

# The 4 Ps of Poster Presentations

Business Ethics International Project Week

Louise Stansfield



# But have you done this?



# The 4 Ps of Poster Presentations

Poster presentations: What? Why? How?

- 1 Preparation and planning
- 2 Presentation
- 3 Practicalities
- 4 Positives

Twitter  
#EthicsIPW2014

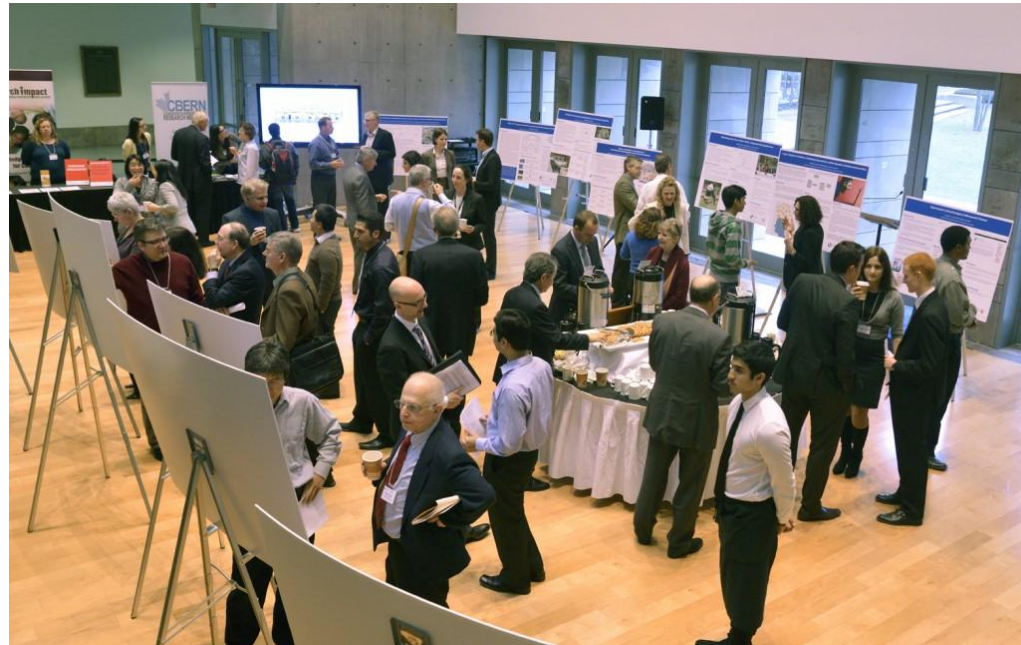


# A one-sentence overview of the poster concept\*

A large-format poster is a document that can communicate your research at a conference, and is composed of a short title, an introduction to your burning question, an overview of your novel approach, your amazing results in graphical form, some insightful discussion of aforementioned results, a listing of previously published articles that are important to your research, and some brief acknowledgement of the tremendous assistance and financial support conned from others — if all text is kept to a minimum, a person could fully read your poster in under 5 minutes (really).

# Poster sessions

- Conferences
- Trade fairs
- Job fairs
- Research fairs
- University courses  
=> Metropolia Business School IPW



<http://yfile.news.yorku.ca/2013/02/04/schulich-research-fair-celebrates-breakthrough-scholarship/>

# TV AND ONLINE MEDIA STRATEGIES FOR THE EURO-ASIA REGION

Watching TV is becoming the globe's new pastime... and the way people will watch their favorite TV series.

**RAW & UNDENIABLE FACTS AND NUMBERS:**

- Watching a minute on TV is the equivalent of watching 1.6 hours of content according to the current behavior and technology.
- Mobile video traffic will be 10 percent of all mobile data traffic in 2013. (Source: Cisco)
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- According to research by Intel, 80% of video content that is downloaded on mobile devices are HD & most likely to be products compared to those that are not.
- Research says that the world's mobile data traffic will be up by 2013.
- Google's AdWords program is a higher risk - they were compared to 2012.
- Phone usage will be 1.6 minutes on average.

**Who is the leader in online video?**  
YouTube is the main platform for online video.

**Social media channels in business:**

**E - magazines**

**What is the relationship between online video and advertisements?**

**Purpose of online education videos in web:**

- Database of studying abroad, source for those who want to have connections with educational world.
- Choose the country, city and the school - get knowledge what international students are doing there.
- Expression of real experiences of international students from all around the world.
- Focused on the international activities of educational institutions worldwide.

**GET INVOLVED!**

**Our project purpose:**

**More than 25 universities around the world have joined our project:**

- University of Technology Sydney Australia
- The University of Melbourne - Victoria, Australia
- McGill University - Canada
- York University - Canada
- University of Toronto - Canada
- University of Western Australia - Australia
- University of Queensland - Australia
- University of New South Wales - Australia
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**GC TV distribution channels reached already:**

- Australia
- Canada
- France
- Germany
- India
- Italy
- Japan
- Malaysia
- Netherlands
- Norway
- Poland
- Spain
- United Arab Emirates
- USA

**3 reasons to get your own video and start your challenge:**

1. Increase international media exposure - Facebook, YouTube, LinkedIn
2. Increase brand awareness in your local market
3. Increase international media exposure - Facebook, YouTube, LinkedIn

**Contact Us:**

www.globalclassroom.com

## Online Learning: A Glimpse Inside a Virtual Global Classroom

Nancy Coleman (ncoleman@bu.edu)  
Boston University, Boston, Massachusetts, USA

**Where are our students?**

Over 100 countries  
Most live 200+ miles from campus

**Fostering BU Online Community**

**The Virtual Classroom Experience**

**International Student Support**

- Extensive experience - 15-16% of BU's student body is international
- Dedicated student services coordinator
- Orientations (virtual)
- Small groups with facilitator and lead instructor
- Understanding of student needs by support teams (Registrar, Bookstore)

**Results**

**Before and After: International Student Perceptions of Online Learning**

**International Student Survey: Connectedness**

97% would choose BU's online programs again

# Verkkototeutuksen laatiminen – näin se käy!

Opettajan opas verkkototeutuksen laatimiseen Metropolia AMK:n Liiketoimintaosaamisen yksikössä

Pirjo Elo, [pirjo.elo@metropolia.fi](mailto:pirjo.elo@metropolia.fi)

## Johdanto

Kehittämishankkeen tavoitteena oli tuottaa opettajan opas verkkototeutusten laatimiseen Metropolia AMK:n Liiketoimintaosaamisen yksikössä. Opas on tarkoitettu Metropolian liiketalouden opettajien käyttöön, kun he suunnittelevat ensimmäistä verkkokurssiaan.

Erilaisista verkko-opetuksen muodoista valittiin käsitteelyyn ensisijaisesti ajasta ja paikasta riippumaton itseopiskelu verkossa – tosin niin, että opiskeluun oletettiin kuuluvan myös ryhmätöitä ja -keskusteluja.

## Toteutus

Hanke toteutettiin tutustumalla verkko-opetusta käsittelevään kirjallisuuteen ja verkkoaineistoihin, osallistumalla koulutustilaisuuksiin sekä suunnittelemalla ja toteuttamalla verkkokurssi Metropolia AMK:n illan tradenomiopiskelijoille loppusyksystä 2011.

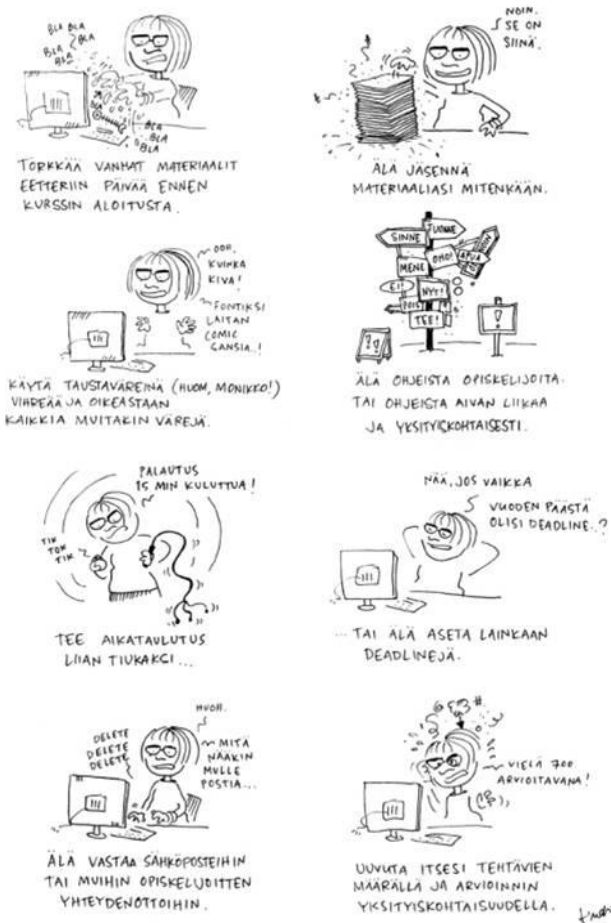
Myös opettajan pedagogisiin opintoihin sisältyvä opetusharjoittelu suoritettiin edellä mainittua verkkokurssia hyödyntäen. Kurssista saatu palaute HAAGA-HELIA/AOKK:n ohjaajalta, opiskelijakollegoilta ja kurssin opiskelijoilta toimi taustatietona opettajan opasta kirjoitettaessa.

