

Techniques in Effective Finance Research Presentations

Norris L. Larrymore, Quinnipiac University*

Many finance academicians are unfamiliar with the traditional framing of a finance research presentation and have no document to guide them in such. These notes, tips, or advice are designed to fill that gap in the literature and to help the finance academic professional and/or doctoral student think about how to package, convey, and/or enhance a contribution to the finance literature. The academic finance reader is invited to critically examine these techniques, and appropriately embrace them, or creatively extend them.

INTRODUCTION

Few, if any, articles have been written, guiding the finance academic professional through this very important, career enhancing custom of presentation. Having observed top finance faculty presentations, it is evident that a common thread runs through the structure of their presentations. However, that consistency is not so obvious in the presentations of junior faculty who may not be aware of this unwritten convention, which may reflect the differences in instructional techniques at universities. Several articles tangentially address the subject of framing a presentation as part of a broader issue of writing or professional etiquette, but none treat the subject as the central theme. The purpose of this article is to do that.

Why should you present? One aim in presenting is to credibly promote yourself through raised visibility, to attract supportive professors, productive mentors, coauthors, and to create or advance a favorable opinion among peers.

Another reason presenting should interest you is that it conveys a willingness to step into the line of fire and accept scrutiny, which is a key fundamental in paper development. It is important to subject your ideas to scrutiny. Professional feedback is essential as humbling and humiliating as it sometimes may be. Others can see enhancements to your work that often escape your glance and there is nothing like obtaining a new perspective and/or another slant. Rigorous examination of your work contributes to its completeness.

Also, your ability to present is vital to your success in an academic career. Presenting furthers professional development and can raise your value. Career success depends on presenting well. The manner in which the work is presented greatly influences the audience. The audience extrapolates that the care and effort taken in preparing the presentation carries over to the job. Thus, inferences are made that affect graduation, job offers, professional recognition, promotion, tenure, mobility, and marketability.

* The paper has benefited from the comments made by Karen James. Participants of the KPMG/FDSA/WFA 2003 Conference get special thanks. The comments of co-presenters Phyllis Keys of the University of Delaware and Boyce Watkins of Syracuse University have been helpful.

It benefits finance academicians to present often, taking advantage of every opportunity to gain understanding. Association meetings and select university seminar series provide venues where finance faculty can meet, present their academic work, and offer constructive comments. Frequenting those venues enhances the professional's knowledge and visibility.

As you pass through the various stages of an academic finance career, you are called upon to present your ideas and your work. These notes, tips, and/or advice are designed to help you think about how to package and verbally express your research. However, no one can tell you precisely how to do that, so critically examine these techniques and embrace them where necessary, and enhance them where important.

Understanding that different schools, different conferences, and different seminars have different formats, this paper should not be mistaken for concrete rules of financial presentation. It is merely a mosaic of experiences, observations, and readings. It was prepared with the thought that the finance academic will find it useful as a resource well into the future.

In the broadest sense, every interaction with a colleague is a presentation. Good presentation skills will give the professional that X-factor. It will make people realize how good you are. Presentations take place everywhere ideas are exchanged. Research, teaching, and service all require presentations. However, this paper primarily addresses techniques in presenting academic work at conferences, but many of these ideas are applicable to the other below mentioned processes.

Presentation Forums in the Ph.D. Process

Your presentation should answer many questions. Typical questions are found in the four appendices, which are not entirely dissimilar. Several appendices contain the same questions. However, the templates were set up to stand alone because they represent specific presentation situations. Basically, there are four types of presentations that financial academics face: the dissertation proposal, the paper presentation, the campus talk, and the dissertation defense.

In Appendix A, The Dissertation Proposal, which should run about 40 minutes, the primary audience is your dissertation committee. The goal is to gain topic acceptance by demonstrating that you have the resources and knowledge to test the problem.

Appendix B outlines the questions in a paper presentation, which should last approximately 20 minutes. The paper presentation finds a broad audience, and the goal is to have your potentially publishable work critiqued.

The next appendix, Appendix C, focuses on the campus talk, or job talk, which routinely stretches beyond 40 minutes due to its interactive format. In this case, the audience is the department faculty and the aim of the presenter is to land a job.

Finally, Appendix D, The Dissertation Defense, which can extend to 40 minutes, has a primary audience consisting of the dissertation committee. Of course, the overarching purpose of the presenter is to successfully defend and graduate.

