a part of the message and the speaker and is increasingly becoming ubiquitous in the corporate world. Most of the business communication is highly dependent on technology and probably might be reason of this phenomenon. The comment above also demonstrates how failure of channel leads to a perception of failure of the speaker or lack of her/his preparedness. So some properties of channels and their dimensions that came out from the analysis are captured in the table below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm_Channel</td>
<td>Type of channel</td>
<td>Verbal…Written</td>
</tr>
<tr>
<td></td>
<td>Complexity of channel</td>
<td>Easy….Complex</td>
</tr>
<tr>
<td></td>
<td>Dependence of channel</td>
<td>Low…High</td>
</tr>
</tbody>
</table>

*Table 42 Codes, categories, properties and dimensions of Channel*
**Comm_Receiver:** The role of the receiver or the audience has been an essential part of all theories of communication. The earlier models of communication theory looked at the role of a receiver to merely receive the message but later, this role became more important as the theory evolved to suggest that unless the receiver finds the right meaning in the message, the communication fails.

The role of the receiver is to contribute simultaneously to the process of communication. The interviews to collect data were a live example of how receivers respond to a message and were seen in the responses as well. An active member responds better than a passive member of the audience. Some audiences were more forthcoming than others.

Behavioural tendencies of audiences also were visible in the room. Some members were comfortable and some were shy to share their views. Some other properties that came out from the data are the levels of maturity, intelligence, knowledge of the audience on the topic, ability to understand, levels of interest, involvement with the speaker and topic and their abilities to provide relevant feedback on the subject either directly or indirectly. In secondary data, both relevant and irrelevant feedback was clearly visible. An example of a comment’s irrelevance by a viewer of the talk (speaker was speaking on how corporate social responsibility is important in business) in secondary data is given below:

*Repressive and corrupt governments distort free markets thus taking away the freedom of choice. When people have freedom of choice where they can work and what they can buy good business will thrive and bad business will fail. It is where government favours one business over another, provides them subsidies, the people lose the power to vote with their money. Standards of living and innovation are a product of free markets. List the innovations that came out the Communist countries. There is a long history of failed centralized governments. Free minds and free markets.*

The following Table (22) outlines the properties and dimensions of a receiver:

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm_Receiver</td>
<td>Awareness</td>
<td>Low…High</td>
</tr>
<tr>
<td></td>
<td>Intelligence</td>
<td>Low…High</td>
</tr>
<tr>
<td></td>
<td>Interest</td>
<td>Low…High</td>
</tr>
<tr>
<td></td>
<td>Engagement</td>
<td>Low…High</td>
</tr>
<tr>
<td></td>
<td>Maturity</td>
<td>Low…High</td>
</tr>
<tr>
<td></td>
<td>Comfort in sharing</td>
<td>Low…High</td>
</tr>
<tr>
<td></td>
<td>Kind of response</td>
<td>Relevant…Irrelevant</td>
</tr>
<tr>
<td></td>
<td>Competence</td>
<td>Low…High</td>
</tr>
</tbody>
</table>

*Table 43 Codes, categories, properties and dimensions of Receiver*

**Comm_Meaning:** According to the theory, the main objective of communication is to derive a meaning that is shared between the sender and receiver. The way a sender conveys a meaning may or may not be exactly the same as that understood by the receiver. This factor is
the most complex part of communication and depends on psychological, behavioural and cognitive aspects of human beings.

The interviews themselves were major evidences in how the participants derived meanings from the videos shown to them. At a number of places, participants not only derived different meanings of the messages but even contradicted with each other especially in the secondary data. Here are few examples.

Right now what I understood from the video is that just not growth is important sustainability is important. And sustainability how you are referring to is that everywhere we see about corporate social responsibility how exactly is getting implemented grass-root level like how we can bring together good ecosystem and work together towards it you earn the money but you earn in a good cause so developing an ecosystem. That’s what I got it from the video.

The comment above has a meaning which is slightly different than the comment below:

He actually mentions about his origins in the company saying that when he joined over he thought he was there just to make money the business aspect of itself so and then somebody had to tell him about this basically trying to connect with the audience saying that even though you may not see it now on the long run you may actually realize that the purpose of every company or every product is much more than just making money.

In the comments on the blogs (secondary data), there are various responses that demonstrate this phenomenon. The act of communication has various structural and procedural steps that occur in the mind of the sender and receiver. Though the data does not really bring them out very clearly, they do help in understanding why certain audiences reacted the way they did after watching the video. The role of memory in helping the procedural steps in formulating an output (or a response) was evident in this comment where the respondent recalled someone else from his memory, applied some more procedural steps to process the information and them act on that.

Yeah, I have seen Steve Jobs interview speech in the Stand ford University that is one of the best and our Mysore guy what his name is Pranav Mistry that is one of the best talk I have seen. Pranav Mistry is giving example of his own product, what he is expanding his own product what he is doing and he is expanding very interestingly by showing the examples playing football in the train and which connect really very well.

Some other properties of shared meaning between the sender and receiver includes ease of language, the kind of examples used to explain the meaning, the choice of words and how the pauses, speed of communication, use of gestures and movements complemented the words. Highly culturally diverse audiences might not be able to understand a common language. In these messages, the involvement of techniques to complement the language might help. Some of these techniques could be the use of pictures, music and any other aspect that is understood by a larger and more diverse audience. The table below 23 captures the various properties and dimensions of meaning.

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm_Meaning</td>
<td>Language</td>
<td>Known….Unknown</td>
</tr>
</tbody>
</table>
Choice of words
Complementary gestures
Speed of speaking
Pauses
Elements of mass appeal
(like image, music, video)
Understandability
Articulation

Table 44 Codes, categories, properties and dimensions of Meaning

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm_Noise</td>
<td>Technical interferences</td>
<td>Low…high</td>
</tr>
<tr>
<td></td>
<td>Quality of equipment</td>
<td>Poor…excellent</td>
</tr>
<tr>
<td></td>
<td>Surounding environment</td>
<td>Quite…noisy</td>
</tr>
<tr>
<td></td>
<td>Distractions</td>
<td>Low…high</td>
</tr>
<tr>
<td></td>
<td>Interruptions</td>
<td>Absent…present</td>
</tr>
</tbody>
</table>

Table 45 Codes, categories, properties and dimensions of Noise

Comm_Cues: Lastly, there are a variety of verbal and non-verbal cues that audiences perceive while listening to the speaker that interplay the success of communication. These cues are different from noise and are defined in theory as either public, private or behavioural cues. These were defined in greater detail in the literature review in Chapter 2 earlier.

Cues interplay with the categories mentioned above and sometimes, it is hard to draw a line in the codes whether they belong to the category of cues or a different category e.g. Sender. In one group, the appearance of the speaker and his mannerisms were discussed. Though, they are properties of the speaker and rightly deserve a place in that category, yet, some of the behavioural aspects fall in the category of cues.

A speaker who is wearing a tie and a jacket gives a cue that he is more business-oriented than a speaker who is dressed more casually. A confident speaker commands more attention than a speaker who seems nervous. These elements were visible in some of the comments.

A recent example of how cues impact communication is that of a speech made by the President of USA – Mr. Barack Obama. In the speech, he appeared to be crying – a
behavioural cue which was picked up by mass media. Amy Cuddy’s TED talk is based on the importance of cues for creating positive impact on oneself and also on one’s audiences. An example of how cues impact communication in the participant discussion is reproduced below.

*My observation is that if a person is introvert or extrovert then it affects the movement of the person in the podium. So if he was just standing there, in my view it is that he is of introvert personality. Extroverts show gestures and move around the podium.*

*Another thing I want to add is that confident speaker. Confident speakers bring some humour into this. But this may be very serious topic so there may be no room for the humour. Third thing is he walked out of the stage. Normally confident speakers or extrovert speakers will wait for questions from audience. So it was looking more like he was given a task to deliver the speech he delivered it standing in one place and then left the show.*

The following properties and dimensions were codified from the data.

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm_Cues</td>
<td>Stage background</td>
<td>Dull….bright</td>
</tr>
<tr>
<td></td>
<td>Slides look and feel</td>
<td>Pleasant…unpleasant</td>
</tr>
<tr>
<td></td>
<td>Facial expressions (smile, sadness etc.)</td>
<td>Too few…too much</td>
</tr>
<tr>
<td></td>
<td>Audience behaviors</td>
<td>Calm…chaotic</td>
</tr>
<tr>
<td></td>
<td>Tonality</td>
<td>Calm…excited</td>
</tr>
<tr>
<td></td>
<td>Gestures</td>
<td>Composed…uncomposed</td>
</tr>
<tr>
<td></td>
<td>Movements</td>
<td>Clumsy…appropriate</td>
</tr>
<tr>
<td></td>
<td>Stage Presence</td>
<td>Nervous…Confident</td>
</tr>
<tr>
<td></td>
<td>Dress and appearance</td>
<td>Casual…Professional</td>
</tr>
<tr>
<td></td>
<td>Beauty</td>
<td>Attractive…Unattractive</td>
</tr>
</tbody>
</table>

*Table 46 Codes, categories, properties and dimensions of Cues*

At the end of this analysis as seen from the lens of Communication Theory, the following are the possible core categories.