## Johtopäätökset

Vaikka verkko-opetusta käsittelevässä kirjallisuudessa painotetaan opettajan teknisiä valmiuksia erilaisten teknologioiden ja työkalujen käytössä, oman kokemukseni perusteella opettajan on mahdollista laatia onnistunut, yksinkertainen verkkototeutus myös siinä tapauksessa, ettei hänellä ole syvällistä teknologista osaamista.

Opettajan teknisen osaamisen merkitystä ei mielestäni pitäisi painottaa liikaa.

Kuinka epäonnistua verkkokurssin opettamisessa:



Kuva: Linda Saukko-Rauta, CC BY-NC

## Kirjallisuuslähteet

- Hynninen-Ojala, M. (2011). Moodle 2.1.1 Opettajan opas. Helsinki: Metropolia Ammattikorkeakoulu.
- Ihanainen, P. & Kiviniemi, K. (2009). Verkko-opetuksen haasteet ammatillisessa koulutuksessa. Teoksessa P. Ihanainen, P. Kalli & K. Kiviniemi (toim.) 2009. Verkon varassa. Opetuksen pedagoginen kehittäminen verkkoympäristöissä. Jyväskylän Ammattikorkeakoulun julkaisuja 97, 130-141
- Kalliala, E. (2002). Verkko-opettamisen käsikirja. Helsinki: Oy Finn Lectura Ab.
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- Löfström, E., Kanerva, K., Tuuttila, L., Lehtinen, A. & Nevgi, A. (2006). Laadukkaasti verkossa: verkko-opetuksen käsikirja yliopisto-opettajille. Helsinki: Helsingin yliopisto/Kehittämisosasto.
- Suominen, R. & Nurmela, S. (2011). Verkko-opettaja. Helsinki: WSOYpro Oy.

## Kiitokset

Haluan kiittää HAAGA-HELIA/AOKK:n ohjaajaani Henna Heinilää sekä verkko-opetusharjoittelua seuranneita opiskelijakollegoitani arvokkaasta palautteesta, joka auttoi kehittämishankkeessani.

Lisäksi haluan kiittää Irmeli Pietilää, jonka opastuksella sain tutustua Vespa-toteutuksen verkkoympäristöön.





# Poster presentations – why?

- Allow many participants to report findings or ideas within a single session

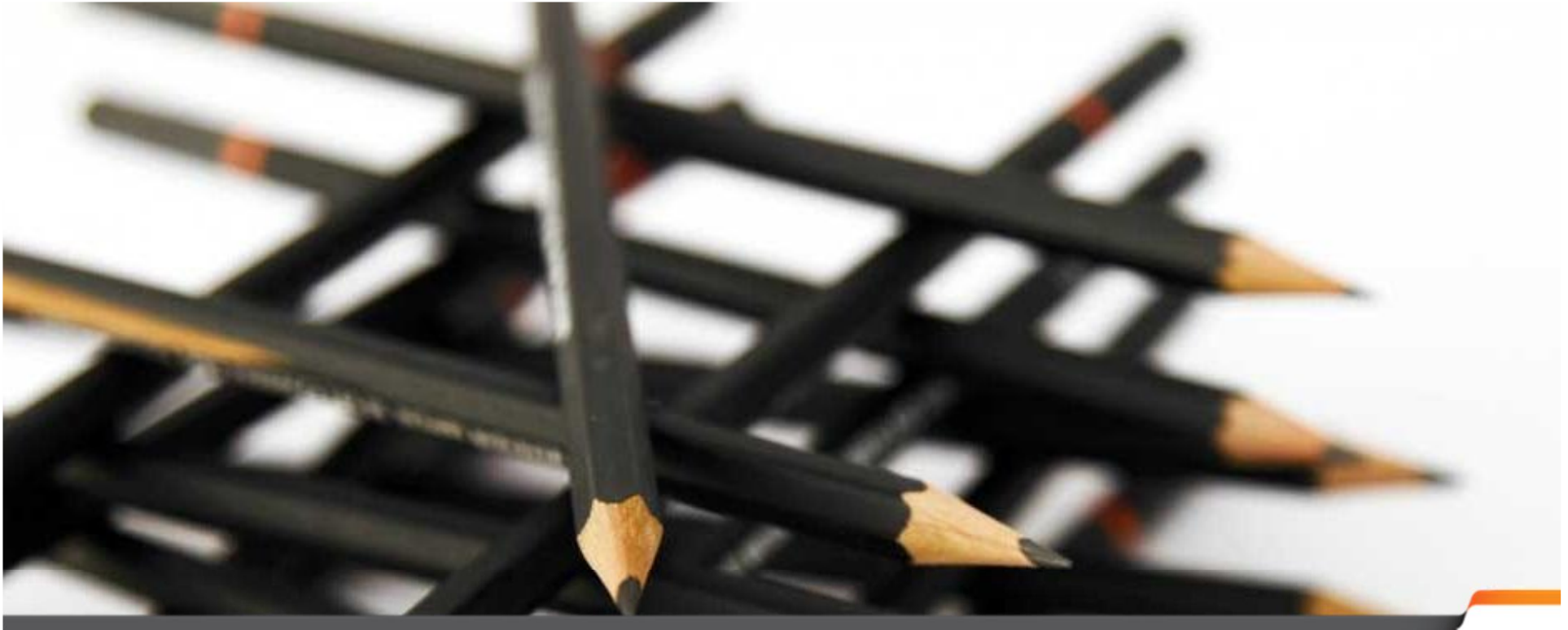


# Poster presentations – how?

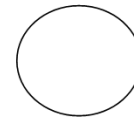
- Audience come and go
- Presenters explain their poster several times during the session



**Your posters will be evaluated on Friday  
on the basis of poster design, effective  
presentation, poster contents and key  
messages learned.**



## Preparation and Planning





## Typical Components of a Research Poster

Poster design

# Modern Slavery as a Management Practice

Andrew Crane

Schulich School of Business, York University, Toronto, Canada,

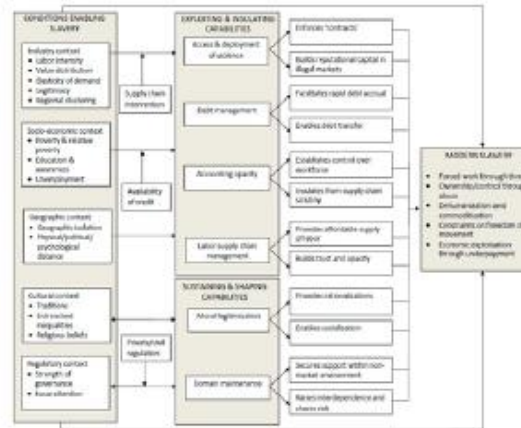
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- So why, despite regulations, norms and programs to abolish slavery does it persist in the global workplace?

## Theoretical Framework

- This research uses insights from management theory, the economics of crime, and contemporary slavery studies to answer the question by developing a theory of *modern slavery as a management practice*.
- This theory is based on the idea of 'institutional deflection' – the preservation of illegitimate practices over time by organizations in the face of powerful forces to the contrary.

## Conditions and Capabilities of Modern Slavery



## Conclusions

- This is the first management theory of modern slavery – it provides a solid foundation for future empirical work.
- The theory suggests that slavery enterprises are 'liminal organizations' in uncertain positions at the margins of institutional fields – provides new insight into the role of operational capabilities in institutional work.
- Provides various policy and practice implications to tackle slavery, including points of leverage for government, civil society and business actors.

## What is Modern Slavery?

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## Main Findings

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## Next Steps

- This paper will be published in the *Academy of Management Review* in 2013
- Jan-Apr 2013, continuing research on the business models of forced labour with a \$40,000 grant from the Joseph Rowntree Foundation.



Retrieved 10/05/2013 from <http://yfile.news.yorku.ca/2013/02/04/schulich-research-fair-celebrates-breakthrough-scholarship/>

# Typical components of a poster: **Title**

- Use the poster title effectively to draw the reader in
- A two-part title can be used: the first part being a 'hook' and the second giving more information

Source: McMillan & Weyers: The Smarter Study Skills Companion, 2009



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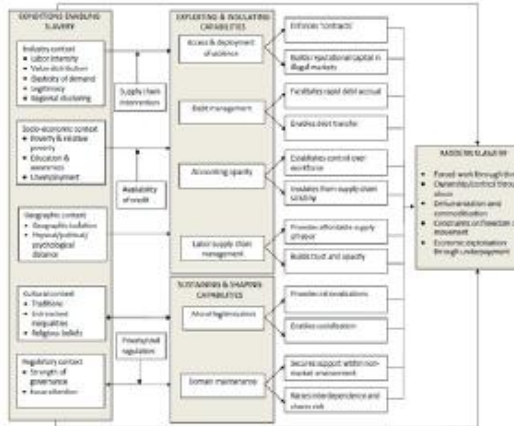
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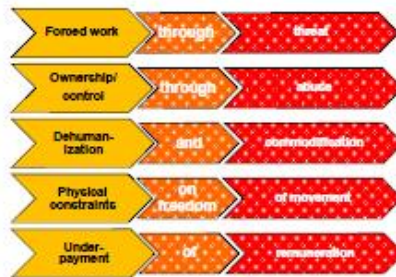


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Reputation needs time to build but can be destroyed in seconds.

