

## **Dear AIB 2009 Interactive Paper Session Author:**

This summer we look forward to welcoming you to San Diego in California, US! We thought that it may be helpful to send you some guidance with regard to the organization of the interactive sessions at the conference. We know that many of you are already very experienced at participating at conference, while for others this will be a first time experience. In either case, at AIB, this will be the first time that Interactive Paper Sessions will be organized in **roundtable format**. You will not be asked to make a formal presentation (no powerpoint or overhead slides), but rather take 5 minutes to briefly outline the key contribution of your paper. These sessions are intended to be genuinely interactive in nature (between all the participants) and such it is critical that your outline stays within the 5 minute time allotment. We hope that you find the additional suggestions below 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 2009 website and clicking on: <http://aib.msu.edu/events/2009/programdetail.htm> .

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://aib.msu.edu/events/2009/GetManuscript.asp>

Please read the papers ahead of time, and at the very latest, on the flight to San Diego. This way, you will be able to join the discussion in an informed way, making for a more cohesive and stimulating session. Since each author will have little time in which to talk about their work, and comments will need to be succinct and to the point, you will do the other contributors to your session a great favor if you have prepared some brief reactions or suggestions on their work in advance. Please do for them what you hope they will do for you! On the same grounds, we ask as well that you remain in the session in which your presentation has been scheduled throughout that session, in courtesy to the other speakers, and again to ensure a more coherent session.

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

Please bring 20-30 copies of a summary of your paper to the session as a handout. Not the paper; just a summary. The handout should be no more than 2 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 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 a set of bullet points you have prepared, 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**

The physical layout of the room will be a roundtable in the center of the room with approx. 10 chairs for presenters and session chair that allow for direct interaction and then an outer ring of chairs for other participants that are more than welcome to join the discussion. There will be no computer projectors in the room.

All sessions are one hour and fifteen minutes (75 minutes) long and many interactive sessions have 8 presenters. Unfortunately, given these very tight constraints, we can only afford to allow presenters 5 minutes in which to briefly outline the key contribution of your paper. Since these sessions are intended to be genuinely interactive in nature (between all the participants), and to ensure feedback to all authors, the 5 minute limit needs to be adhered to even if there are less than 8 papers.

I have asked session chairs to try to hold the discussion of each paper immediately after each presentation. The total amount of time for each paper in aggregate (presentation and comments) will typically be no more than about 9 minutes where there are 8 papers. You should focus on the main research questions and findings of the paper and not include a discussion of sample, methods, etc. Your presentation should be structured as a conversation (i.e. short interventions and highly interactive), not as a sequence of monologues.

In addition to providing you feedback on your work the aim of the session is also to stimulate discussion among participants of common themes that cut across the individual presentations, so be prepared for a stimulating discussion with colleagues that are struggling with the same research issues as you. Given that the time for you to receive comments will be so limited in every case, I strongly suggest that you desist from responding during the session itself to the remarks on your work as it reduces the time available for further feedback to you, which is the whole purpose of these sessions. I would encourage you instead to continue the discussion informally later after the close of the session, and during one of the breaks. Make a point to try to meet up later with anyone whose further observations on your work may be helpful to you!

For the reasons I've explained, do please keep to your 5 minute time limit. It is highly unfair to the other speakers if one speaker takes up more than his/her allotted time and therefore squeezes (reduces) the time allotted for everyone else. The earlier speakers in a session carry the greatest responsibility in this regard because they control the time for all the other presenters. Bring a stopwatch or small clock and use it!

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

As said there will be no computer projectors in the room. Your handouts will be the main visual aids used during your overview. I suggest you go right to the heart of the matter, and focus on what you see your key contribution as being and your main findings (in summary form in words, not as a full table of results).

As a background, I append some specific suggestions for the presenters of papers in terms of WHAT TO present and WHAT NOT to present in the content of a conference 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. While this advice was designed for rather longer presentations, you may still find it helpful, since it focuses on how to get to the point of your argument.

#### **5. OTHER SUGGESTIONS WITH RESPECT TO YOUR PRESENTATION**

It is very helpful for session participants to meet 10 minutes BEFORE the session starts so that everyone can be introduced, and handouts distributed. So, do please arrive early for your own session. Your prompt appearance will relieve the chair of the anxiety of worrying whether you will be there or not. It also means the session can start on time.

If an unwelcome emergency occurs 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.

I look forward to seeing you all in San Diego!

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 10 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.

### **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 issues or problems on which you would most appreciate audience input.

### **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 a summary of why the measures are linked to the theoretical construct. Establish face validity and assure that more rigorous methods were applied.

### **RESULTS AND CONCLUSIONS:**

DO NOT: Present any tables with numbers.

DO: Present what was significant (+ and - signs). Explain what the data tell you - not tests. Say broadly what we have learned and what needs to be done now. Urge the audience to read the paper for details.