CONFERENCE PRESENTATION PREPARATION

Motivation

When you present your research, spend most of the time explaining your motivation for choosing to write this piece and why your topic is so important. This can be achieved by explaining your interest and that of others in this issue and how your work contributes to the body of knowledge.

Introduction

Devote plenty of time to presenting your introduction because the introduction is the hook that grasps the listener's attention and holds it. Write it, rewrite it and rehearse it until it flows. Assume that the reader is unfamiliar with the topic and use the introduction to provide some helpful definitions to make your expositions easier to follow.

Preparation – General

Often, two or more authors will collaborate in writing a document. Establishing the division of responsibility in presenting is important because although each coauthor contributes differently to the text, the presenter must demonstrate at least a modicum of knowledge of each part. When submitting the text, the primary contact person must be identified. Among the coauthors, it must be determined who will travel to the meeting or seminar. If more than one attends, it must be decided who will take notes, who will present, and who will field questions. Certainly, any predetermined combination of authors and tasks will suffice or the coauthors can function as a tag team.

Communication with your discussant and program chair weeks in advance and on arrival to the conference is essential. You should ask your chair how long you are expected to present and for any other pertinent instructions. Your discussant's familiarity with you and your work will blunt any barbed comments because people tend to be kinder to people they know.

Be sure to do your advance work. In addition to asking about the time constraint, learn about the forum of your presentation, where it is located, whether you are expected to provide copies of your work, the appropriate attire, whether it is interactive with the audience or uninterrupted, and the availability of visual aids. Also, the night before the presentation, or upon arrival to the conference, examine the hotel floor plan or campus map to learn the exact location of the room, in which you will present. Then, go there. In doing so, you reduce the risk and embarrassment of being horribly late the next day.

Preparation – Examples

As in everything, you want to learn from the best. Glean presentation techniques from the best presenters and/or the most highly touted finance professors. Observe and note top faculty presentations. Visit the FMA Web site and watch a few presentation videos. Attend

select universities finance seminar series. Attend special tutorial sessions at professional meetings.

Sit in on job talks of prospects visiting your school. Note the questions that your advisor or committee ask of the candidate. Assuredly, you will be asked the same questions at your dissertation defense or in a referee's report.

Preparation – Audience

Know your target audience. Estimate the extensiveness of their knowledge: level, range, and familiarity with the topic. Approximate the size of the group: large or small. Conjecture whether they will be active or passive.

Even if you anticipate a passive audience, prepare for a gadfly who may derail your talk with nettlesome questions and comments. In every audience, there is at least one gadfly and if you are not vigilant, you will find yourself in a one-to-one conversation with him or her. The term gadfly here is not used to imply that the questions and comments are invalid, but given a time constraint, intensive questioning can be problematic. Taking questions from the audience is fine if warranted by the earlier established rules of engagement, but if you have a time constraint, you have to quickly transition away from the gadfly and out of the quagmire of his or her questioning. You can say, "We can talk more about this point after the presentation." Or, you can say "I appreciate the thoroughness of your question." Or maybe say, "I would like to hear more about your point." Then, continue as planned with your presentation.

Preparation – Tough Questions

Prepare for the worse case scenario. Prepare for the tough, more substantive questions and a few disparaging remarks. One way to do this is to circulate your document weeks before the presentation. Then, compile the difficult questions that readers return with the comments. Write and rehearse answers. In essence, you are answering questions before they are asked, neutralizing potential gadflies. Another strategy is to address the questions in your presentation, admitting that you have examined them without a resolution.

Preparation – Setup Media

It helps to have a captivating topic or to be verbally gifted, but we all cannot be that fortunate, so some of us must rely on sound execution technique. An efficiently organized presentation can be quite effective.

In setting up the presentation, here is a checklist of your ordnance. Use plain vanilla, black and white, generic transparencies or overhead multimedia projector slides. The on your slides should be discernible from the rear of the room (20 font minimum). Be mindful that animated, stylized, or colorful slides are no substitute for intellectual and contextual substance.

Organize your transparencies in a three-ring loose leaf binder. Prepare a fresh set of transparencies for each talk. Then, write on them with a transparency marker as you talk. In that way, the audience can closely follow you. Similarly, a telescoping chrome pointer can be useful.