# Corporate reputation management and business ethics

## The Enron case

Enron (1985-2001) was one of the world's leading energy corporations, which had an amazing reputation and was ranked 7th out of 500 most admired American companies according to Fortune magazine, before it collapsed. Enron started with aggressive accounting, which eventually led to the biggest financial fraud in history. Enron's share dropped from \$90 to \$0.61 per share just in five months and 27<sup>th</sup> of December 2001 Enron bankrupted.

### Types of reputation crises

Social	<b>ENRON</b> WinCapita Lehmann Brothers	<b>TERRORISM</b> World Trade Center bombings
	<b>Technical</b> Chernobyl, Oil Spills, Plane Crashes	<b>Tsunami, Hurricane, Volcanos</b>
	Internal	External

### 5 Elements of Reputation Crisis

1. Causation
2. Signal Detection
3. Preparing Prevention
4. Containment
5. Recovery

### Conclusions

Accounting  
2000 Enron Chief Financial Officer is jailed for 24 years  
Several other executives face charges  
Auditing firm (Arthur & Andersen) executed face charges  
Multiple group claims from shareholders  
Thousands of employees lose their jobs  
Reputation of Reputation management have been assessed experimentally after the Enron case, but there are still lessons with the ethics and conflicts of interest.  
Seven years after the Enron Case (2008), very similar case of the Lehmann Brothers was revealed  
Government and supervising body controls developed are still being developed after the crisis.

www.metropolia.fi/en

Acknowledgement  
Giampaolo Abatecola

Metropolia  
University of Applied Sciences

References  
University of Applied Sciences  
Metropolia  
2002 work paper, Metropolia, 4 February, 2002  
Three questions, Metropolia University of Applied Sciences

## Group 6: Unethical Marketing & young consumers

# WHO IS RESPONSIBLE?

'Today's children - tomorrow's students'

### MEDIA

- downloaded, internet
- cell phones, text messages
- video, twitter
- TV-series, reality TV
- Facebook
- computer games

### ROLE MODELS

- Top stars, rock stars
- super models
- celebrities
- politicians
- celebrities

### NUTRITION

- Fast Food
- alcohol
- candy
- Breakfast cereals

### TOYS

- Barbie, fashion
- dolls, action figures
- action figures
- computer games
- educational toys

### BEAUTY

- size zero models
- skin care products
- plastic surgery
- cosmetics

### Aggressive marketing consequences

- rise in suicide rates
- childhood obesity
- unrealistic beauty image
- pressure to change

### Effects on our society

- problems in families
- change in children's behavior
- materialistic habits
- social isolation
- anti-social behavior (drugs, alcohol)

### Conclusion

We ALL have to take action - We are ALL responsible!

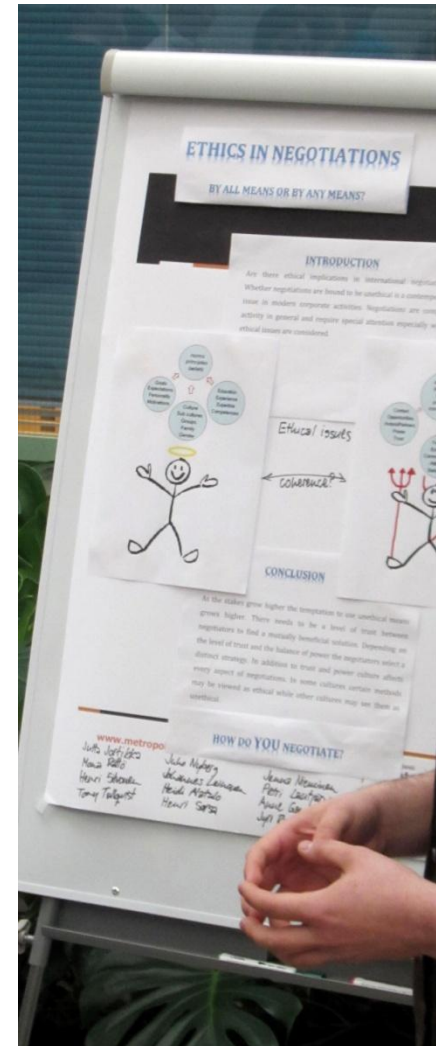
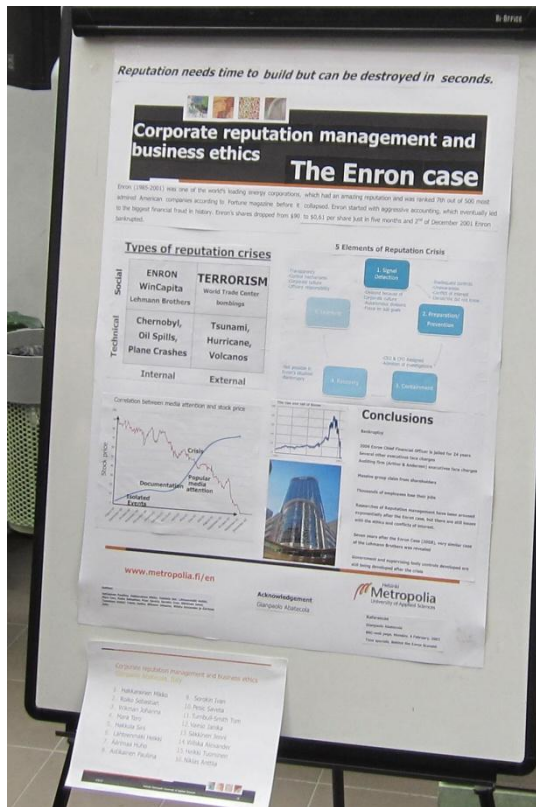
acknowledgements  
We want to thank Rasmus Rucka for all his help and our parents and fathers for being responsible parents and helping us to grow into conscious consumers.

References  
Kaukianen Rami, Luoma Laura, Leppä Marika, Hiltunen Laura, Pirttinen Malin, Strömberg Susanna, Forsell Hanna, Tuomola Marika, Sallinen Sanna

Title has to be visible from 1 – 2 metres away 100 – 170 pt size

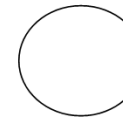
# Typical components of a poster: Author

Remember your group members



Yes they sometimes forgot last year

Your title here



Group  
number  
here

Group  
members  
names  
here



Group members:

Acknowledgements:

# Typical components of a poster

- **Introduction**
- **Materials and methods**

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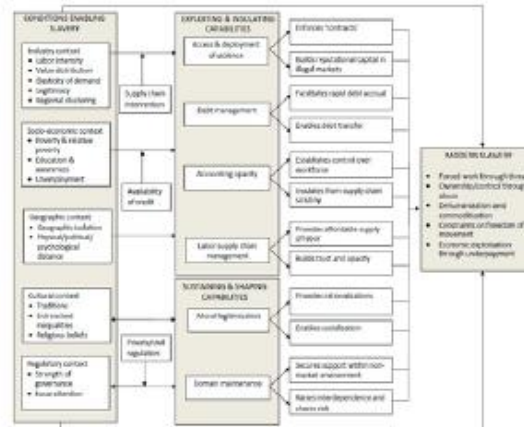
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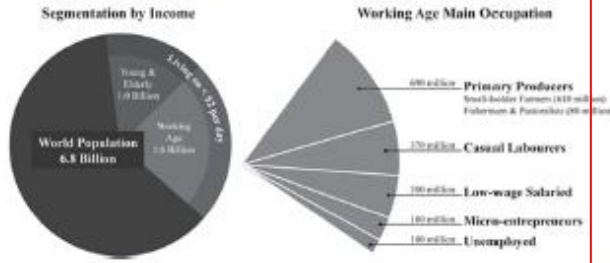


# Making Markets Work for Poor Producers in Least Developed Countries

Kevin McKague, MBA, PhD

Schulich School of Business, York University, Toronto, Canada

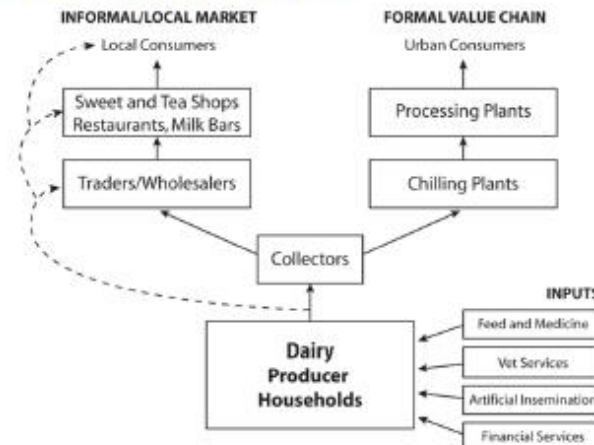
## Introduction



## Research Questions

- In contexts of market failure and weak state governance characteristic of least developed economies...
- How can an intermediary organization make value chains and markets work more effectively for poor smallholder agricultural producers?