<table>
<thead>
<tr>
<th>Possible core categories from the lens of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
</tr>
<tr>
<td>Confidence</td>
</tr>
<tr>
<td>Energy</td>
</tr>
<tr>
<td>Belief/sincerity</td>
</tr>
<tr>
<td>Vocal variety</td>
</tr>
<tr>
<td>Tone/diction</td>
</tr>
<tr>
<td>Speed</td>
</tr>
<tr>
<td>Gestures</td>
</tr>
<tr>
<td>Movements</td>
</tr>
<tr>
<td>Eye contacts</td>
</tr>
<tr>
<td>Appearance</td>
</tr>
<tr>
<td>Stage-presence</td>
</tr>
<tr>
<td>Smile</td>
</tr>
<tr>
<td>Facial expressions</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Type of channel</td>
</tr>
<tr>
<td>Complexity of channel</td>
</tr>
<tr>
<td>Dependence of channel</td>
</tr>
<tr>
<td>Awareness</td>
</tr>
<tr>
<td>Intelligence</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Engagement</td>
</tr>
<tr>
<td>Maturity</td>
</tr>
<tr>
<td>Comfort in sharing</td>
</tr>
<tr>
<td>Kind of response</td>
</tr>
<tr>
<td>Competence</td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Choice of words</td>
</tr>
<tr>
<td>Complementary gestures</td>
</tr>
<tr>
<td>Speed of speaking</td>
</tr>
<tr>
<td>Pauses</td>
</tr>
<tr>
<td>Elements of mass appeal (like image, music, video)</td>
</tr>
<tr>
<td>Understandability</td>
</tr>
<tr>
<td>Articulation</td>
</tr>
<tr>
<td>Technical interferences</td>
</tr>
<tr>
<td>Quality of equipment</td>
</tr>
<tr>
<td>Surrounding environment</td>
</tr>
<tr>
<td>Distractions</td>
</tr>
<tr>
<td>Interruptions</td>
</tr>
<tr>
<td>Stage background</td>
</tr>
<tr>
<td>Slides look and feel</td>
</tr>
<tr>
<td>Facial expressions (smile, sadness etc.)</td>
</tr>
<tr>
<td>Audience behaviors</td>
</tr>
<tr>
<td>Tonality</td>
</tr>
<tr>
<td>Gestures</td>
</tr>
<tr>
<td>Movements</td>
</tr>
<tr>
<td>Stage Presence</td>
</tr>
<tr>
<td>Dress and appearance</td>
</tr>
<tr>
<td>Beauty</td>
</tr>
</tbody>
</table>

5.4.2 Putting it all together and answer to Research Question 3

As shown in Figure and Figure 19, this study has been able to extend literature of charismatic leadership and persuasion by identifying new areas relevant for business presentations. These new areas were explained in greater detail above in 5.4.1.1 and 5.4.1.2. The study did not find significant gaps in the theory of communication which was explained in section 5.4.1.3.
These contributions are captured in the Table 47 below. The table also captures confirmation of these themes, relationships and dimensions in literature so as to answer the research question fully and also bring out the gaps that this study contributes to.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Relationships</th>
<th>Dimensions</th>
<th>Confirmation in literature</th>
<th>Findings where we extend literature</th>
</tr>
</thead>
</table>
| Speaker  | Style         | Confidence, Energy, Belief/Sincerity in the topic, Tone, Diction, Vocal variety, Gestures, Vocal Speed, Vocal Movements, Vocal Eye Contact, Vocal Facial expressions, Vocal Posture, Vocal Handling audience questions | Mintzberg, H., 2009, (Barnlund, 2008), (Kennedy, 1991), , (Conger & Kanungo, 1998), (Ahmed, et al., 2010), (Bass, 2009) | • Application of the literature to the corporate context  
• lack of evidence on how certain dimensions of speakers impact the relationships that were discovered from data |
|          | Walk-the-talk |                                                                           |                                                                                           |                                                                                                  |
|          | Impress       |                                                                           |                                                                                           |                                                                                                  |
| Message  | Style         | Data and facts, Stories, (Anecdotes, details, quotes, ...)                | (Levy & Rodkin, 2015) (Kennedy, 1991), (Perloff, 2009)                                     | • Lack of evidence in literature on what is more                                                |
|          | Convince      |                                                                           |                                                                                           |                                                                                                  |
|          | Relevance     |                                                                           |                                                                                           |                                                                                                  |
examples, similes and stories)  
Flow and structure  
Visuals  
Clarity of objective  

2010), (O'Keefe, 1990), (Cialdini, 2001)  
impactful – the content of the message of the way it is delivered  

| Audience | Convince  
| Willingness  
| Impress  
| Willingness  
| Maturity  
| (Huffaker, 2010)  
| (Howell & Shamir, 2005), (Bass & Avolio, 1993)  
| • Lack of evidence in literature on how audience behaviors interplay with the relationships – especially with the theme of the topic or context  

| Topic or context | Walk-the-talk  
| Relevance  
| Willingness  
| Belief  
| Complexity  
| Benefits  
| (Shamir, et al., 1994)  
| • Lack of evidence in literature on the speaker’s personal views on the topic. A new contribution because of this study. Brings out a new paradigm to view this subject from leadership, persuasion and communications  

Table 47 Qualities of a great message

From the Table 47 above, it is seen that the academic frameworks as were seen in Chapter 2 still hold valid and more or less sustain even today. Our research sub-objective 3 is successful. New areas where academic frameworks can be extended were also found out. Two of the notable areas were in the theoretical lens of charismatic leadership and persuasion.

1. Gap in the theory of charismatic leadership - In the corporate world, a lot of focus is given to the speaker’s beliefs and interest in the topic which is not highlighted in the theory. The audiences perceive the belief of the speaker as a critical factor of trusting them and changing their own beliefs. More references to scientific evidence and data are required to successfully communicate the message to audiences which again is not covered in the theory. And lastly, the ability of the speaker to provide emotional
experiences which are not necessarily motivational are also required. These three gaps were highlighted in Table 19 of Chapter 4.

2. Gap in the theory of persuasion - Given that the theory of persuasion found its origins in the political leadership and scenarios of the Greek and Roman civilizations, there are many gaps that were evident when the theory was applied to a business scenario. The behavior of a variety of audiences to gauge a leader to measure his credibility or “walk-the-talk” is a big gap in the existing literature. This new dynamic could be because of the maturity of audiences in business scenarios and their ability to make quick decisions because of more availability of information and options which was missing in the political contexts. The business talks also require more data and evidence and certain cultures or sectors may not appreciate the style of delivery as mentioned in the literature at all. One group of participants who worked in the Indian government clearly substantiated this gap, which was also verified by one group who worked in a MNC but had its own Indian culture. This is not adequately covered in literature.
5.5 Research Objective # 4: Develop a framework for measuring the effectiveness of a speaker and the message by identifying the various parameters for impactful buisness presentations

Table 47 above also gives this study a starting point to measure the effectiveness of a successful message. We now see 54 parameters that interplay to make as speaker change an audience towards an outcome. About 50 of them were also found in the literature review. There could be a more if some of these parameters were broken down into more sub-qualities. After looking at this list, the approach to creating a tool can begin. This could be a future study that can be taken by scholars of this field.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaker</strong></td>
<td></td>
</tr>
<tr>
<td>Expertise</td>
<td>High – Low</td>
</tr>
<tr>
<td>Track record</td>
<td>Known-unknown</td>
</tr>
<tr>
<td>Designation</td>
<td>Senior-Junior</td>
</tr>
<tr>
<td>Integrity</td>
<td>High- Low</td>
</tr>
<tr>
<td>Qualification</td>
<td>Qualified – Unqualified</td>
</tr>
<tr>
<td>Character</td>
<td>Good- Bad</td>
</tr>
<tr>
<td>Appearance</td>
<td>Good – Bad</td>
</tr>
<tr>
<td>Confidence</td>
<td>High- Low</td>
</tr>
<tr>
<td>Energy</td>
<td>High- Low</td>
</tr>
<tr>
<td>Belief/Sincerity in the topic</td>
<td>High- Low</td>
</tr>
<tr>
<td>Tone</td>
<td>Strong- Weak</td>
</tr>
<tr>
<td>Diction</td>
<td>Clear – unclear</td>
</tr>
<tr>
<td>Vocal variety</td>
<td>Good – bad</td>
</tr>
<tr>
<td>Speed</td>
<td>Good – bad</td>
</tr>
<tr>
<td>Gestures</td>
<td>Too much – too little</td>
</tr>
<tr>
<td>Movements</td>
<td>Too much – too little</td>
</tr>
<tr>
<td>Eye Contact</td>
<td>Good- bad</td>
</tr>
<tr>
<td>Facial expressions</td>
<td>Animated - stone</td>
</tr>
<tr>
<td>Posture</td>
<td>Formal- informal</td>
</tr>
<tr>
<td>Handling audience questions</td>
<td>Good- bad</td>
</tr>
<tr>
<td><strong>Message</strong></td>
<td></td>
</tr>
<tr>
<td>Data and facts</td>
<td>Strong-weak</td>
</tr>
<tr>
<td>Stories (Anecdotes, details, quotes, examples, similes and stories)</td>
<td>Present- absent</td>
</tr>
<tr>
<td>Flow and structure</td>
<td>Smooth- confusing</td>
</tr>
<tr>
<td>Visuals</td>
<td>Good- bad</td>
</tr>
<tr>
<td>Clarity of objective</td>
<td>Clear- unclear</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td></td>
</tr>
<tr>
<td>Boredom or disinterest</td>
<td>Interested – uninterested</td>
</tr>
<tr>
<td>Interruptions</td>
<td>High- low</td>
</tr>
<tr>
<td>Distractions</td>
<td>High- low</td>
</tr>
<tr>
<td>Age</td>
<td>Senior- Junior</td>
</tr>
</tbody>
</table>
### Table 48 Tool to measure the impact of the message