During your presentation, you need not constantly and frantically check your watch for the time. Prior to starting, take off your watch and place it beside the overhead projector. Alternatively, when you set up, scan the room for a clock on the wall or find someone in the first row whose watch is visible and surreptitiously use their timepiece by glancing at it periodically.

PRESENTATION EXECUTION

Execution

To start, take a few deep breaths and relax. Introduce yourself or thank the person who introduced you. Connect with each person in the audience. If you are the only presenter, thank the audience for their attendance. Make eye contact. Avoid talking to one individual. Conversationally, tell them what you are doing and why it is good for the world. Speak with a sufficiently strong voice that it projects to the person in the rear of the room. Be clear and concise. Adopt a balanced professional posture. Express enthusiasm. Be animated, moving, and gesturing.

You want to keep the presentation light, so be humorous, and witty, but tell no jokes. Jokes can sidetrack and, even worse, derail your talk. Avoid potentially offensive jokes. What may seem funny to some offends others. Certainly, once you have offended someone, the rest of what you have to say becomes irrelevant. In effect, you have lost your audience. As an alternative to telling a joke, if relevant, tell a humorous story about an actual experience.

Avoid using a laser pointer. Often, presenters distract the audience when they fail in attempts to turn a laser pointer on. Audiences seem to accept the fumbling of senior faculty, but tend not to be as sympathetic with junior faculty and doctoral students. Further, bouncing dots are distracting. Instead, use a telescoping chrome pointer, or preferably, a transparency pen, highlighting points on which the audience should focus and jotting down suggestions and comments. Routinely, make a mental note of the people who offer suggestions and comments. Later, thank them.

Plenty of tables and graphs will better illustrate your point. If necessary, provide those items as supplementary materials.

POST PRESENTATION

Response to Discussant's Comments

The discussant has willfully taken his or her valuable time to read and critique your paper and to offer important comments. Although that person might have a different interpretation of your paper than you have, be patient and wait until the discussion is complete. Be humble and embrace their comments. No matter how it pains you, be gracious. Start by genuinely thanking the discussant. Reply gracefully to sharp judgments. Acknowledge meaningful comments. Acknowledge deficiencies by saying, "Your suggestions are very good. I plan to implement some of your ideas." Or say, "These are great comments. There is a lot that remains to be learned." Simply, you could say, "There is no response." Or, "Thank you for

your comments on our early work. Your comments will be very helpful in moving this study along.”

Question and Answer Period

Following the discussants comments and your response, the chair of the session may open the floor for questions. Brace yourself for onerous questions, such as those in Table 1.

TABLE 1. Challenging Questions	
1.	What happens when we get a sunspot?
2.	What happens when you disaggregate?
3.	Why regress ranks instead of data?
4.	Can two insignificant numbers have a significant difference?
5.	Or, can questionable data produce hard evidence?
6.	You did all that. So what? Who cares?
7.	What difference will this make?
8.	Why should anyone care?
9.	Why? Why? Why?
10.	Is that the best you can do?
11.	Why not use percentage change instead?
12.	Have you checked for heteroscedasticity?

If you do not have the answer to a difficult question, say so. Or, you may respond with the statements displayed in Table 2.

TABLE 2. Responses to Challenging Questions	
1.	That’s a great question. But, that is a gap in my knowledge.
2.	We are working on this. We are looking at this.
3.	We talked about that.
4.	I am working on this.
5.	Let’s think about that.
6.	That point is well taken.
7.	I do not know the literature well enough.
8.	Actually, I address that later in my presentation.
9.	I suspect that’s not a big deal.
10.	I’m not sure that matters in what we’re doing.

Not all questions are hard hitting, so the presenter should also prepare for quibbles and questions of a more cosmetic nature. Address them fully. Remember that there are no trivial questions. Shown in Table 3 are a few examples of quibbles.

TABLE 3. Quibbles	
1.	You are missing a reference.
2.	You have an incorrect subscript or sign.
3.	There is a point that needs clarification.
4.	You have two tables labeled number 4.
5.	The title is too long.

Follow Up

The presentation does not end when you leave the front of the meeting room. You must seal the bond with the audience. Out of professional courtesy, remain in the session until it concludes. At most finance professional meetings, there are three papers presented at each session. Occasionally a first or second presenter will leave immediately after presenting, giving the impression that there is something more important than listening to the other presenters and missing the opportunity to receive additional feedback from the audience.