## The Dairy Value Chain in Bangladesh



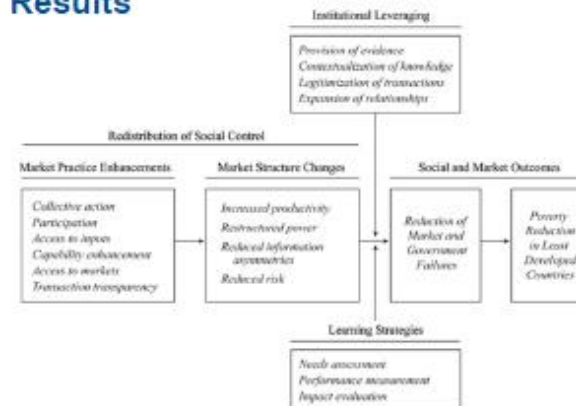
## Discussion

- This was one of the first studies to examine how poverty can be reduced for poor producers in least developed economies through value chains
- Companies, non-governmental organizations, development agencies and donors can use this framework to more effectively allocate resources

## Qualitative & Quantitative Methods

- 50 Interviews, Focus Groups, 4 Field Observations, Archival Documents
- Quantitative analysis of 350 variables
- 35,000 farmers, 1,163 producer groups

## Results



## Take Away Message

How do you make markets work for the poor?

- Consider the entire value chain
- Rebalance power relationships
- Reduce information asymmetries
- Reduce risk
- Increase access to productivity



Acknowledgements: The support of GDHRC, York University, OGS and the Schulich School of Business is gratefully acknowledged.

# Typical components of a poster

- **Results**  
**Key findings or examples**
- **Conclusion**  
**Giving the ‘take-home messages’ of your project**



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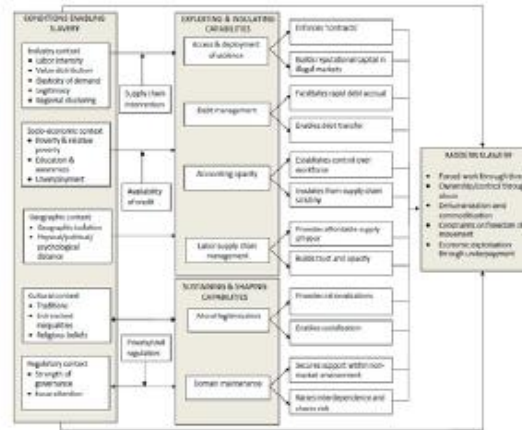
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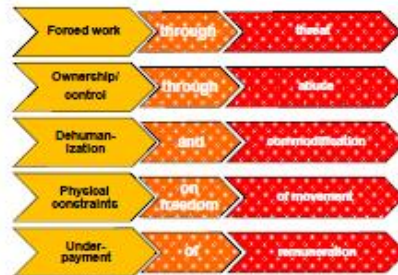


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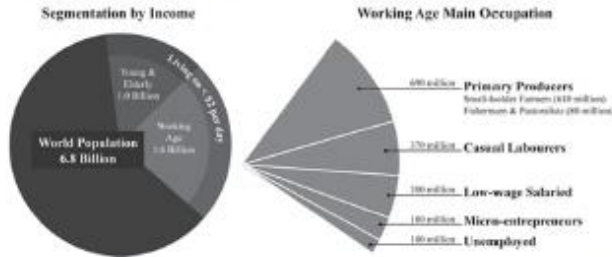


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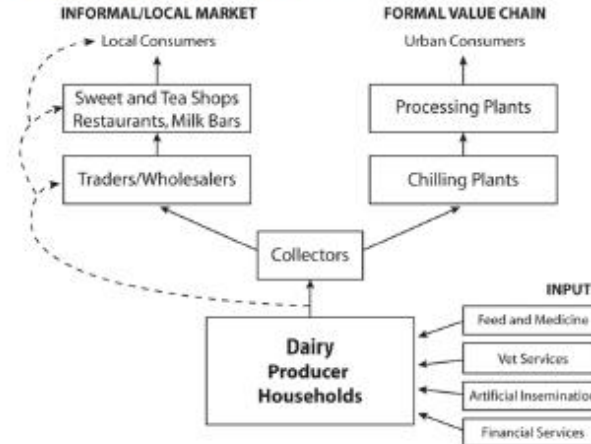


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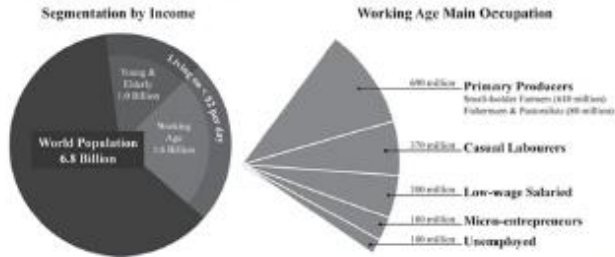
**State who has helped you**

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Schulich School of Business, York University, Toronto, Canada

## Introduction

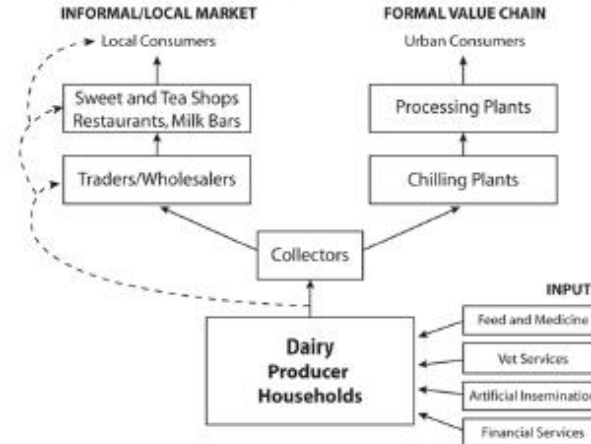


## Research Questions

- In contexts of market failure and weak state governance characteristic of least developed economies...
- How can an intermediary organization make value chains and markets work more effectively for poor smallholder agricultural producers?



## The Dairy Value Chain in Bangladesh



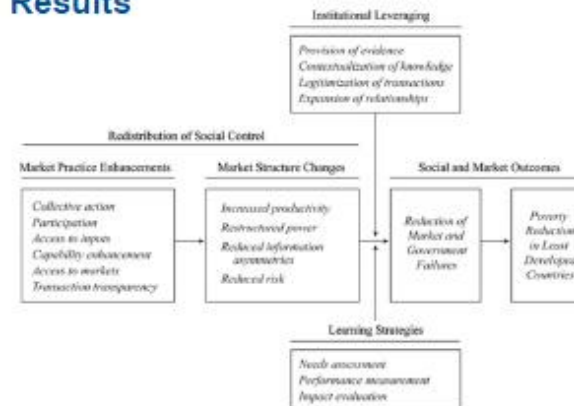
## Discussion

- This was one of the first studies to examine how poverty can be reduced for poor producers in least developed economies through value chains
- Companies, non-governmental organizations, development agencies and donors can use this framework to more effectively allocate resources

## Qualitative & Quantitative Methods

- 50 Interviews, Focus Groups, 4 Field Observations, Archival Documents
- Quantitative analysis of 350 variables
- 35,000 farmers, 1,163 producer groups

## Results



## Take Away Message

How do you make markets work for the poor?

- Consider the entire value chain
- Rebalance power relationships
- Reduce information asymmetries
- Reduce risk
- Increase access to productivity



Acknowledgements: The support of GDHRC, York University, OGS and the Schulich School of Business is gratefully acknowledged.

# Verkkototeutuksen laatiminen – näin se käy!

Opettajan opas verkkototeutuksen laatimiseen Metropolia AMK:n Liiketoimintaosaamisen yksikössä

Pirjo Elo, [pirjo.elo@metropolia.fi](mailto:pirjo.elo@metropolia.fi)

## Johdanto

Kehittämishankkeen tavoitteena oli tuottaa opettajan opas verkkototeutusten laatimiseen Metropolia AMK:n Liiketoimintaosaamisen yksikössä. Opas on tarkoitettu Metropolian liiketalouden opettajien käyttöön, kun he suunnittelevat ensimmäistä verkkokurssiaan.

Erilaisista verkko-opetuksen muodoista valittiin käsitteelyyn ensisijaisesti ajasta ja paikasta riippumaton itseopiskelu verkossa – tosin niin, että opiskeluun oletettiin kuuluvan myös ryhmätöitä ja -keskusteluja.

## Toteutus

Hanke toteutettiin tutustumalla verkko-opetusta käsittelevään kirjallisuuteen ja verkkoaineistoihin, osallistamalla koulutustilaisuuksiin sekä suunnittelemalla ja toteuttamalla verkkokurssi Metropolia AMK:n illan tradenomiopiskelijoille loppusyksystä 2011.

Myös opettajan pedagogisiin opintoihin sisältyvä opetusharjoittelu suoritettiin edellä mainittua verkkokurssia hyödyntäen. Kurssista saatu palaute HAAGA-HELIA/AOKK:n ohjaajalta, opiskelija-kollegoilta ja kurssin opiskelijoilta toimi taustatietona opettajan opasta kirjoitettaessa.

## Johtopäätökset

Vaikka verkko-opetusta käsittelevässä kirjallisuudessa painotetaan opettajan teknisiä valmiuksia erilaisten teknologioiden ja työkalujen käytössä, oman kokemukseni perusteella opettajan on mahdollista laatia onnistunut, yksinkertainen verkkototeutus myös siinä tapauksessa, ettei hänellä ole syvällistä teknologista osaamista.

Opettajan teknisen osaamisen merkitystä ei mielestäni pitäisi painottaa liikaa.

*Kuinka epäonnistua verkkokurssin opettamisessa:*



TÖPKKÄÄ VANHAT MATERIAALIT EETTERIIN PÄIVÄ ENNEN KURSSIN ALOITUSTA.