Table 48 is a simple starting point of a tool that could be used to measure the effectiveness of a message which answers the second research question. The column titled “range” could be replaced by a suitable Likert scale or any other popular scale between a low and high value to provide a basic measurement tool as mentioned below

#### A sample tool to measure effectiveness of business presentations

<table>
<thead>
<tr>
<th>Quality of the Speaker</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence of the speaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Belief and sincerity in the topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocal variety</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gestures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facial expressions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handling audience questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role modeling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track record/credibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging status quo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transformational appeal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appearance/Physical attractiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinship with audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

197
### Quality of the Message

<table>
<thead>
<tr>
<th>Quality of the Message</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person-centered message</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal and non-verbal elements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Push or pull (influencing or shaping)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ordering of arguments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positioning of conclusion</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Case/story/example</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fear appeal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guilt appeal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speed of speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice of words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensity of words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References to history</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References to collective and collective-identity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References to followers’ worth and efficacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References to speaker’s similarity to the audience</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>References to values and moral justifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References to long-term goals and future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References to hope and faith</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Quality of the Recipient

<table>
<thead>
<tr>
<th>Quality of the Recipient</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maturity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal cognitive complexity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality type</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclination toward the topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resistance and longevity to persuasion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice of medium</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Followership effects and increase in self-worth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attraction for leader</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heightened levels of motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase in self-belief</td>
<td></td>
<td></td>
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<tr>
<td>Commitment toward the mission and the leader</td>
<td></td>
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</table>

*Table 49 A sample tool to measure effectiveness of business presentations*
5.6 Research Objective # 5: Test the generalisability of the parameters of impactful speakers and their messages in business presentations for face-to-face verbal channels.

The answer to Research Objective # 4 explained above gave 54 parameters that can be measured in a business presentation. As a start to test the generalisability of these parameters, one of the TED talks, Bart Knols: 3 new ways to kill mosquitoes ([https://www.ted.com/talks/bart_knols_cheese_dogs_and_pills_to_end_malaria](https://www.ted.com/talks/bart_knols_cheese_dogs_and_pills_to_end_malaria)) was randomly selected and the table 48 above was filled up by me as shown below.

<table>
<thead>
<tr>
<th>Quality of the Speaker</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence of the speaker</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Belief and sincerity in the topic</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Tone</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diction</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocal variety</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Speed</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Gestures</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movements</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye contact</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facial expressions</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posture</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handling audience questions</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Understanding audience</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role modeling</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Track record/credibility</td>
<td></td>
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<td></td>
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<tr>
<td>Challenging status quo</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Transformational appeal</td>
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<td></td>
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<tr>
<td>Appearance/Physical attractiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Kinship with audience</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of the Message</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person-centered message</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal and non-verbal elements</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Push or pull (influencing or shaping)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Structure</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ordering of arguments</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Positioning of conclusion</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Content</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence</td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Case/story/example</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Fear appeal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Guilt appeal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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</tbody>
</table>
The analysis above has a limited impact because of the role of biases and interpretation which were explained in the literature review earlier. An example of this could be the parameter called “challenging status quo” from the qualities of the speaker. Since this speaker was dressed very differently and did a role play on stage, it was interpreted by me as a very high level of that parameter. But to someone else, it might be a very different level due to their own interpretation. To minimize these variations, and to make this study more credible, there could be two phases to test the generalisability of these parameters.

Phase 1 – The first phase is to take the tool back to the participants who were interviewed earlier in this study to fill the values and have a discussion on whether this tool serves the purpose for which it was created, especially for their own business presentations.

Phase 2 – the second phase is to scale this study and reach out to more participants around the world so that they can use the tool on themselves and asses their own improvements over time.

Both of these phases will be looked at in the future work of this study and will be taken up as a post-doctoral work by the researcher.
6 Chapter 6 –Conclusion and Reflections

It always seems impossible until it’s done. – Nelson Mandela

This chapter reflects back at my research journey of last five years, list the conclusions and what has been achieved, introspect on what I have learnt from it and finally, understand the choices for the journey ahead.

6.1 Outcomes of this study

This study was done to understand the parameters of an impactful business presentation, to identify gaps and extend the academic theories with new findings and also bring out something useful for the corporate professionals working in the Indian industry to make impactful business presentations.

This study brings out the following conclusions based on the research objectives outlined in Chapter 1 and addressed in Chapter 5.

1. There are 54 measurable parameters that were identified for successful business presentations. Besides these parameters, the study also identified four broad categories and six themes of a successful business presentation. All of this were explained in great detail in Chapter 5 and hence, will not be repeated here.
2. The study identified gaps and extended literature in the theories of persuasion and theories of charismatic leadership. This was also explained in Chapter 5.

3. Chapter 2, literature review, of this study has been published as a book by Business Expert Press, a publisher that focuses on business books and works with Universities and Business Schools in USA.

4. Chapter 4 and 5 of this study have brought out two working papers which I hope to publish in reputed journals of communication. The first working paper outlines the gap in the theory of charismatic leadership and the second paper does the same with the theory of persuasion.

After the analysis and addressing the research objectives in the previous chapters, it was felt that there are a few areas which can be looked in as a post-doctoral work. There are also some areas which can be looked by other researchers or doctoral students to study further. These areas are as follows.

6.1.1 Relevance of “Sadharanikaran” and other theories of Indian communication
In Chapter 2 of the thesis, I had mentioned about the theories of Sadharanikaran, Chanakya Neeti, Ashtadhyayi and Natyashastra from the Indian Vedic and Sanskrit texts (Adhikary, 2009), (Yadava, 1987), (Kiparsky, 1994), (Jain & Mukherji, 2009). But except for a mention of these theories in books that document the history of communication studies, modern literature and publications have very little mention of any of these theories in business communication. There could be two reasons for this. One could be that most business communication is done in English. And it is possible that scholars of communication subjects, including me, are taught in English medium schools of the world. The corporate companies also use English as their mode of communication. Another reason could be my inability to broaden the literature survey to include books that have looked into linguistics and semantics of Sanskrit and Vedic texts of India. In light of these reasons, it is possible that the Indian theories of communication have been ignored completely. There are other geographies like China, Middle East etc. where communication theories of vernacular languages might be extremely useful to study and understand impactful messages for a global audience. Some researchers have formed a “Gulf Leadership Communication framework” and are working on how language and cultures of diverse non-English speaking communities in the Middle East work together in an organization (Nickerson & Goby, 2017). Perhaps a similar approach could be looked at an Indian Leadership Communication Framework in the future.

6.1.2 Role of English diction and pronunciation in business presentations
An important question that was not answered satisfactorily both by literature and the data that I collected was whether English diction and pronunciation is important for an impactful business presentation. This was mentioned in Chapter 5 in the section that described the Canon_Pronunciation category of the theory of persuasion. Though there are some indications from the participants that it is not a critical element and given the global cultural scenario, where a company has head-offices in a country but satellite offices all over the world, the workplace often now has a mix of many languages being spoken in business
meetings. In such a scenario, whether pronunciation and fluent English speaking skills impacts the audiences is unclear. There is a TED talk of a young African boy called Richard Turere, who helped save his village from wild animals by inventing a small device to produce electricity. Richard’s diction is quite poor but despite that, his talk has close to 2 million views and 245 comments (as on June 2017) (Turere, 2013). In my earlier role in three multinationals, I have myself witnessed speeches of great corporate leaders who spoke with noticeable accents of their languages (like Italian, Israel, China or South Indian languages like Tamil etc.) having an equal or more impact than a speaker who speaks fluent English. The current French President Mr. Macron has a noticeable French accent but has global following. All these data points are worth looking at further from an academic perspective.