As appropriate, stay afterward and thank people for their questions, comments, and suggestions. Genuinely compliment them on their insight. State how their comments have enhanced your understanding. Send copies of your research to those requesting them.

Be collegial. Advance the dialogue by networking with others. Avoid overlooking anyone. Start with the person sitting next to you. Exchange business cards. Suggest meeting for coffee, lunch, or dinner. Accept invitations to the same. Introduce a colleague to another colleague. Talk to the other presenters. Say to them, "I read your work. I like it. I am working in the same area." Write others, congratulating them for an achievement, such as an award, a paper or presentation acceptance, a promotion, or a placement. Write asking, "How are things there? When can we talk?"

Robustness

Try different methods of presenting. As written above, these techniques are designed to help you think about how to improve, package, and convey a contribution to the finance literature. Again, the reader is asked to critically examine these techniques and where necessary, embrace them, and/or extend them. These are merely guidelines and should be modified to fit the particular situation and the presenter's style.

Post Presentation Analysis

Immediately following the presentation, perform a self assessment while everything is still fresh in your mind. Immediately following the presentation, return to your room or a quiet space and reflect on your presentation. Review what happened. A few questions that you might ask yourself are found in Table 4.

TABLE 4. Self Assessment Questions	
1.	How do you feel after the presentation?
2.	What was the audience response?
3.	Based on what, how did you rate your performance?
4.	What could you have done differently or better?
5.	What situations or questions did you fail to anticipate?
6.	Can you summarize what you have done?
7.	Considering your results what statement can you make?
8.	Have you answered your empirical question?
9.	What did you learn from this?
10.	What do you need to go back and look at?
11.	Can the paper sell itself?

Future Presentations

Finally, start now, preparing for your next presentation. Revise your work. Find ways to make the argument stronger. Know the upcoming call for paper deadlines. Submit your work. Meanwhile, search for captivating topics.

CONCLUSION

This article is intended to provide direction to finance academic professionals, expecting to advance their careers through presenting their work. The central focus is that much can be achieved toward that purpose not only during the presentation, but also before and after. Of course, this guideline only provides the reader with the common threads and traditional elements of an effective finance academic presentation and is not comprehensive to every situation and every professional's style. The primary contribution of this work is to fill a gap in the literature. Perhaps, doing so may bring more consistency to the conveyance of ideas in the academic finance profession.

REFERENCES

- Alpert, Frank and Thomas H. Eysell, 1995, Getting the Most Out of Your Doctoral program: Advice for the Ph.D. Student in Finance, *Journal of Financial Education* 21, 12-20.
- Butler, Alexander W. and Timothy Falcon Crack, 2000, The academic job market in finance: A rookie's guide, unpublished, 33 pages. Retrieved from <http://www.bus.indiana.edu/tcrack/rookie.pdf>
- Chow, Chee W., Kamal M. Haddad, Hugh O. Hunter, and Carol Venable, 2001, Approaches to generating ideas for research and publication: Insights from conversations with the 'elite' of finance, *Journal of Financial Education* 27, 1-11.
- Cawley, John, 2002, A guide (and advice) for Economists on the U.S. junior academic job market, unpublished, 67 pages. Retrieved from <http://www.aeaweb.org/joe/articles/2002/2002-09-cawley.pdf>
- Hamermesh, Daniel S., 1992, The young economist's guide to professional etiquette, *Journal of Economic Perspectives* 6, 169-179.
- Hamermesh, Daniel S., 1993, Professional etiquette for the mature economist, *American Economic Review* 83, 34-38.
- Hamermesh, Daniel S., 1994, Facts and myths about refereeing, *Journal of Economic Perspectives* 8, 153-163.
- Lazear, Edward P., 1993, Discussion: The Economics of professional etiquette, *American Economic Review* 83, 44.
- McCloskey, Donald N., 1985, Economical writing, *Economic Inquiry* 23, 187-222.
- McCloskey, Donald N., 1987, *The Writing of Economics* (Oxford University Press, Oxford)
- Schmalensee, Richard, 1996, Ways I have worked, *American Economist* 40, 37-43.

APPENDIX A

Guidelines for a Dissertation Proposal

Motivation

- What is the controversy?
- What is the unanswered question?
- What is the central unresolved issue?
- What is the problem that people currently face?
- What gap does this paper attempt to fill?
- How is it related to current work in the field?
- Why should people be interested in your study?
- How do you justify your efforts?

