

Dear AIB 2004 Panelist:

We are less than 60 days away from the beginning of our annual conference in Stockholm. Many people have worked very hard to review your submissions, create exciting panels and generally deal with the hundreds of details involved with putting together an international conference. And of course you have already made a major contribution by submitting a high quality panel proposal.

Now, we have to work to make the sessions the best they can be.

We all know and remember fantastic panels and those where we had to pinch ourselves to stay awake! Below please find a list of suggestions first written and prepared by **Lorraine Eden** of Texas A&M University for the 2002 Program. We are sure many of you are very experienced at presenting conference papers while for others this will be a first time experience. In either case, we hope you find these suggestions helpful, as many have in past years. If you have comments (criticisms, additions) please email us at aib2004@sabanciuniv.edu.

Other than that, all registration and hotel details, and basic travel information about Stockholm can be found on the AIB web page: <http://aib.msu.edu/events/2004/> Please make sure that at least the presenter is registered for the conference. Also please remember that the AIB regulations require all presenters to be members of the Academy.

1. GET ACQUAINTED WITH YOUR FELLOW PANEL MEMBERS

Please check the details of your session by going to the AIB 2002 website and clicking on: <http://aib.msu.edu/events/2004/PreliminaryProgram.asp>

Once you have assembled everyone's email address, please email EVERYONE in your session. If you intend to make a formal presentation, please send them an electronic copy of your presentation. Everyone, not just the chair, should have a copy of all the presentations ahead of time. If you do not intend to make formal remarks, please let the other panelists know that. In this way, everyone will have a complete set of any formal presentations before the meetings start. Please read them ahead of time, at the very latest, on the airplane flight to Stockholm. This way, each person can attempt in their presentation to link their remarks to the other presentations, making for a more cohesive and stimulating session.

2. EFFECTIVELY MANAGE YOUR PRESENTATION TIME

All sessions are one and one-half hours (90 minutes) long. To figure out how much time you should have for your presentation, divide the number of presenters plus 2 (1 for the time used by the discussant and chair and 1 for the time for Q&A) into the total number of minutes. For example, if there are three presentations, $90/5 = 18$ minutes each. In this case, plan for 15 minutes, so you have a bit of "wiggle room" in case you go a bit longer. If there are four presentations, $90/6 = 25$ minutes each; plan for 12 minutes. Therefore, the rule of thumb for a 90-minute session is:

- Three papers: 15 minutes each paper
- Four papers: 12 minutes each paper
- Five papers: 10 minutes each paper

If you do not have a discussant for your session, assume that the chair is playing this role and keep the same formula, unless the chair instructs you otherwise.

Would you please keep to this timetable as closely as possible? It is highly unfair to the other speakers if one speaker takes up more than his/her allotted time and therefore squeeze the time allotted for everyone else. The first speaker has the greatest responsibility in this regard because he/she controls the time for all the other presenters. Bring a stop watch or small clock and use it.

3. MAKE A QUALITY PRESENTATION

If you do plan to make a short audio-visual presentation, using an overhead projector these instructions may be helpful. To figure out how many individual overheads you can reasonably present within your time slot, divide the number of minutes you have by two (that is, if you have 15 minutes, prepare no more than 7 or 8 overheads). Your overheads should be printed in a minimum of 18-20

point font (preferably ARIAL as it is easier to read from a distance) in order for your text to be seen from the audience. Do use color if you have access to a color printer. If you are using overheads, you might find it helpful to bring a few blank ones and an overhead marker with you to the conference, in case you want to make changes before the session.

The Academy of Management, at its 1999 conference, had a workshop on improving the effectiveness of AOM sessions. I attach below the specific suggestions they made in terms of WHAT TO present and WHAT NOT to present, in terms of the content of your presentation, which you may find useful.

4. THE AUDIO-VISUAL EQUIPMENT

Unfortunately, we do not yet know whether all conference rooms will be equipped with computer projectors. Therefore, for now, please prepare your presentations with the assumption that we will have OVERHEAD PROJECTORS only. When we receive a confirmation with regards to computer projectors, we will let you know in a separate email. (Therefore you will not have a chance to prepare your presentations on the plane ☺).