ÄLÄ JÄSENNÄ MATERIAALIASI MITENKÄÄN.



KÄYTÄ TAUSTAVARENA (HUOM, MONIKKO!) VIHDEÄ JA OIKEASTAAN KAIKKIA MUITAKIN VAREJA.



ÄLÄ OIJEISTA OPISKELUJOTA TAI OIJEISTA AIVAN LIIKKAA JA YKSITYSKOHTAISESTI.



TEE AIKATAULUTUS LIIAN TIIVAKKI...



... TAI ÄLÄ ASETA LAINKAAN DEADLINEJÄ.



ÄLÄ VASTAA SÄHKÖPOSTEIHIN TAI MUIHIN OPISKELUJOTTEN YHTEYDENOTTOIHIN.



UUVUTA ITSESI TEHTÄVIEN MAARALLA JA ARVIOINNIN YKSITYSKOHTAISUUDELLA.

## Kirjallisuuslähteet

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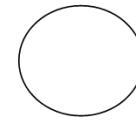
## Kiitokset

Haluan kiittää HAAGA-HELIA/AOKK:n ohjaajaani Henna Heinilää sekä verkko-opetusharjoittelua seuranneita opiskelijakollegoitani arvokkaasta palautteesta, joka auttoi kehittämishankkeessani.

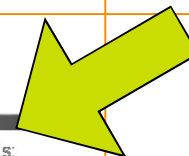
Lisäksi haluan kiittää Irmeli Pietilää, jonka opastuksella sain tutustua Vespa-toteutuksen verkkoympäristöön.

Kuva: Linda Saukko-Rauta, CC BY-NC

Your title here



Acknowledgements here



Group members:

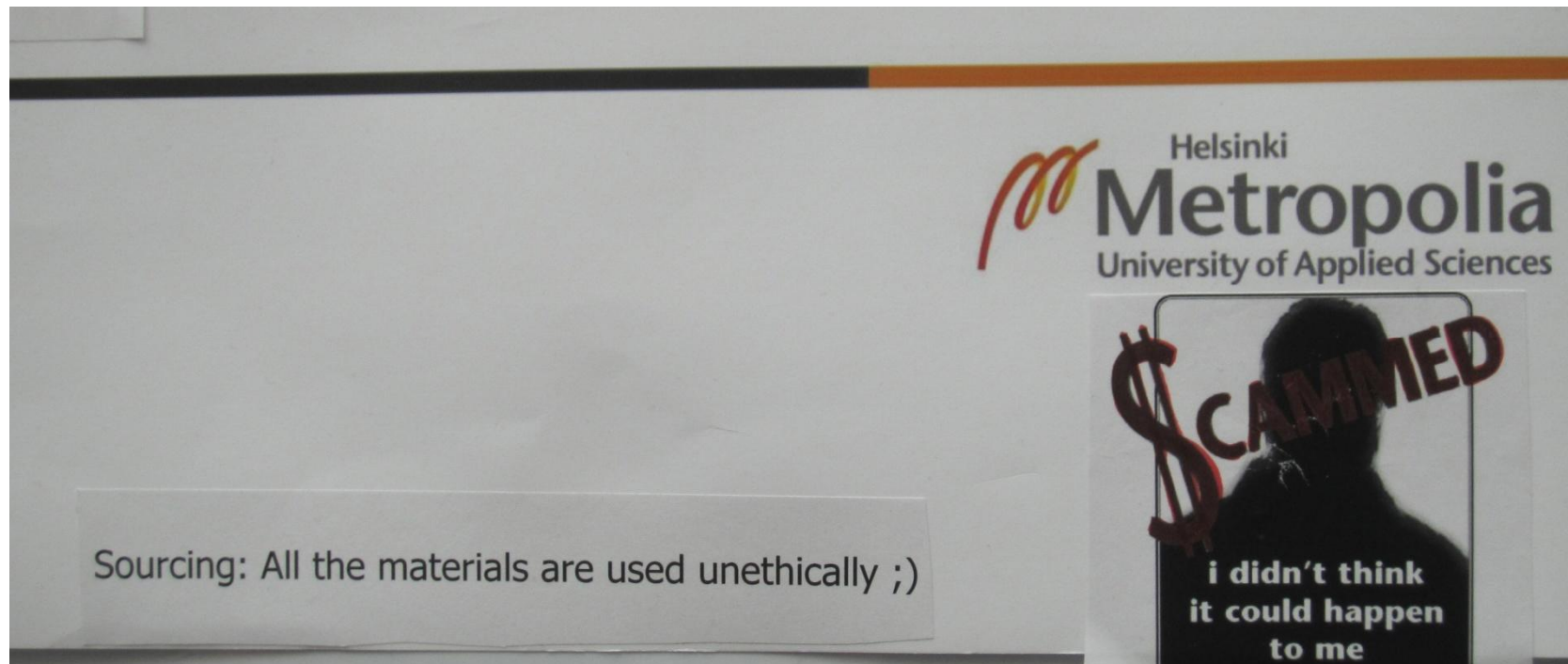
Acknowledgements:

# Typical components of a research poster

- Title
- Author information
- Abstract or summary  
Stating the approach taken and the main conclusions
- Introduction  
Providing brief background information essential for understanding the poster
- Materials and methods  
Describing background theory or historical overview (or field research)
- Results  
Key findings or examples
- Conclusion  
Giving the 'take-home messages' of your project
- Acknowledgements  
Stating who has helped you

# Remember to give your sources

- Reference literature used
- Reference any non-original visuals used  
(Check you may use them)



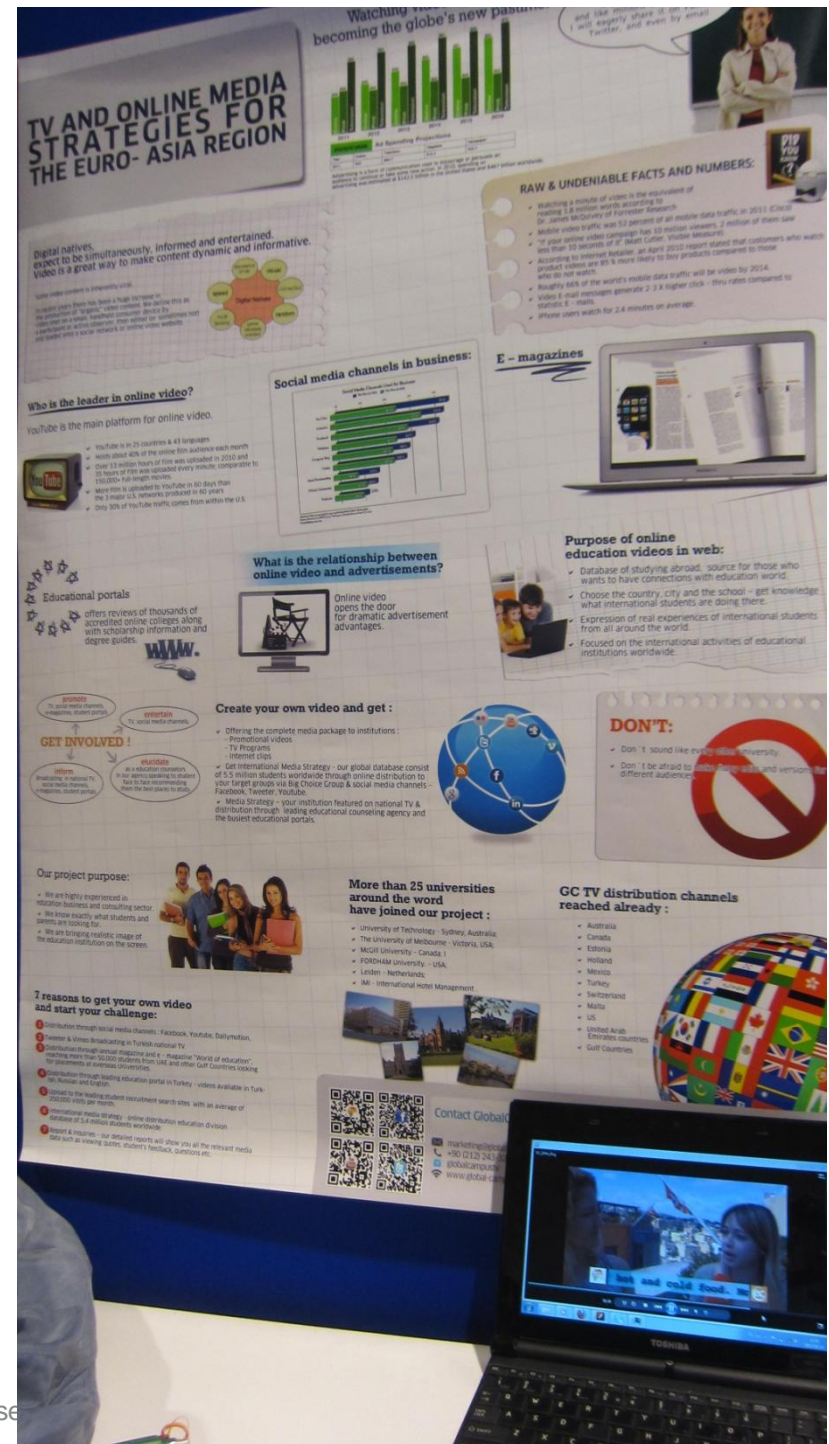


# Other elements for posters

- QR code
- Get and give feedback in social media  
e.g. Pimp my poster on Flickr  
Twitter
- Interactive elements for online versions