Introduction

- Why is this research important?
- What is the intuition?
- What clever new idea are you communicating?
- What are some helpful definitions?

Main Findings

- Put your findings up front. Or you may never get to them.
- What do you expect to find?
- Why?

Literature Review

- What articles have been written on this topic?
- What are the sources?
- Who are the writers?
- When were these pieces written?
- What was the message they conveyed?
- Does your paper replicate or extend any of these articles?
- How is your research similar?
- How is your research different?
- What are the main strands in the finance literature that relate to your topic?
- How does the conceptualized problem fit into previous research?
- How does your research compare and contrast with others?
- What is the frontier of research on this problem?
- How does your research extend that frontier?
- What is the link to the theory?

Empirical Question

- What is the unanswered question?
- Is this a new question?
- Is this a regulatory question?
- Is this an unresolved question that has been debated in the literature?

Hypotheses

- What is the null hypothesis?
- Is the hypothesis linked to the empirical question?
- What would I expect to find if I never saw the data?

Method

- What is the testable implication?
- What tests will be used?
- What are your assumptions?
- How plausible are these assumptions?
- Are the equations properly specified?
- Have you provided a conceptual definition of the variables?
- Will you apply a new method?
- Will you apply an old method differently?
- Is your method more valid and reliable?
- Is the method appropriate?

Sample/Data Description

- What is the description of your initial sample?
- What is the description of your sample after screens?
- How did you screen the data?
- Is the data credible?
- Is it new or unique?
- Does the data set allow analysis that was previously not possible?
- Does it represent the universe?
- What data is available?
- Why did you select the specific period covered by the data?
- How did you arrive at the start and end dates?
- What are the sources of your data?
- Do you use proxies?
- What is the frequency of your data: annual, quarterly, monthly, or daily?
- What is the difference between your test and control sample?
- What are the limitations of the sample?
- How have you modified it?
- Are there any extreme observations? If so, how have you handled them?
- Can questionable data produce hard evidence?

Results

- What results do you expect?
- What results do you not expect?
- What signs and magnitudes do you expect?
- Do you expect results to support or contradict the results of others?
- What will be the behavioral implications of these results?
- Can we reasonably expect management behavior to change with knowledge of this study?
- Will there be a cash flow implication?

Robustness

- What other methods will you try?

Conclusions

- Can you summarize what you will do?
- What question do you hope to answer?
- What issue or controversy will your study resolve?
- What statement do you hope to make?
- What path breaking contribution will your work make to the literature?
- What may be alternative explanations?
- What are the limitations of this study?

Future Research

- What else can you do?
- Where does this study lead?
- What could you do differently?
- How can you extend this study?
- What are possible applications?

APPENDIX B

Guidelines for a Paper Presentation

Motivation

- What is the controversy?
- What is the unanswered question?
- What is the central unresolved issue?
- What is the problem that people currently face?
- How is it related to current work in the field?
- Why should people be interested in your study?
- How do you justify your efforts?

Introduction

- Why is this research important?
- What is the intuition?
- What clever new idea are you communicating?
- What are some helpful definitions?

Main Findings

- Put your findings up front. Or you may never get to them.
- Say - We looked at the problem and this is what we found.

Literature Review

- What articles have been written on this topic?
- What are the sources?
- Who are the writers?
- When were these pieces written?
- What was the message they conveyed?
- Does your paper replicate or extend any of these articles?
- How is your article similar?
- How is your article different?
- What are the main strands in the finance literature that relate to your topic?
- How does the conceptualized problem fit into previous research?
- How does your research compare and contrast with others?
- What is the frontier of research on this problem?
- How does your research extend that frontier?
- What is the link to the theory?

Method

- What is the testable implication?
- What tests have you used?
- What are your assumptions?
- How plausible are these assumptions?
- Are the equations properly specified?
- Have you provided a conceptual definition of the variables?
- Did you apply a new method?
- Is your method more valid and reliable?
- How did you modify and apply the old method?
- Did you find this method appropriate?

Sample/Data Description

- Is the data credible?
- What is the description of your initial sample?
- What is the description of your sample after screens?
- How did you screen the data?
- Is the data new or unique?
- Does the data set allow analysis that was previously not possible?
- Does the data represent the universe?
- What data is available?
- Why did you select the specific period covered by the data?
- How did you arrive at the start and end dates?
- What are the sources of your data?
- Do you use proxies?
- What is the frequency of your data: annual, quarterly, monthly, or daily?
- What is the difference between your test and control sample?
- What are the limitations of the sample?
- How have you modified it?
- Are there any extreme observations? If so, how have you handled them?
- Can questionable data produce hard evidence?

