

Dear AIB 2009 Panelist:

Thank you very much for having contributed to a high quality panel proposal for the upcoming AIB 2009 meeting. This summer we look forward to welcoming you to San Diego, in California, US!

We thought it would be useful to send you some guidance with regard to the organization of the panel sessions in San Diego. There are many things that each of us can do to ensure that the sessions are rewarding, and the best that they can be. Please find below some suggestions, drawing upon the advice of former AIB program chairs. We know that many of you are already very experienced at presenting conference papers, while for others this will be a first time experience. In either case, we hope that you will find these suggestions helpful.

Please keep in mind that AIB requires all panelists to be registered for the conference.

1. COMMUNICATE WITH YOUR FELLOW PANEL MEMBERS

If you are not already aware of the full composition of your panel, then please check the details of your session by going to the AIB 2009 website and clicking on:

<http://aib.msu.edu/events/2009/programdetail.htm>

Once you have assembled everyone's e-mail address, please e-mail EVERYONE in your session. If you intend to make a formal presentation, please send them an electronic copy of your presentation. Everyone on the panel, 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, and at the very latest, on the flight to San Diego. This way, each person can attempt in their initial presentation to link their remarks to the other presentations, making for a more cohesive and stimulating panel.

2. EFFECTIVELY MANAGE YOUR PRESENTATION TIME

Sessions are one hour and fifteen minutes (75 minutes) long except for the first session every morning that last for ninety minutes. To figure out how much time you should have for your presentation, divide the number of presenters plus 1 (for the time for Q&A) into the total number of minutes. For example, if there are four presentations, $75/5 = 15$ minutes each. Therefore, the rule of thumb for a 75-minute session is:

- Four presentations: Maximum 15 minutes each panelist
- Five presentations: Maximum 12 minutes each panelist

Would you please keep to these time limits 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 (reduces) the time allotted for everyone else. If your panel has a chair, the chair should be responsible for keeping track of the time each presenter takes. If no chair has been designated, the first speaker will have the responsibility of controlling the time for all the other presenters. Bring a stopwatch or small clock and use it.

3. MAKE A QUALITY PRESENTATION

Computers and computer projectors will be available in all rooms. Therefore, if you do plan to make a short audio-visual presentation, please bring your presentation in the form of a PowerPoint document on a USB Memory Stick. To figure out how many individual 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/slides). Your slides 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. If you bring your own computer with you to the conference, then you would still have the opportunity to make changes to your presentation before the session.

Please see specific suggestions for panelist 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.

4. SESSION FORMAT AND PURPOSE

You may wish to recall that in our guidelines for panel proposals, we had said that this year we are especially keen to encourage panels in roundtable form, that set aside most or all of the time available to a genuine interchange between the panelists, each answering or discussing questions in common (probably using at least some pre-prepared questions, with a moderator to keep the discussion on track), rather than each simply presenting their own research in isolation from their fellow panelists. Whatever the format your group has decided upon for your panel, do please keep in mind that the objective of panels is to generate discussion between panel members themselves, and between you and the audience. These are not intended to be replicas of competitive paper sessions, in which you present your own work with only a limited regard for the perspectives of your fellow contributors.

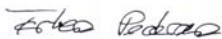
5. OTHER SUGGESTIONS WITH REGARD TO YOUR PRESENTATION

It is very helpful for session participants to meet 10 minutes BEFORE the session starts so that everyone can be introduced, the equipment can be checked, handouts can be distributed, and most importantly of all: so that presentations can be uploaded on to the desktop of the computer in the room ahead of the start of the session, to avoid having to do this in the time of the session itself. So, do please arrive early for your own session. Your prompt appearance will relieve the others 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.

I look forward to seeing you all in San Diego!

Best regards



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AIB 2009 Program Chair
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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.