Posters EAIE conference 2012 photos L Stansfield

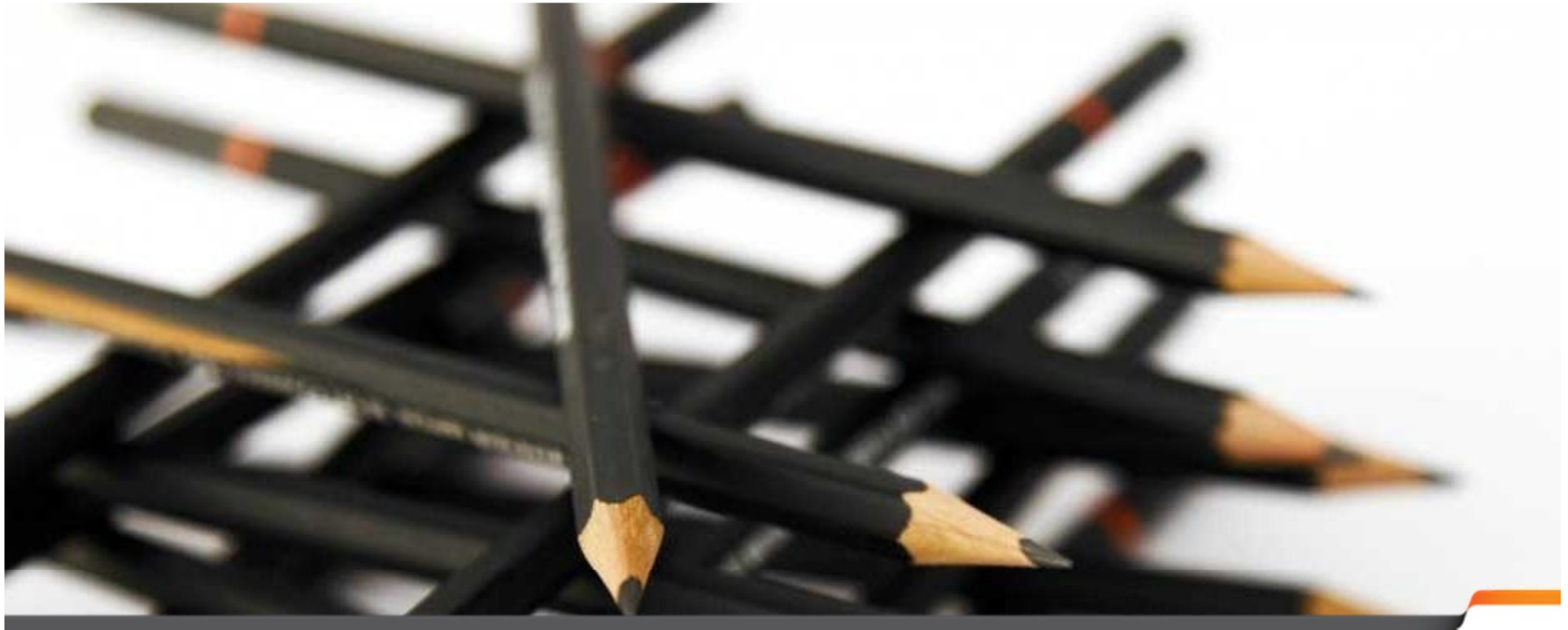


# Audience is king

- Plan content for your audience who are guest lecturers, students, Metropolia staff



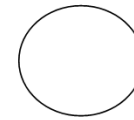
- Remember your external audience – via social media and Twitter



## Poster design

IPW  
template  
= Plan for  
Portrait  
Orientation  
A1 size

IPW – Business Ethics 2013

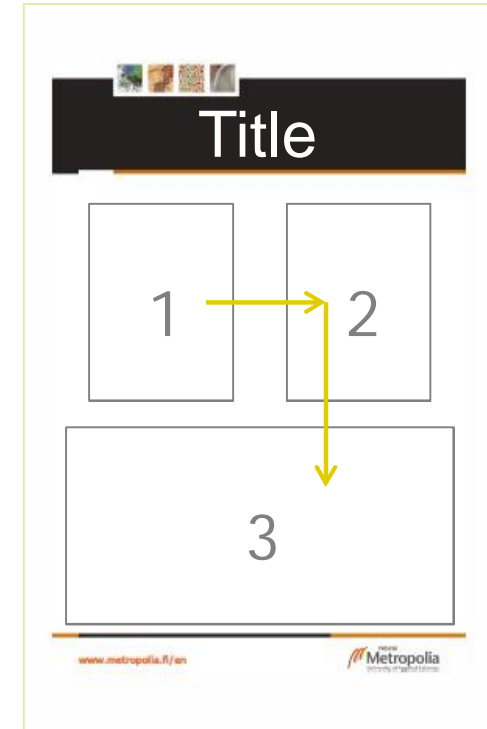
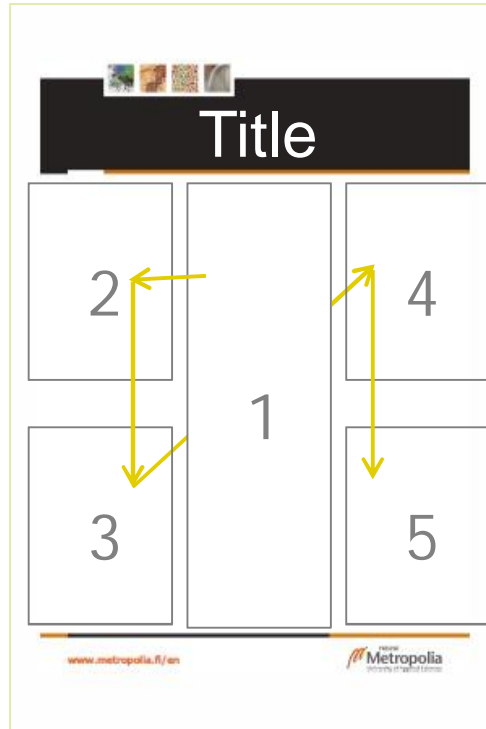
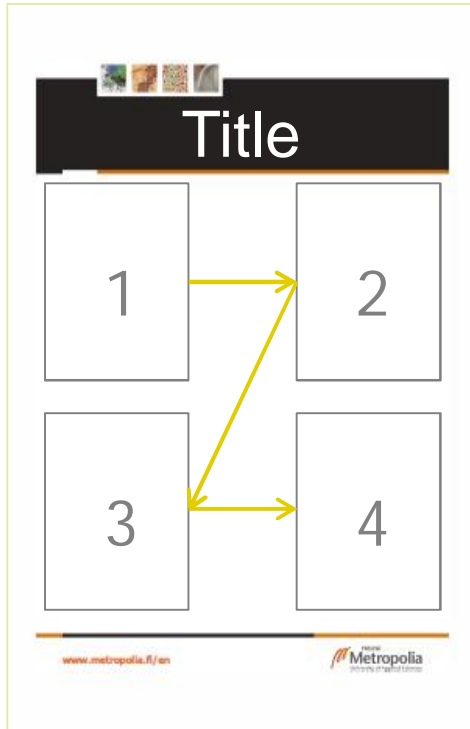


Group members:

Acknowledgements:



# Some options for laying out a poster



# Visual impact

- What should the viewer see first?
- What does the viewer need to see first?
- What is the focal point?

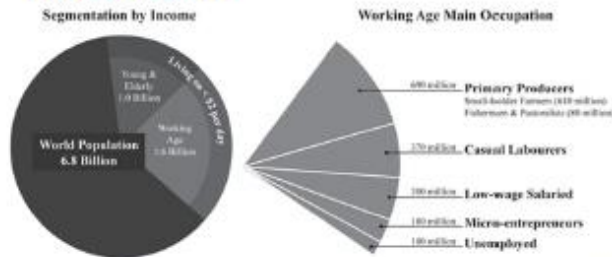
Text header or visual image?