Results

- What were the results?
 - Conflicting evidence?
 - Weak evidence?
 - Little evidence?
 - Robust evidence?
 - Compelling evidence?
 - Damning evidence?
- What did you expect?
- What did you not expect?
- What were the signs and magnitudes?

- Do your results support or contradict the results of others?
- How do you explain your findings?
- What is the intuition for the results?
- What are the behavioral implications of these results?
- Would management behavior be different with knowledge of this paper?
- Is there a cash flow implication?

Robustness

- What other methods have you tried and did those methods support your finding?

Conclusions

- Can you summarize what you have done?
- Have you answered your question?
- Has your study resolved the issue or controversy spelled out earlier?
- Considering your results what statement can you make?
- What path breaking contribution does your work make to the literature?
- What are or may be alternative explanations?
- What are the limitations of this study?

Future Research

- What else can you do?
- Where does this study lead?
- What could you do differently?
- How can you extend this study?
- What are more plausible applications?

APPENDIX C

Guidelines for Campus Talks

How you handle the job talk depends on where you are in the program.

Proposal Stage

- No Findings Yet
- Follow Appendix A

Dissertation Stage

- Results
- Follow Appendix D

APPENDIX D

Guidelines for Dissertation Defense

Motivation

- What is the controversy?
- What is the unanswered question?
- What is the central unresolved issue?
- What is the problem that people currently face?
- How is it related to current work in the field?
- Why should people be interested in your study?
- How do you justify your efforts?

Introduction

- Why is this research important?
- What is the intuition?
- What clever new idea are you communicating?
- What are some helpful definitions?

Main Findings

- Put your findings up front. Or you may never get to them.
- Say - We looked at the problem and this is what we found.

Literature Review

- What articles have been written on this topic?
- What are the sources?
- Who are the writers?
- When were these pieces written?
- What was the message they conveyed?
- Does your paper replicate or extend any of these articles?
- How is your article similar?
- How is your article different?
- What are the main strands in the finance literature that relate to your topic?
- How does the conceptualized problem fit into previous research?
- How does your research compare and contrast with others?
- What is the frontier of research on this problem?
- How does your research extend that frontier?
- What is the link to the theory?

Method

- What is the testable implication?
- What tests have you used?
- What are your assumptions?
- How plausible are these assumptions?
- Are the equations properly specified?
- Have you provided a conceptual definition of the variables?
- Did you apply a new method?
- Is your method more valid and reliable?
- How did you modify and apply the old method?
- Did you find this method appropriate?

Sample/Data Description

- What is the description of your initial sample?
- What is the description of your sample after screens?
- How did you screen the data?
- Is the data credible?
- Is it new or unique?
- Does the data set allow analysis that was previously not possible?
- Does it represent the universe?
- What data is available?
- Why did you select the specific period covered by the data?
- How did you arrive at the start and end dates?
- What are the sources of your data?
- Do you use proxies?
- What is the frequency of your data: annual, quarterly, monthly, or daily?
- What is the difference between your test and control sample?
- What are the limitations of the sample?
- How have you modified it?
- Are there any extreme observations? If so, how have you handled them?
- Can questionable data produce hard evidence?

Results

- What were the results?
 - Conflicting evidence?
 - Weak evidence?
 - Little evidence?
 - Robust evidence?
 - Compelling evidence?
 - Damning evidence?
- What did you expect?
- What did you not expect?
- Do your results support or contradict the results of others?

- How do you explain your findings?
- What is the intuition for the results?
- What are the behavioral implications of these results?
- Would management behavior be different with knowledge of this paper?
- Is there a cash flow implication?
- What were the signs and magnitudes?

Robustness

- What other methods have you tried and did those methods support your finding?

Conclusions

- Can you summarize what you have done?
- Have you answered your question?
- Has your study resolved the issue or controversy spelled out earlier?
- Considering your results what statement can you make?
- What path breaking contribution does your work make to the literature?
- What are or may be alternative explanations?
- What are the limitations of this study?

Future Research

- What else can you do?
- Where does this study lead?
- What could you do differently?
- How can you extend this study?
- What are possible applications?