6.1.3 Role of memorizing the speeches (Canon_Memory)
A similar observation like the one above about English diction was the role of memorizing a speech as a parameter of impactful business presentation. This was discussed in Chapter 5 in a section that described Canon_Memory from the theory of persuasion. Most speakers today use notes or have their ideas outlined in a visual slide. While the ability of a speaker to speak without notes is considered a strength, it is not clear if the impact on audiences is because of that strength. Most TED speakers use a teleprompter which has the complete outline of their speech in case they forget. It has also been seen that the audience tends to ignore memory failures as long as the speaker has demonstrated other parameters of a business presentation. Also, some speakers speak impromptu which was not a focus of this study. Given the grey lines between impromptu and prepared business presentations, this parameter needs further research and understanding.

6.1.4 Emotions felt by the audience
In many of our interviews, the participants spoke about emotions that they felt from the talk. Some participants felt excited or motivated by the speaker’s style of speaking. Humour was another emotion that came out when there was a joke or a funny anecdote.

In some groups, the logic and data posed a very serious urgency of feelings in the audience and sometimes bordering on sadness or fear. The researcher tried to probe whether it was the style of the speaker that brought out the emotions or if it was the content. The audience gave mixed reactions and it was expected. As seen in section 5.3.4, the willingness and maturity of the audience also plays a crucial role in the success of a message. The same concept also applies here in emotions.

Many participants were ambivalent as well and as seen in previous sections. Boredom could be caused by other factors. The real reason as to why the study kept emotions as a separate point in this section was that it was not clear if the speaker intended to bring emotions in the audiences and if so, which qualities of the speaker does so. It was also not clear if the audience’s capability of feeling emotions is a very visible from our analysis. That is why I have kept it as a separate point which spans all the three aspects but is not very clearly defined in any one in particular.
6.1.5 Role of the medium to convey the message
Another important element which did not fit in very well in the overall analysis was the role of the medium. The study, I chose to show videos of people who are considered thought leaders on an internet platform www.TED.com. One of the groups felt that since they were watching the video “offline”, the impact was different as compared to them being sitting in the audience and watching it live. They were asked a few questions on how the participants react to online mediums like internet, videos and going through a message from a person who is not in the same room as they are. There were some interesting answers.

Many of them felt very comfortable with online mediums because at work, they work with teams distributed across the world. So their entire conversations are over phones or emails. They assume that the medium are just a carrier of the message and does not play an important role to their work because there is no other alternative.

Many participants also spoke about the role of offline learning mechanisms that they follow now. They felt that in a highly connected world one doesn’t necessarily need to be sitting in the in the same room to communicate and change audiences towards a positive outcome.

The speakers must adopt the modern media and blend them in their strategy. The study was not able to probe this further due to lack of time and scope. In a very small way, medium did come out in one of our sub-qualities of the audiences where they were challenged and could not listen to the message properly due to lack of internet and technology support.

The study found that medium was marginalized in the entire discussion and it was perceived to be not very essential to the objective. The researcher personally doesn’t agree with this outcome and it could be an area of future research.

6.1.6 Role of theories from consumer and behavioral sciences
In Chapter 2, many theories that explain the role played by beliefs and attitudes of audiences in persuasion theories were studied, I was able to pick only few of them. This itself is a vast ocean and I deliberately kept the influence of these theories minimal keeping in mind the larger objective of addressing a problem in the corporate world and in academic literature of communication. And in Chapter 5, it was also seen how the analysis corroborated each of these theories in the themes of impactful message and speakers. In future, a more focused approach can be taken on audience beliefs and the various theories from social and behavioural sciences can be taken. Few such areas are decision making, consumer behavior and behavioural sciences. Future scholars could look at cross-disciplinary approach of communication in advertising and marketing where messages are created to bring a change. Many companies and agencies are using these fields for problems like racism, stereotyping, gender equality etc.

6.1.7 Expanding the data set to look at other geographies similar to India
Currently, this study looked at interviews from 47 managers working in companies representing the Indian professional and corporate sectors. Though Bangalore represents a perfect mix of the audiences working in almost all kind of companies with a diverse set of cultures, expanding the data set to look at other geographies similar to Bangalore and India
would be worthwhile in the future post-doctoral work of this study. Some cities/countries that I have identified are Singapore, San Francisco, New York/New Jersey and London. All these cities have a large Indian diaspora with similar challenges in business communication. The data set can also be extended to cultures similar to Indians like Chinese, Asean countries like Bhutan, Burma, and Srilanka etc.

6.1.8 The election of Donald Trump
While I was in the last stages of writing this thesis, a very interesting event happened which is relevant for future work on this study. The US elections brought Donald Trump to the forefront of the elections. I watched many of his speeches and he did badly in almost all parameters that I have listed in Chapter 5. But despite all that, he was voted as the president of USA. This brings an interesting question – how much of communication and oratory skills impact leadership effects in followers. What are the various parameters that voters look in a leader and where does communication stand in the list? This could be a completely new study done by future scholars of this subject.

6.2 Limitations
This study has the following limitations

1. The importance of emotions and how to analyze them from a perspective of a message or a speaker or audience. The TED platform can now capture some few things that can quantify emotions that are caused by the talk on the audiences. While emotions are largely felt and can be very difficult to measure, there is a limitation on how emotions can be explored deeper from a literature perspective that also is within the scope of communication theories.

2. The role of new media in business presentations needs to be studied further. With internet, laptops, cell phones and tablets, communication will happen more on a media where technology will be heavily used. So adapting the framework to adopt new media is an area that can be explored in future. The last three years (2013 till now) has seen an explosion of new media with platforms like Twitter, Facebook, and LinkedIn and so on. Platforms like Coursera, Udacity are providing education on videos over the internet. These are exciting research areas for a communication scholar.

3. Currently, this study was entirely qualitative and now that I am reflecting upon it, I feel that keeping it within qualitative methods and not exploring some basic quantitative techniques could have been a limitation. An example of this could be how a simple statistical co-relation technique could have been applied to the data collected from secondary TED talks to explore the research objectives further. I intend to explore quantitative techniques in my post-doctoral work in future.
6.3 Post-Doctoral work

This study is just a tiny drop in the large ocean of communication studies. There are many new areas where the literature can be renewed with new research which will be the focus of my post-doctoral work. The top priority for me is to work on publishing one or two papers from Chapter 4 and 5 of the analysis and findings. These papers will focus on the following

1. Gaps in the existing literature from theory of persuasion which focuses on a speaker’s delivery style more than content. This study finds out that in a business presentation, content plays a more important role than how it is delivered.

2. Gaps in the existing literature of rhetoric in charismatic and transformational leadership. This paper will look at how a speaker’s personal stand on the topic is important in a business presentation which the existing theory does not bring out.

Besides the above, some other areas of focus have been outlined below

1. The interplay of the relationships with the themes and the dimensions. An example of this could be how the benefits of the topic impact the audience bias and the overall objective of the message and many more such combinations. Given that this study has brought out about 54 dimensions that can be measured, few of the key ones can be taken and analyzed on how they work together for a given scenario. An example of this could be to find whether stylish delivery of the message by the speaker has any impact on the audiences in the business scenario where content is more important. This study can also be beneficial to those audiences who are afraid of public speaking, are not able to overcome the fear of presentations but are able to structure the message quite well.

2. Many of the academic theories are written for a western scenario – mostly American. This is quite understandable. Most of the best researchers are based in USA. The best journals of communication are American as well. This research might help in taking those frameworks and finding their relevance towards an Indian corporate context. An interesting model called the “sadharanikaran” model of Hindu communication has been discussed in few universities of India and Nepal. A joint effort between Indian and Western researchers can be made to combine these frameworks and understand the cultural dynamics of communication for a global world.

3. Application of software tools to analyze content can be another area which can be explored. Currently there are tools like LIWC – Linguistic Inquiry and Word Count (LIWC, 2015) available which have a certain application. The parameters that were found from this study can be used as inputs to measure and a tool might be created only to measure those and expand further. An example of using tools like LIWC can be to study how certain words are more persuasive than others and how audiences react to certain words on emails. The study can then result in creation of a tool that can help a corporate manager to select words that are more suited for the message as compared to others.
4. The frameworks and theories used in the study can be helpful in designing curriculum for various technical and business colleges of India. In the corporate world, training modules can be created to help managers improve their communication skills.

5. The subject of communication spans a lot of other areas as well. In the schools of management, this topic can be helpful for collaboration with a variety of other disciplines and departments like marketing communication, consumer behavior, decision making, leadership, organization behavior, human resources, skill development and many more.

6. Finally, this study will bring out research papers, articles, books and cases which can be useful for academic world to take the various aspects of communication and further the understanding for future scholars and practitioners.

6.4 Concluding reflections
As I look back and reflect on the last five years of this study, I would like to conclude by sharing some lessons I learnt here.