# Making Markets Work for Poor Producers in Least Developed Countries

Kevin McKague, MBA, PhD

Schulich School of Business, York University, Toronto, Canada

## Introduction

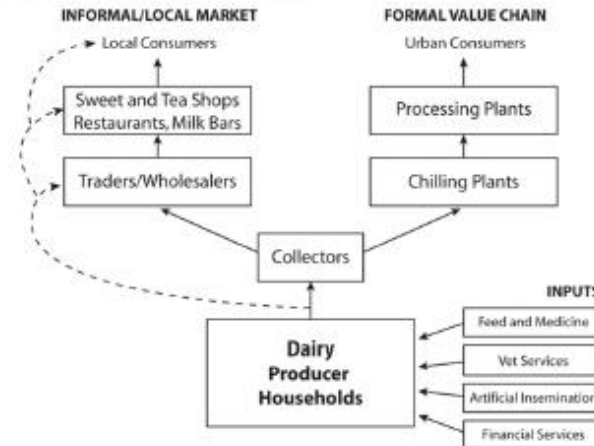


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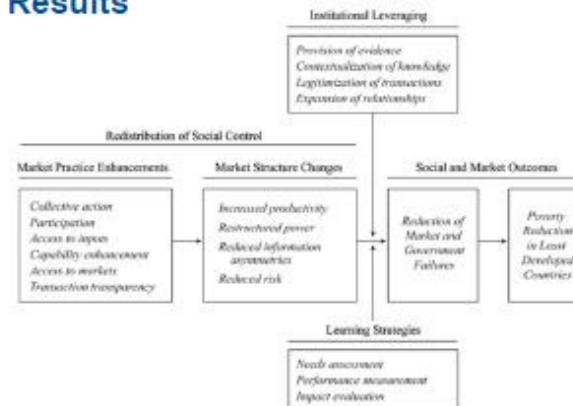
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## Qualitative & Quantitative Methods

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## Take Away Message

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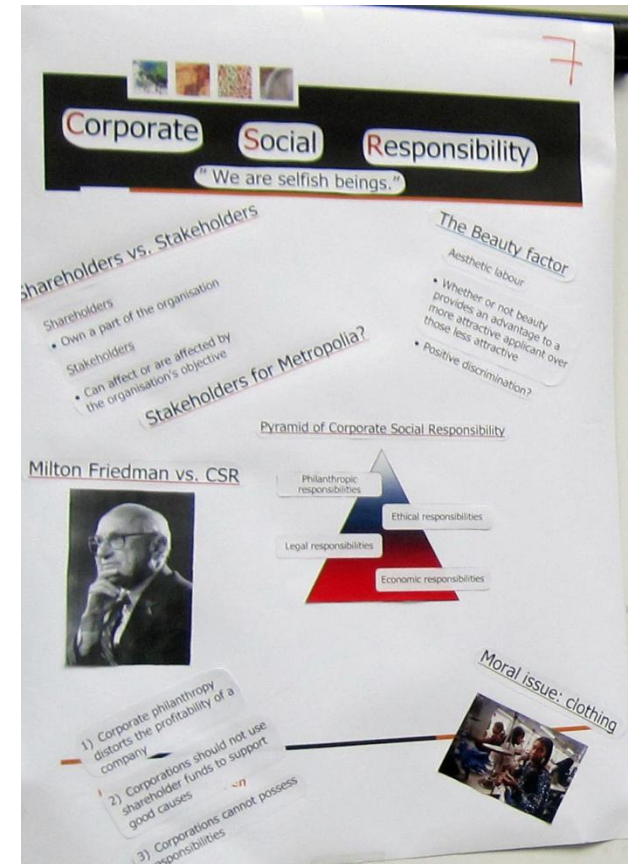
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Acknowledgements: The support of SSHRC, York University, OGS and the Schulich School of Business is gratefully acknowledged.



# Visual impact





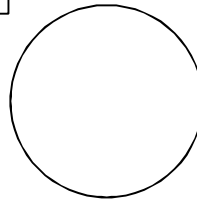
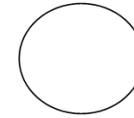
# Font size

- Title – has to be visible from 1 – 2 metres away  
100 – 170 point size
- Subtitles 60 – 100 points
- Main text 25 – 40 points
- Use font types sparingly – 2 font types for example

# Can they see your titles?



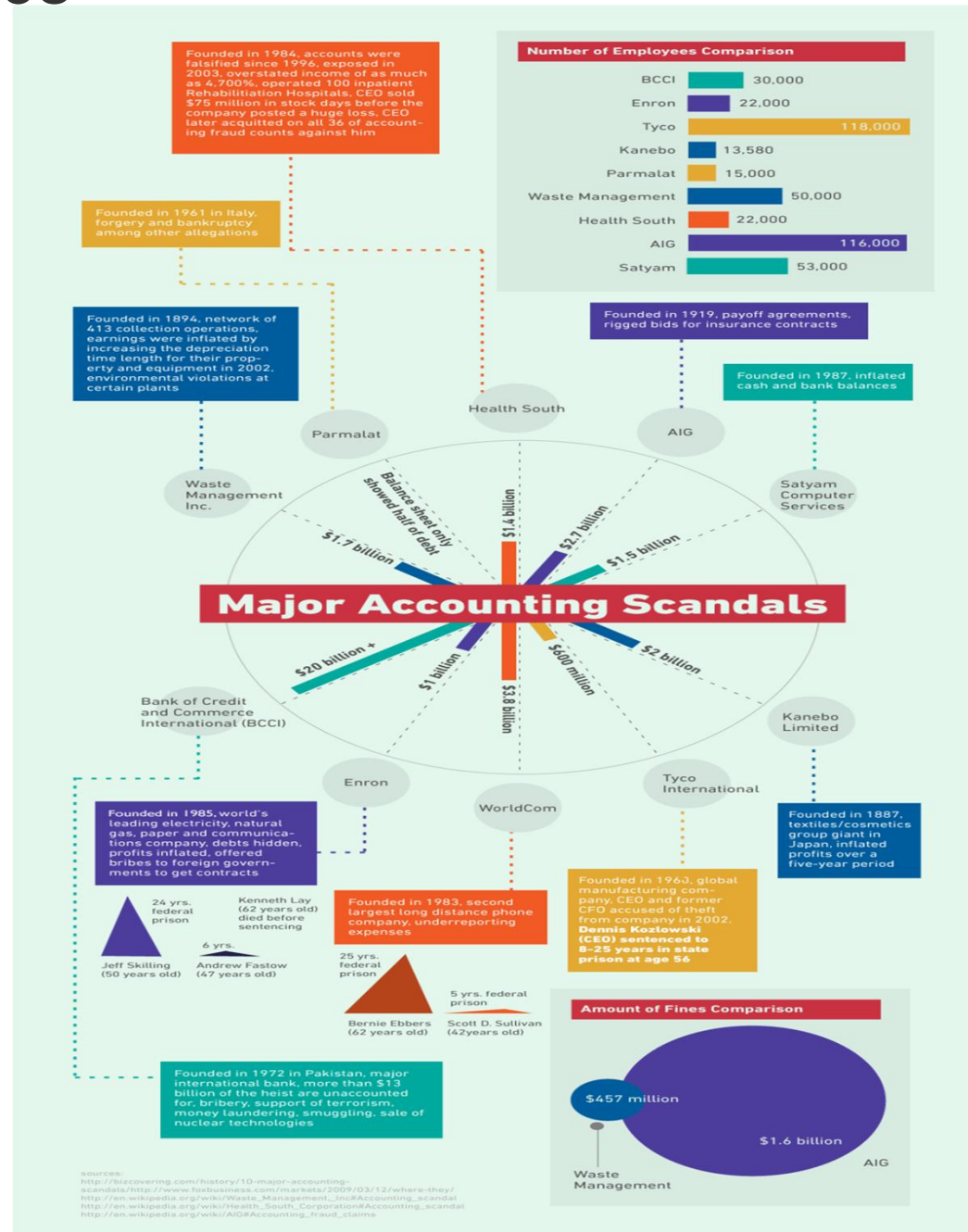
Work out  
your word  
limit once  
you have  
your design  
and panel  
dimensions



Group members:

Acknowledgements:

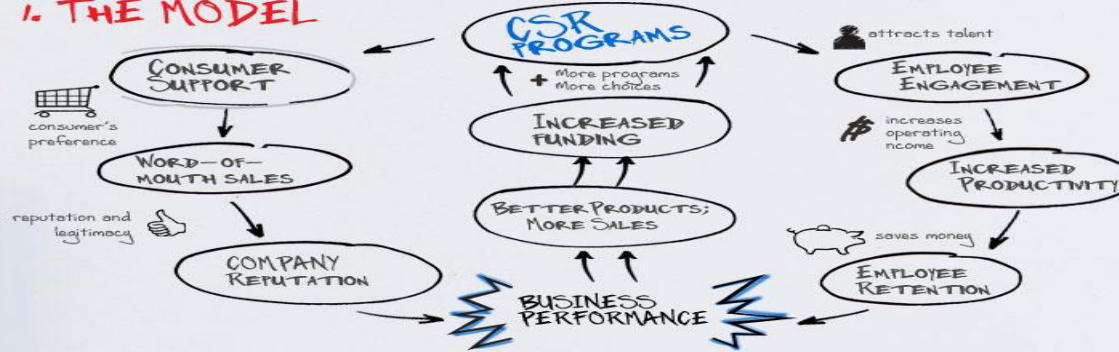
# Infographics



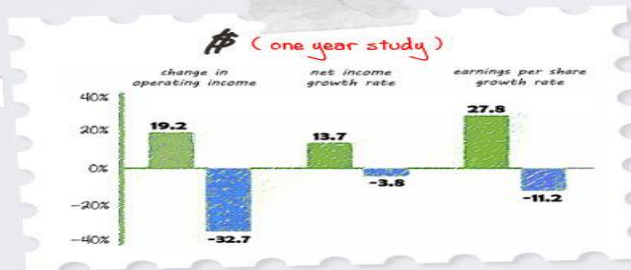
# CSR: THE BUSINESS CASE

It's in the facts: Research proves a measurable payoff exists of corporate social responsibility (CSR) initiatives to companies as well as their stakeholders.

## 1. THE MODEL



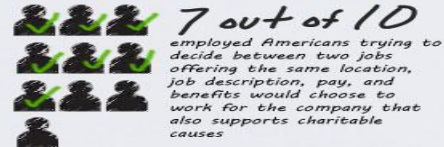
## 2. THE FACTS



### CONSUMER'S PREFERENCE



### EMPLOYEE ATTRACTION



### EMPLOYEE RETENTION

Did you know?