5. OTHER SUGGESTIONS RE YOUR PRESENTATION

When I have chaired a session, I have found it helpful to ask the participants in my session to meet 10 minutes BEFORE the session starts so that everyone can be introduced, the equipment can be checked, handouts can be distributed, and so on. Please come early to your own session. At the very least, your arrival relieves the chair of the anxiety of worrying whether you are there or not. It also means the session can start on time.

It also helps to give your session chair (and discussant, if there is one) your room number in the hotel, or a telephone number where you can be reached should an emergency occur. If that unwelcome emergency does occur and you cannot make the session, please let your session chair and discussant know ASAP. Please also inform the AIB Registration Desk at the conference so the information can be passed along to us.

I look forward to seeing you all in Stockholm!

All the best,

Nakiye

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The Role of the Presenter *

* Abstracted with permission from "Making AOM Sessions Exciting!" by Jing Zhou (Texas A&M) and Russ Coff (Emory). The report was based on an AOM workshop, August 8, 1999, Chicago, IL, where the panel members were the two co-authors of the report, Sally Blount-Lyon (Chicago), Michael H. Lubatkin (Connecticut), Karl Weick (Michigan) and Edward J. Zajac (Northwestern).

Presenter: The presenter's job is to sell the paper and convince the audience that it is worth reading. This requires emphasis of the contribution rather than a summary of all sections of the paper.

Many AOM presentations are unsuccessful in that the audience is not motivated to read the full paper. The following are some ideas for how authors can get the audience engaged and excited about the paper. Most practices in the "DON'T" column are standard procedure and the suggestions may seem

radical. However, the object should be a presentation that *covers less* but makes a compelling argument that the paper *should be read*.

PURPOSE OF PRESENTATION

DO NOT: Present summaries of all sections of the paper

DO: Present enough to tell the audience that the paper is worth a read - tell a good story. Focus on the contribution. Minimize discussion of sections that don't stress what is new & different.

PRESENTATION FORMAT & TIMING

DO NOT: Save the punch line as a sort of surprise ending Plan for 20 minutes in case there is extra time. Use small fonts or too many overheads.

DO: Consider starting with the conclusion and then explain why you reached it (e.g. methods/results). Provide a 1-page handout describing your contribution & key points. Plan for 10 minutes - it is easier to elaborate than to cut things out. Use fonts larger than 28 pt & no more than 10 overheads.

AUDIENCE INTERACTION:

DO NOT: Give a monologue describing your research

DO: Create expectations that you expect active audience participation. Survey/work the audience before the session starts. Look people in the eye and talk to them (not at them). Identify places for audience input and ask questions. Consider using brief exercises or scenarios that draw on the audience's personal experiences/knowledge. Offer an interactive data analysis ("mess with the data") by inviting the audience to make assumptions & suggest relationships to test.

INTRODUCTION:

DO NOT: Focus on why you decided to do the study. Be too conceptual

DO: Do focus on what is interesting and new about what you have learned Do try to start off with a real-world analogy/story

THEORY:

DO NOT: Present a broad literature review (cites, etc.) Explain every arrow in a complex figure

DO: State the problem, why it is interesting, and what you will add. Explain what is new in this model over past contributions.

METHODS:

DO NOT: Describe the sample measures, and validation of instruments

DO: Provide an overview of why the measures are linked to the theoretical construct. Establish face validity and assure that more rigorous methods were applied.

RESULTS:

DO NOT: Present any tables with numbers.

DO: Present what was significant (+ and - signs). Explain what the data tell you - not tests. People can read the paper to get details.

CONCLUSION:

DO NOT: Review each result and summarize what was significant.

DO: Answer broadly what we have learned and what needs to be done now. Urge the audience to read the paper for details.

These guidelines are not intended to be rigid - some papers contribute through literature reviews or methods, etc. The main point is to sell rather than summarize. Again, the objective is to get the audience to read the paper - not to present so much detail that one has no reason to read it.

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