1. The importance of the journey and not the destination - In the beginning of the study, my focus was to find the solution as early as possible. But after going through the process of exploring the problem, refining it to focus on a particular area, pouring through literature to find the right theoretical underpinnings, applying the methods and then reflecting back at these rich four years has made me realize that the process of finding the solution is more important. The outcomes are important too as they will help me solve the problem for someone in this world. But I cannot emphasize the fact that the process and the journey has been more satisfying than the results.

2. The unlearning cycle – I started this study with lot of pre-conceived notions about communication. These four years made me realize how wrong I was and how much I didn’t know about this subject. What I thought of communication theory were actually skills of communication as seen in the corporate world. I had to unlearn all of them which gave way to new learning of understanding what communication studies really mean.

3. The value of being systematic and patient – I can never forget the first meeting with my guides where I was told the importance of being systematic and patient. The first two years were very slow and it was only because of these two virtues that I was able to bring the study to this level.

4. The ability to be self-critical for continuous improvement – My first draft of the thesis was an eye-opener. I thought I had done quite well but I then realized to be self-critical and to be able to handle the same positively. This gives way to continuous improvement and the next revisions became a lot better. I also learnt how to write more academically as opposed to writing in a style more suited to a personal blog.

5. Adherence to ethical standards – There have been many times I was tempted to use short-cuts and find an easier way to get things done. But thanks to the ethical standards of CSM and my guides, I realized that to have a strong foundation, one must have strong ethical standards.
6. Gratefulness - Lastly, I am very grateful that I got the opportunity to work on this problem and contribute my bit to the world of knowledge and academia.
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Cicero, M. T., 1960. *De Inventione (English Translation)*. s.l.:s.n.


9 Appendices

Appendix A : Transcript of an interview with a group of participants

00:01

**Int.**: The phone right in the middle… just assume we are all talking. So questions to all of you could be, and first question I'll go round Robin and then it it’s a free flow. So first we’ll start with you…

You’ve seen the video, you’ve seen the Speaker, what do you think strikes you from this video?

Speaker 1: See, he’s a natural leader, ok? There has been a situation in the village and he has bought all his ideas which, like what he says, nobody believed and they called him crazy but he believed that can work and he worked towards that, so we exactly do not know how many times he tried, how many times he failed but eventually he did what was the right thing. So for him, there was a situation because of which he responded and I think that’s the leadership that’s coming over there. When we have a similar situation, we need to respond. That’s why the leaders respond to these situations. And I would call him a absolute leader in this case.

**Int.**: Good

Speaker 2: could you just repeat your question, I mean…?

**Int.**: What, just openly what comes to your mind after watching this video?

Speaker 2: Yeah like, the last few lines really triggers…. It’s more to do with never give up in any worst situations that you face down and specifically to say education is concerned like, you know it is the most mandatory thing and he makes sure that he wants to learn further and these two put together brings success down Into persons.

Speaker 3: To me it’s more about the sheer grit that the person had. The first thing that was coming to my mind was survival of the fittest or Jugaad right? That’s what he tried doing. He knew that there is a problem, there is something that I have to do and there were hundreds of him like that but nobody else was taking action. But he had that grit, he had that confidence, and he had that “Ok, I will get it done in whatever way”, right? He saw something in the paper rather than thinking about “I’ve not had education, I’ve not had materials”. He figured out ways to go get it done. So that belief is what strikes to me.

**Int.**: Good.

Speaker 4: One thing is belief and the passion towards what he is doing and he will never give it up. Come out of your comfort zone, right? But people are against you, they don’t support you, you don’t or you just believe what you do and come out of the comfort zone so that you can achieve what you want to do and he had a common cause for what he is doing, he was not selfish, right? There was a part of selfishness in it but it was for the overall benefit he wanted to do something and then there was a common cause for what he was doing.
Int.: Ok

Speaker 5: He had born some good qualities and he had a passion to do something before he…Based on his trust and belief he never gave up.

Int.: Good

Speaker 6: Because survival for the fittest, because he is trying to do something for the family and team around him. I think one thing which is coming up on my mind is, because the passion towards what he wanted to do. So, what is the technology which he can bring in to support the region or the family or to survive himself. And that actually come up and his trust in yourself and belief…that’s what is actually coming up…

Int.: Alright.

Speaker 7: For me, so he himself first struggled, because that around that villages what are the problems, so based on that…because even if there is the power then definitely he would have gone up with some other things, but there is no power so there is some scarcity so he himself and family understood the situation. So he himself was affected and then he found the way to come out of it.

Speaker 8: So, couple of points here, one is believing in yourself and that comes out equally in this. Second is when the situation is kind of at burst, he could have made a decision to join the others but he decided to make a change. And that comes from his passion, whatever he wanted to do in the past, and third is the humanity part of it. He is supporting the rest of the World, and sharing electricity with everyone and then going back and sharing with, it’s not that you should have something to start with, but you have to start and start making a change rather than waiting for others to make it.

05:20

Int.: Yeah, fair enough, so now what I wanted to ask you was let’s focus only on the Speaker, this person who is speaking and now he has finished his speech, so would you call the speech impactful?

Speaker 1: I wouldn’t. See, he has done something so great, right? But in fact, when it started in the beginning, I was like, you are talking about leadership and I couldn’t even see that leader in him. There was no passion in the way he was speaking, he was very bland, right? He is just telling me it’s tough, he is not, if I see this, I am not inspired to say “Haan theek hai, if I can believe in myself, I can change the World”. He might have done it but it did not inspire me personally.

Int.: Ok, good point, we’ll come to that in a minute.

Speaker 2: So, I have a different opinion, because he was more content driven that presentation driven. So all his points were effective, though it may not be compiled in a typical PPT format but I think the points which he was making was, he was able to strike the chord with the audience. And that’s what we saw at the end of the presentations.

Int.: What did you see at the end of the presentation?

Speaker 2: Everybody stood up and started clapping.
Int.: So, it was impactful?

Speaker 2: Yes, it was impactful.

Speaker 3: Sir, couple of things you know, adding on to what Ravi said, the contents, it’s not just the Speaker alone, the background pictures that he posted down, with all the difficulties he went through and from what he could do, what was the end result, that both things put together was more impactful. It’s not just what he says. People clapping or people laughing during the session are all evidence to the fact that the Speaker is able to connect with the people in the right sense that he wanted to. Sometimes you know, low speech can be more impactful than silence.

Speaker 4: So here what I think is whoever made the video made a poor job of showing his capabilities. He comes from a very poor family so he doesn’t have all the gestures and articulations made in the presentation and try to bring a voice. He didn’t know all this stuff. He just knew to make something. And he went and made it. The impact for me from this presentation is the education that he has got. We generally term education as learning lot of things, for him education has been learning one thing. And that was physics and, he learned that, and he used that and I think definitely he would have gone and revised a lot of that. That’s the learning part. And that’s what every leader if you take all the biographies if you see, then a leader is a very learned person. If you take Bill Gates, he is a very learned person but only on one subject and he has become a master of that. In his case he has used that, he has used all the learnings and went and used that. So that’s the impact for me – irrespective of whatever, you learn something very well, you have the knowledge to go and…you might have the passion you might not have the knowledge. So if you learn something related to your passion, you can…

08:53

Speaker 5: One thing which I will think about is that is it one of the case where he is being successful or how is he going to sustain of being a leader because the circumstantial thing around him made him do something, right? Tomorrow if he was in a very natural environment wherein you don’t undergo these natural disasters, you are very comfortable; will you be the same person?

Int.: I’ll come back to what you said; you said about inspiration, you said that it didn’t inspire me, so let’s take that question one step forward. Can you tell me what kind of a Speaker inspires you? When do you get inspired from a presentation or a speech or a talk that you have seen in your corporate world and otherwise?

Speaker 1: I think when it makes you believe you can do it.

Speaker 2: So I want to relate it to another video I had seen some days back…I don’t remember the girl’s name but she was handicapped. She had still gone ahead and she was climbing peaks. When I saw that video, the way she was bringing out how even after a lot of discomfort that she had when she went about doing it, right? It was a similar TED Talk with pictures in the backdrop but it was all about the passion reflecting in the way she was speaking. So it made an impact that I will not forget. But this, I mean, again like what she said, it has to sustain right? Like, if you are talking about something, is it going to be sustained?
Speaker 3: So I will not agree with that...see, it all depends on how you look at certain things. I think I saw the video she was talking about. About one girl, because of frost bite her leg got cut. It was an amazing video that you see about. I very rarely see videos and read management books. I find them totally as a waste of time. That’s my personal opinion...unless you have an inbuilt quality to go and make a change in yourself it doesn’t make sense to read those books. I used to tell my guys like, I had one guy working under me in my previous company and that “Matha Amritanandi” was coming up and he wanted a day off to go and see the Matha. I said, why are you going and doing it? He said “No, no she is coming, I need to go and see”. She is going to tell you not to drink, she is going to tell you not to eat non-veg...You are not going to do any of those things, then why are you going and meeting her? At least if you have internally decided that you are going to make a change in yourself, it makes, you are very determined you will not change. You will not stop drinking; you’ll not stop smoking...

