

Dear AIB 2007 Competitive Session Presenter:

In just about a month we will be happy to welcome you to Indianapolis, U.S.A.!

We thought it would be useful to send you instructions regarding the organization of the competitive sessions. 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 will find these suggestions helpful.

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### **1. READ THE PAPERS OF YOUR SESSION**

Please check the details and time of your session by going to the AIB 2007 website and clicking on: <http://aib.msu.edu/events/2007/PreliminaryProgram.asp>.

Please download the information for your session (you can COPY and PASTE the text into MS WORD). You can download the copies of manuscripts by using the manuscripts' ID numbers which are written in parentheses in the detailed program from <http://frontpage.cbs.dk/aib2007/get.php>.

Please read the papers ahead of time, at the very latest, on the airplane flight to Indianapolis. This way, each person can attempt in their presentation to link their papers to the other presentations, making for a more cohesive and stimulating session.

This is especially important since we will follow the Beijing conference precedent where the roles of chairs and discussants were consolidated into the session chair.

### **2. BRING A HANDOUT TO THE SESSION**

Each paper presenter is asked to bring 30-40 copies of a summary of his/her paper to the session as a handout. Not the paper; just a summary. The handout should be no more than 2-3 pages in length, double-sided with two pages to a side (that is, four pages onto one sheet of paper). No one wants to carry dozens of papers with them when they return home, but having a 2-3 page summary during the session can be very helpful to the audience in terms of understanding the paper. On the handout, present the key points of the paper. This might be the slides if the presenter is using PowerPoint or overheads, or the Abstract, Hypotheses and Tables of Results. The paper title, author(s) and their addresses should be at the top, along with the session date and time. These handouts should be distributed by the chair and/or the authors before the session starts, with the extras left at the entry doors so that people coming in to the sessions can pick up the papers. Once the session is over, any leftover handouts should be collected by the session chair and/or authors and returned to the AIB Registration Desk. We will have a table at the exhibit hall where people can browse through leftover summaries, if they missed the session.

### **3. EFFECTIVELY MANAGE YOUR PRESENTATION TIME**

All sessions are one hour and fifteen minutes (75 minutes) long. Almost all sessions have 4 presenters. If each presenter takes 15 minutes, then there are 15 minutes left for discussion. Again, since there are no separate discussants, it is important that you give the audience sufficient time to comment. Therefore, a good general rule of thumb is:

- Three papers: 20 minutes each paper
- Four papers: 15 minutes each paper

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 squeezes (limits) 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 stopwatch or small clock and use it!

#### **4. MAKE A QUALITY PRESENTATION**

Overhead and computer projectors will be available in all rooms. Computers will **NOT** be provided. Authors need to bring their own laptops or coordinate with others to ensure that one person will have a laptop available.

To figure out how many individual overheads or slides 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 in ARIAL as it is easier to read from a distance) in order for your text to be seen from the audience. 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.

Please see specific suggestions for competitive session presenters in terms of WHAT TO present and WHAT NOT to present in the content of your presentation which is summarized in the Appendix that follows and has been adapted for AIB use. The Appendix was originally presented at a workshop on improving the effectiveness of AOM sessions at The Academy of Management 1999 conference.

#### **5. OTHER SUGGESTIONS RE YOUR PRESENTATION**

It is very helpful for session participants to meet 10 minutes BEFORE the session starts so that everyone can be introduced, the equipment checked, handouts 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 your room number in the hotel or a mobile 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 know as soon as possible. Please also inform the AIB Registration Desk at the conference so the information can be passed along to us.

Please keep in mind that AIB requires all competitive session presenters to be registered for the conference. Please do not delay in registering for the conference. The regular registration deadline is **June 1<sup>st</sup>**.

I look forward to seeing you all in Indianapolis!

Best regards,



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## **APPENDIX – 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.

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 and different.

### **PRESENTATION FORMAT AND 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 and key points. Plan for 10 minutes – it is easier to elaborate than to cut things out. Use fonts larger than 28 pt and no more than 10 overheads or slides.

### **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 and suggest relationships to test.

### **INTRODUCTION:**

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

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.