Int.: So what did he say to that?

Speaker 3: no, he said that everybody in the family is going, even I want to go. So it doesn’t, it’s a waste of my company’s money by taking a day off and going.so it all depends whether you want to make a change in yourself. If you decide to make a change, then it makes sense to see videos and read the book. So in this also...again it comes back to you on what is the type of change you make. For me I hold education as a very important thing and from this video it makes an impact to me saying that this fellow has used the knowledge and learning to make change. It might be something else that is more important for her so it depends from person to person. You can’t say that’s good or bad. That’s the reason am saying it’s like, it all is person dependent.

Int.: point. So there was a comment some of you made, content vs. presentation, let’s go Into that. What do you define as a Speaker’s content and what is the presentation?

Speaker 1: So in my mind content is all about what, so there will be a defined XYZ thing that you have to talk about, right? Like, he wanted to cover his entire story. So he even talked about his family, how many of them they were and how he had to go out of school and then how he started reading books and all that. So that was the content piece of it. Presentation is all about how he adds in his pieces and how he was standing, how he was talking and using hand gestures, how he was bringing in those humour elements in between right? So that. How you eventually, the same thing given to two people, the same content given to two people will be done in completely different manner. Content may remain the same but presentation depends on the personality of the individual that brings it on stage. And that’s where that charisma was missing in this case.

Speaker 2: And to add to that I was also telling the background pictures and all, so he was not a good Speaker but he has done a good job and maybe he was not able to tell but whatever was put in the background, we are able to see that and evaluate or judge the efforts that he has put, which he could have brought to the presentation. Since we all come from ___ family no, we know how difficult it is to make those things but seeing the photographs and all those
things, that was more impactful and we sought of understood what he has done, which he could have told in his speech itself.

Int.: What could he have done better? If you were the Speaker, assume you are this person, in the present form that you are in, with the kind of Intelligence you have, how would you do this differently?

Speaker 1: I would, see he made something. I would spend some time on that.

Int.: Why?

Speaker 1: He has been invited for that whole…ok he has not being invited for just being a person, he was invited because he went and did something, he constructed it and see the impact comes to you when you know the difficulty the other person has gone through so he could have told like I used this, I had difficulties, so much time I tried, maybe it didn’t work, so that’ll bring a more impact “Oho! This guy put so much effort” otherwise this looks like a very easy thing, “yeah he took some scraps and made a ___” But what is the efforts that he put?

Speaker 2: But I think you know if you do something with passion, you feel actually that it was effortless. Though you might take long, it will feel that you are not really exerting, it comes on its own. And I think this particular presentation was more like a impromptu type of rather than…an opportunity to talk to the team like, just talking for a few minutes.

Speaker 3: Another thing what I feel is that he is not having a vision, right? What is he going to do next? When you are a leader, and you want followers, you should have a vision that people will believe in your vision and follow in your vision, right? Things he did was just like, you know, he is going to be quiet. Like he had a necessity to do and circumstantially he wanted to do. So that is something which if I would have been his place, I would have also thought about how would I take it forward? How big am I going to make it? Whether I am just going to leave it with the villagers and make them happier or how do I want to still take it forward, make it a big show. So I think a leader should have a vision.

16:40

Speaker 4: So, on the content he just wound up, he started of his history right from how he was born and he closed that…and he started travelling in planes and hotels and stuff like that. And what he is right now trying to do or trying to bring a change to various sects of the society, various villages he has helped or whatever…that part was missing./ And more than that, if you see the environment of presentation, I was just trying to, initial couple of minutes having to really recall what exactly is there. I could see a dinosaur TED skeletons over here and he is presenting something very different. So if you see the environment of presentation, it really didn’t make a greater impact though his presentations were…

Speaker 5: See, you didn’t know about the TED talk. So TED talks is not only one person who will come and so people like him, like different varieties they’ll come so the stage will be made in such a way that it’ll accommodate different …

Speaker 4: I do not know, so that’s what, when I first see the video I don’t really feel that this particular environment is making this particular speech more impactful you know, so if this is a one off speech I would try and bring down a smaller model of a wind turbine to really make
sure that the people understand how difficult it really is to construct a wind turbine of what he did.

Speaker 5: See, again, little bit of more what I’ve seen over the corporate years but if you would not have shown this video and we would just search on the net, right, If I would have seen first few minutes, I would have probably not have gone through the entire video. So the impact that he made in the beginning was very limited. You did not really know what you were expecting. So if your question was if you had to do it what you would change? So the first thing that I would do is obviously bring that thing in first, in the first 1-2 minutes where you talk about what made, what big thing you had done, why somebody should listen. Second thing is, I don’t think he focused at all on the challenges that he went through when he was developing this. There was a lot of focus around how he came from a very poor family to where he was. And third thing, he was trying to undermine himself, Like I felt, in the beginning also, “I am not so good in English, I am not so confident”, once is fine but he repeated that again and again. That confidence thing is not showing up. Those were the pieces I would have corrected.

**Int.**: Alright, ok, anybody else? What were the things that you liked in the video? His style of delivery? His style of speaking, anything you liked or disliked, either way is fine?

Speaker 1: I liked one thing in his video, one is actually…initially where he started ______initially he lacks self-confidence but at the end of the presentation how he made the impact that I liked. Because how he transformed from where he started to where he ended, so that I liked.

Speaker 2: The humor piece was something that was really good, because he was trying to keep it light. The other thing was in his message he wanted to actually, like in the end he was saying that all the poor Africans right, see you can do it. So I think it all clubbed together. He wanted to show that he belonged to a poor family, he couldn’t afford food, and then he still made a change so that weaving of the entire content and the way he brought it out was nice.

Speaker 3: I have seen a couple of TED videos like this guy, some very poor African guy developing something and ______there was this guy who, when the field is there, the lions come into the field and eat them he had developed one ___ and he was in there. So and after seeing similar kind of videos, I don’t think he is anyway different from the other guys. He is at par with the local, very poor village guy coming into a hi-fi world so that is, I don’t think it is anything different from the other people, the way he presented. I think it all, the first time he is coming on stage and presenting to all the big, and even we do it, we start faltering over there so I would not hold that against him. But what impressed me was like after he did that, rather than trying to hold that thing, he had started helping the people over there, like he said people were coming and charging the phones and everything and the other thing is that at certain point of time, he has started getting recognitions, ok, and the real leadership starts from there. So you have something and you take it to a different level. There would have been many more people who would have done some things which we don’t know so for him to come to do something and come to this stage, it would have taken some attitude on his side. Like he needs to go and explain this to people, pass the word around, journalists are coming and talk to the journalists, convince them that it is a good thing so that efforts and Intellectual goes into that. So that is I think what I liked there.
Int.: What did you not like about the video? Let’s focus on his delivery skills. Did you think this guy knew English before this?

Speaker 1: Very… I think since he had gone to some school very little of English he would have learnt.

Speaker 2: But he was himself telling right that he was not comfortable…

Speaker 3: I don’t think so because the kind of books he was showing… if that’s the books he studied then probably he must know English to understand right?

Speaker 1: Little of English he would have learnt…

Speaker 2: But in delivery I also found the lack of, see he was shuffling a lot, there was no firmness. The way you will… when you don’t know really what you want to do, right? So that delivery piece was not great.

Speaker 4: Yeah again, I would not hold it against him; I would hold it against the person who had done the program.

Speaker 2: No he asked about what is not good right? I am not holding it against the person, I was just saying

Speaker 4: So that guy who made the video, maybe he has edited poorly…

Int.: But yeah, could be possible

Speaker 4: See, his passion, What Ravi also said was his passion is building so if you had let him explain that he would have done it perfectly well…

Int.: Much better job…

Speaker 4: So he was allowed to do lot of … for him that thinking process has to come, what I should talk next, what I should talk now. He did not have the experience to do that.

Speaker 5: I felt that he sounded quite honest in terms of whatever he went through his lifetime and he was able to connect with the audience.

Int.: Ok so let’s take a wild question. So you are all presenters, you’ll work in corporate presentations. Tell me about your own presentations. What do you think are the elements of a good presentation or great presentation? First of all let’s define how do you measure a good presentation or a talk?

Speaker 1: When 60% attendance doesn’t sleep.

Int.: That’s a very high number

Speaker 2: The message that you wanted to give in the presentation, if it’s a corporate thing, let’s say you were pitching for a funding or something you get it after it. Or people leave back with, even if it’s a two word from your presentation, but that’s what you wanted to do in your presentation, then that’s a good presentation.

Speaker 3: Say whatever you wanted to deliver; it reaches the people the way you want
Speaker 4: presentation is , it’s making the people understand what I wanted to tell, rather than them guessing out what I am trying to tell. If a guy who is not a god presenter everybody leaves from the hall with their own thinking. Ok he was probably trying to tell this, probably…so when a person is explaining in a very structured manner, so everybody comes out thinking same thing, ok this is what he told, this is what he wanted us to understand. If that happens then I’ll think he is a good presenter.

Speaker 5: ______ because I was in the conference the last two days, I’ve seen so many presenters presenting, in making the impact, the first two minutes, what is the objective of the presentation, that makes impact. Because that actually shows what, because, I’ve seen because yesterday almost whole day presentation, even I’ve seen so many people talking and most of them don’t listen to what the other guy is talking about. And because there were discussions among the team, we had also GE presentation yesterday and we made, initially people also disturbed the whole forum but first two minutes, when we made the poInt, and everybody listened to the presentation. At the end of the day actually people come up….that actually makes me feel impact.

Speaker 6: One more thing, not only for this, for everybody over here what I would tell them is you need to catch the people’s attention. That doesn’t come easily. So when you start presenting like what he said, people will be generally talking about and doing what they want, so you have to grab their attention on that. So first is, in the initial itself you grab the attention and you keep the attention. So you need to have something on the slide or something… If you are going to a summit or a meeting and more of business people are there the one thing that will grab the attention is money. Saving money, saving this. So you start with a bomb itself saying I am saving so much, then you have everybody’s attention. Then it is your talent to carry forward that and keep the attention.

Speaker 7: So it all drives down to the content and the audience, who you want to address. So like what he said, so basically if it is some businessmen you are trying to impress, or is it your bosses you are trying to present?

Int.: So audience pays a very important role?

27:30

Speaker 1: Audience plays the most vital role when it comes to what exactly you want to present. Based on that there will be a big difference in the way you are addressing same topic…

Speaker 2: Same topic, different audience, you have to present differently.

Speaker 3: your preparation should be according to the audience

Speaker 4: To a set of students, which maybe like more than 60 minutes, but if you have to present to a business leader then maybe just 3 minutes.

Int.: And how important is delivery style verses the content. On a scale of 100, how much importance will you give to content and how much to the style of talking?

Speaker 1: depends on the presentation you are talking about. If it’s a management discussion where somebody is coming to, so it’s like a management guru or somebody who is coming, his delivery style is going to make a difference. Because eventually the content is more or
less similar, after ages you kind of know what it is. But if it’s a technical presentation and you are speaking very well but you don’t really know what you are talking about or your subject then content matters. So I think, depending on which one you are talking about, things will vary.

Speaker 2: That entirely depends on the presenter actually. I feel in the other way because either you be of expression or articulations, if you are able to make an impact, then try to do that because the other one which you will support is your content. That is how I look at it.

Int.: The next question I am going to ask you and you can think about is…

Speaker 3: No before you go to… See on the content and the presentation skills, I’ll hold both of them 50-50% . So there are very good contents where you can spoil with your speech. You can have very good things showing on the screen but you speak so badly that people will start sleeping… Then you’ll have people talking utter nonsense but keeping the people so engaged and lively, they’ll be really listening to you, there’ll be no stuff in the presentation. So a really good presenter needs to have at least 50% good content and other 50% he has to bring from his own…

Int.: In your own organizations, do you see your own leaders presenting well, based on the discussion we are having?

Speaker 1: Some do some don’t

Speaker 2: Mostly yes. Depends on who you call a leader

Speaker 3: Depends on whether you get approval or not

Speaker 2: So if you don’t go by their titles but somebody who you think are the leaders…

Speaker 3: you are able to present because you have that capability and expected to present otherwise you don’t get that opportunity here …

Speaker 4: Their role is directly dependent on the PPTs.

Speaker 2: Yeah let’s be very clear here, it’s like “Papi Pet Ka Sawal Hei”

Int.: I like this, the growth is directly proportional to presentations or PPTs. What do you mean by that?

(Laughs)

Speaker 1: In a company like GE which is too huge, for others to get noticed, you have to go and tell them what you did. If it’s a very small company where the population is like a 100 employee company, where the head of the HR or the CEO of the company knows what you do, then I don’t think presentation has a big value in that company. But in a company like GE, so huge, you have to make a ____ You have to stand out from the others and that is how you present. What you did, or what you are doing, anything you present…that’s why the presentation skills in GE becomes very important

Speaker 2: I think it boils down to selling yourself.
Speaker 3: And it’s not about GE only, we are restricting ourselves to... See, you don’t want to be, you are not going to be staying with the company throughout right? There are people; there are good leaders for that matter who will keep moving as well. So when connecting with somebody, and these days all of us are travelling. So even in the flight sometimes you’ll have that elevator pitch or a pitch, when you make an impact on the other you keep that contact. So it’s not just that you need to be knowing yourself or selling yourself within the environment, it can be outside the environment as well. So it’s not just GE right? Even other companies

Speaker 4: It can be in a family or it can be in a corporate also.

Speaker 5: That’s a very valid point.

Speaker 4: Yeah, in the family also where people will want to meet you, will want to come down to your house is because you are able to sell yourself so much. That’s why they feel happen when you come and they make them believe that you can do so many things, you give them comfort zone so, what I believe is that as a leader it is very important that you should know, you should train yourself and understand “how to sell myself, sell my beliefs?” Because if you don’t do that people will not come searching to you right? What do you have in you for people to come?

Speaker 6: Adding to what she has said, leaders are normally people who stand away from a crown by doing something new or something different. They are not optimal kind of a thing, they are doing something different. And they need to have the capability to pass it on to others. I think the only way you can pass it on is by word of mouth. You expect that the people make them understand and that passion and everything that comes through the word, people get engrossed into it and they become followers. For a leader very important is they are able to convey what they did to the others. Otherwise it will be like Robinson Crusoe on an Island, nobody will know what you did.

33:49

Int.: But then, Am now digressing here and you need not answer the question, about an hour ago you make a statement that leaders are born

Speaker 6: Leaders are born, they go find followers. So what I am telling you no... what I told you, in my personal life itself I love ____ so much but I am not willing to put down my other needs to go towards my passion and if I do it, I am pretty sure I’ll be a big guy in the industry. But I don’t have the guts to do it, maybe in my circumstances I don’t want to do it, my aptitude is not worth risking my family’s security in order to do it. Whereas these people went and jumped and did it, so I can’t do it, so that’s what keeps me away from the big leaders.

Int.: How much time do you all spend in communication, emails, PPts, meetings…?

Speaker 1: Full-time

Int.: Full-time?

Speaker 2: Right, so you end up, you have to communicate with them. Even within the teams it is a customer oriented team, so the answers are just because of the way we are. So you will, you have to communicate. That’s 90% of the job that...
Speaker 3: For me ____mails come…

Int.: So you read every one and write to every one?

Speaker 3: If you don’t write, they’ll tell we have sent a mail to you and you have not responded.

Speaker 4: Not all, but it depends on the content actually, because we see what is that in the email and who has written, whether you are in the cc or in the mail. So if you have action items to track then we’ll do it, otherwise we’ll not because we are not…we get 200+ mails…

Speaker 5: One of the mails has a document like 200 pages, you have to go through the document, your day is gone.

Int.: So, let’s talk about this whole communication channels. There are emails, there are videos, then there is skype, then there are phone calls. Do you think the channel plays a role in the whole communication process or will you…? Just like how audience plays a role. What is the channel’s role in this entire structure?

Speaker 1: I personally feel whatever the method we are working now is all outdated with us. The excel, the power points, the outlook, these are all outdated. We need to have a technology that’ll Integrate all these things and that can save tons of time for everybody. Instead of sending mails to them, the people can open and see, it’s a waste of time opening a mail for me which doesn’t have any relevance to me, I spend maybe one minute on that, it’s a waste of time for me. So we can have a better technology so that content is delivered to the people who require it. So that’s why I think that all this excel, outlook, everything is purely outdated, like maybe 10 years outdated. You need to have a better technology which will Integrate all this stuff.

Speaker 2: Ok, I think again content wise there are certain things which are better done on phone calls vs. on emails. Because emails will still, oral communication vs. written communication I think oral is much better. Receiving a written mail, you writing in a different mood altogether and the person’s mood in it, so sometimes a lot of back and forth happens without you knowing what is the mood in which the other person has written. So that is the major difference between your Email vs. your phone call. Now skype and all or video, they are definitely much better than even a phone call but then how extensively are we using? I think that’s limited.

Int.: The question I had hidden under this was let’s say you were to sit in this room that day would you have a different impact or this Internet and streaming have a…?

Speaker 1: bigger influence! Because it really gives me time to think. Had it been a class room session kind of thing, it would have not have been this message alone it would follow by, precede by something followed by something. Now with this kind of thing I can really think over what exactly happened and all that otherwise it would have just gone over. Something more impactful would have come and this would have missed its priority.

Int.: So you find that the better one rather than sitting in a room?

Speaker 1: Yeah than sitting in a room.
Speaker 2: I agree with the other part because one is, face-to-face Interaction has a better impact. Because all these corporates we are remotely connected. So at least this makes better sense, people will focus on the meeting. I’ve seen so many people attend calls probably like 1-2 hours or 8 hours in a day, but seriously whether they listen to 10 minutes? They will do their own activity and they will listen to the calls and whenever there is something…that’s what I see and because…

Int.: No, I have a friend who does his treadmill on calls. And it’s very normal, he announces it that “I am going to go on a treadmill, if you need me shout me name, I’ll mute/pause and I’ll come. But I’ll come”. And it’s a valid, accepted notion that you have to live your life and you have to work and it’s alright. One last question to all of you…” If this guy is my leader or this girl is leader…__

Speaker 1: Again it depends on individual to individual. If it’s a completely bland thing that they are just talking and talking and talking, it’s not going to leave an impact. And the message has to be clear.

Speaker 2: ____ I think if it’s copy paste or somebody else’s I think you can immediately come to know, when he is talking about that, he will be talking without having a full control of what he is talking. So we will come to know that this is something that has been copy pasted. You can’t believe in something and talk completely different. There will be passion in the way he talks, so if he is presenting something, he should believe in what he is presenting, that is what… That way the communication becomes easier for them to comprehend. Ok this maybe it behaves like this, behaves like this so example of communication Is to make it easy for people to understand. And there should be consistency in communication. Not that ____ you reply and two years down the line you say something else, at the same time when you are talking to the larger team, you should ___ nature’s call, so the whole presentation should be having that in mind and the whole presentation has to be ….
Appendix B : Letter to companies and participant consent form

Dear XXX,

As we spoke over phone, I am pursuing my PhD from Cardiff Metropolitan University. My research problem is to identify the elements of a persuasive message. This topic is very relevant to your business and organization and I request your help in the data collection phase of my studies.

I request your help to contact five or six first line managers or middle/senior managers who are in the organization for at least two years and have at least two direct reports working with them. Once you have identified them, I will be doing a semi-structured interview with the participants. The entire process will take no more than 90 minutes. In the first 15 minutes, I will take their formal approval consent (a sample form is attached below), show them a video of a speaker from TED.com and ask them questions after that. The questions seek to capture their view on the speaker and the message. I will then use a grounded theory technique on this data as a next step for my study.

I assure you that the entire data about the participants and their answers will be kept strictly confidential. I will take extra precaution to make sure that your organization will not be impacted in any way. I will be happy to share the results of my study which I am sure will greatly benefit the managers of your organizations as they can use the findings to understand elements of a persuasive message.

I look forward to your response.

Your’s sincerely

Rakesh Godhwani
Adjunct Faculty, IIM Bangalore
PhD Student Cardiff Metropolitan University

Rakesh.godhwani@iimb.ernet.in , +91 80 2699 3336
Participant consent form

SREC – Ethics Approval Reference Number: 201404001
Title of the project: What are the elements of a persuasive message
Name of the Researcher: Rakesh Godhwani
Research Supervisors: Prof Eleri Jones, Dr. Mukul Madahar from Cardiff Metropolitan University

Participant to complete this section: Please initial each box

1. I confirm that I have read and understood the information sheet for the study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

3. I confirm that my name and the name of the company will be kept anonymous.

4. I agree to take part in the above study.

5. I agree to the interview being audio recorded.

6. I agree to the use of anonymised quotes in the publication.

Signature of the participant ..................................................... Date: / /

Signature of the researcher ..................................................... Date: / /
# Appendix C: List of TED Talks for secondary data

<table>
<thead>
<tr>
<th>No.</th>
<th>Speaker and Topic</th>
<th>Link on TED.Com</th>
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<tr>
<td>5</td>
<td>Bart Knols: Cheese, dogs and a pill to kill mosquitoes and end malaria</td>
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<td>18</td>
<td>Donald Sadoway: The missing link to renewable energy</td>
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<td>Jason McCue: Terrorism is a failed brand</td>
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<td>Mary Roach: 10 things you didn’t know about orgasm</td>
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<td>33</td>
<td>Maz Jobrani: A Saudi, an Indian and an Iranian walk into a Qatari bar ...</td>
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<td>Noreena Hertz: How to use experts -- and when not to</td>
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<td>39</td>
<td>Peter Norvig: The 100,000-student classroom</td>
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<td>44</td>
<td>Shawn Anchor: The happy secret to better work</td>
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Appendix D: Secondary data of comments from TED.com for a talk. They run in thousands. So the first few pages have been attached here

**Side Effect**

**Posted** 4 months ago

Hey, I'm really inspired by the speakers....

**Sams dad**

**Posted** 5 months ago

Quick now; Find a basic book on intellectual property rights. Then ponder it and continue to make.

**Mengjia MA**

**Posted** a year ago

Anderson in his book said that makers lead to the new industry resolution. In China, maker is still a new concept, but with these years' development, more and more people joined this group. In Shanghai, there came the first hackerspace Xinchejian, then the maker revolution has hit the whole China. Hacker space is set up then in Beijing, Wuhan, Nanjing, etc. Makers are the people who not only have a lot of ideas, but would like to take efforts to make them out. Maker is not just a concept, but more of a kind of spirit.

I am sure that makers will be a group that will make a big difference to the world. One of my dreams is that I could set up such a hacker space in my home university. In China, students need more chance to make, not just to learn from the books. And I believe that maker spirit will make a sense to change the way of education. We need more of students that can make not just work.

I like the speaker using the word-- Play, in the maker's world, they make not for money, but to play, for their dream!

**Sams dad**

**Posted** 5 months ago

Wow you posted that 7 months ago and no replies! Let me say I support you in spirit and I think I know where you are coming from. I became a patent attorney thinking I was going to revolutionize our economic system. Forget that! I got so shot down that I'm still recovering
from the injuries the medical community visited upon me 20 years ago! Oh well. Be careful what you make. Some people have vested interests in the way things are and they don't want anyone "messing" with their income stream. I hope you change the world!

JK

John Kozul

Posted a year ago

The schools used to have these "making" camps but they weren't offered during the summer but they were called vocational education. As some of you might recall woodshop, metalshop, autoshop, auto body, 3d design, plastics, drafting, auto cad, construction, i can go on and on. These courses are closing at an alarming rate. Its great to talk about "makers" "tinkers". Lets apply that curiosity as we used to to an vocation. Thats what the problem in this country is its work and work ethic. Everybody wants it now now with putting any effort. Look at how many kids are obese its alarming

Alexey Sunly

Posted a year ago

There is no greater threat to human security than innovative drifters who "play" with technology without specific purpose to serve humanity as a whole. Most of such innovators end up being exploited by the military industrial complex, and create horrible tools of destruction and sickness. These people need training in mindfulness and awareness before they get to "tinker" and naively indulge each and every impulse of curiosity they might feel.

Sams dad

Posted 5 months ago

I agree with your general sentiment. I would add that one of the reasons a liberal education is necessary is to expose students to "ethics". We do seem to be stuck in this "worker ethic to win" without reflecting on the bigger picture of what happens when a monopoly occurs via such "winning" and 1 person ends up owing all the water.

Alexey Sunly

Posted 5 months ago

In reply to:

I agree with your general sentiment. I would add that one of the reasons a liberal education is necessary is to expose students to "ethics". We do seem to be stuck in this "worker ethic to
win" without reflecting on the bigger picture of what happens when a monopoly occurs via such "winning" and 1 person ends up owing all the water.

Sams dad

Preaching to the choir here :-) Cheers!

Brian R Light

Posted 2 years ago

He is right, we are all makers. However, I have found most people don't want to make that much that is new.

KS

KApt Slim

Posted 2 years ago

reason why USA is ruling this world

TB

Tony Broomfield

Posted 2 years ago

USA is not ruling the world, sorry for that shocker to your system

KS

KApt Slim

Posted 2 years ago

In reply to:

USA is not ruling the world, sorry for that shocker to your system

Tony Broomfield

I guess they are
In spite of all the 'maker' hype I have to report that after buying a desktop cnc mill, and a 3d printer and advertising like crazy - almost no one called. It's my experience that most people are buyers, not makers. They want 'things', they don't want to make 'things'. I think that while all of us are makers of some sort or another - very few will go beyond the occasional home improvement project and actually plan (or design) some new widget or part. I offered the ability to help make things, for a fraction of the cost it would have taken only a couple of years ago and only one customer who is savvy enough and has enough imagination to actually try kickstarting something. My advice to would-be rapid prototyping startups is don't. Instead, design low cost fun things and sell those instead.
Appendix E: Transcripts of all the interviews attached in soft copy here and provided in USB drive

GE transcription.docx
Happiest minds.docx
pgppm interview.docx
Yokogawa transcription.docx
intel interview.docx
red fm 15th october.docx
Interview_transcript Interview_transcript_SKF_24April_2014.d Interview_transcript_18April_PGSM.docx
Appendix F: Secondary comments of all other TED talks attached in soft copy here and provided in USB drive