The cost of replacing a mid-level employee is estimated to be 150% the value of their entire compensation. For high-level employees, the cost can reach upwards of 750%.

### Sources:

- "Closing the Engagement Gap: A Road Map for Driving Superior Business Performance." TowersWatson.com. Towers Watson, 2008.
- "2010 Cone Cause Evolution Study." ConeInc.com. Cone Inc, 2010.
- "Shaping the Future: Solving Social Problems Through Business Strategy." CorporatePhilanthropy.org. Committee Encouraging Corporate Philanthropy, 2010.
- Carroll, Archie B., and Kareem M. Shabana. "The Business Case for Corporate Social Responsibility." Director Notes. The Conference Board, June 2011.
- "Workplace Giving Works! Make It Work for You." LBGresearch.org. LBG Research Institute and LBG Associates, 2010.
- Northrup, Jan. "Employee Retention Is the Key to Minimizing Turnover Costs." Web Blog post. HR.com. HR.com Limited, 30 Sept. 2010.

Creative element



# Cartels & ethical principles

## COLLUSION

**Explicit collusion**  
Coordination through market interaction

- Explicit, hidden, hard to prove
- Sportswear
- The Olympic, following a rival's price change

**Deft collusion**  
Coordination through covert communication

- Explicit, intentional
- Illegal
- Classical cartels

## Cartel Dynamics

- Cartels drive prices upwards and restrict output and are therefore harmful. (art. 101 Treaty of Rome)
- Cartels need close monitoring to work and have monthly "off-shore" meetings.

### Agreements

- Price
- Supply
- Monitoring
- Punishments

### Problems

- Need to establish degree of trust
- Confidentiality
- The weakest link
- Law enforcement

**CARTEL?**  
A cartel is defined as an agreement between competing firms. Cartels usually occur in an oligopolistic industry, where only a few cartel members exist.



**Immanuel Kant**  
(1724-1804)

- An ethical absolutist
- Actions must be guided by universal principles
- Categorical imperative, 3 parts
  1. Consistency
  2. Dignity
  3. Universality
- No focus on outcomes



**Milton Friedman**  
(1912-2006)

- An ethical relativist
- A supporter of the Free Market
- Governments should not intervene in corporate issues but have a social responsibility
- Believed in maximizing the profit within the legal boundaries



**Jeremy Bentham**  
(1748-1832)

- Ethical relativist – there is no absolute right and wrong
- Consequentialist – only the outcome matters
- Utilitarianism – maximizing overall happiness

[www.metropolia.fi/en](http://www.metropolia.fi/en)

**Metropolia**  
University of Applied Sciences

**Acknowledgements**  
The authors acknowledge Eli Jacobs & Sheila Ferraz-Luz



Less is more, generally but ...

When is less too little?

Too much white space  
= not enough content

Strike a fine balance between  
content and design



# Overview of poster design

- Overall design concept related to the topic
- Effective use of colours
- Visual impact
  - e.g. A large image at the center of the poster
- Audience centred-title to hook
- Large enough font
- ‘White space’
- Appropriate amount of detail
- Correct spelling and grammar
- Creative elements



## 2 Presentation

Timing  
Delivery

Interaction  
Language

# Timing

- Plan for 6 – 8 presentations of 5 – 10 mins
- Allow time for questions and natural interaction





# First impression is important

- Practise your opening



# Dress to project the right image for your poster



# Interaction





# Your voice

- Poster sessions can be noisy. You need to project your voice and speak more loudly than normally.



# Language

- Inclusive – “we” “our”  
“let’s take a look at ...”
- Jargon – have a glossary or handout for complicated terms
- Abbreviations – give a list if necessary

## As in any presentation

- Don't read
- Use small cue cards for notes if necessary





## 3 Practicalities

Thursday

Friday

## Each group ...

- will receive their Metropolia A1 size poster template on Thursday
- may insert prints, charts, text, images, etc. on their poster
- can print A4 size colour print-outs on Thursday using “top-up card” from library – see instructions
- can have language check/edit Thursday afternoon
- will evaluate 5-6 other posters during the poster session on Friday at 10.00-12.00.

# Thursday afternoon



- Planning, designing & creating your group poster as a team
- Poster template given
- Colour printing available
- Language check/editing

# FRIDAY 16<sup>th</sup> MAY IPW POSTER SESSION

**10.00 – 12.15** Compulsory for all students A auditorium

**9.30** Final poster and presentation **preparations** with your home group, **Main Lobby**

**10.00** Opening of the event  
Schedule for evaluations & iPads distributed

**10.10** Home group's poster presentation with lecturer & evaluation/assessment

**10.30** Groups, lecturers & visitors start moving around other posters  
Poster presentations, evaluation of other posters, interaction, discussion

**Members of your group must man your poster at all times.**

**11.50** Return to your own group poster with lecturer who takes final attendance

**12.00** Closing ceremony ALL



## 4 Positives



## You will ...

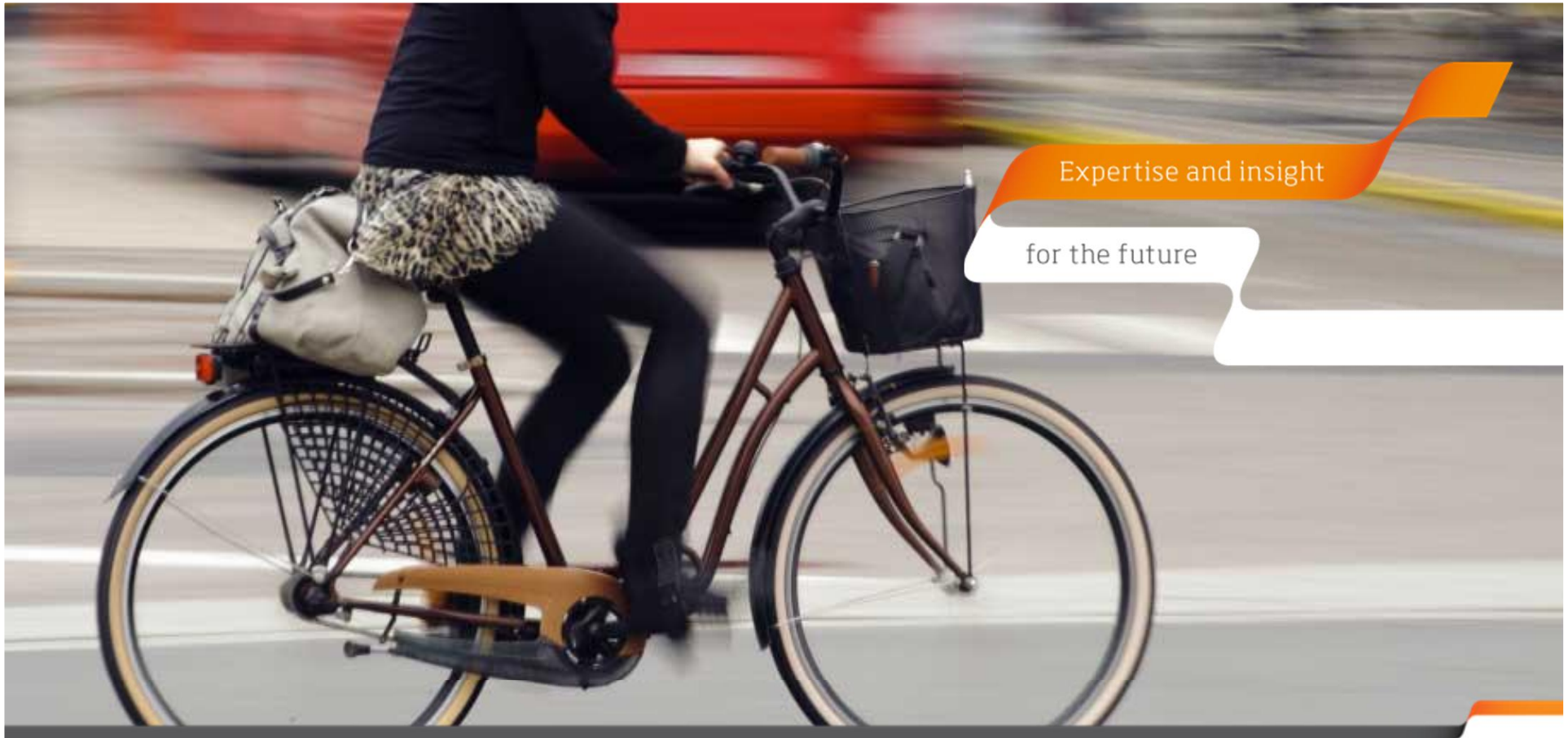
- see all the other posters & groups in action.
- receive up to 17 explicit take-home messages about business ethics!
- join a cafeteria of information on business ethics!
- network.
- get feedback.
- have a positive experience.
- have fun.



## Positives: **Added value**

- Save your poster in your Slideshare account
- Add your slideshare to your LinkedIn account
  
- Include professional poster presentation as a skill on your CV!





Expertise and insight

for the future

HAVE FUN THIS WEEK  
THANK YOU!

- [www.metropolia.fi/en/](http://www.metropolia.fi/en/)
- [www.facebook.com/MetropoliaAMK](https://www.facebook.com/MetropoliaAMK)
- Louise Stansfield

# References

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## **Pictures used:**

Louise Stansfield

Metropolia kuvapankki

Schulich Research Fair poster examples Retrieved 10 May from <http://yfile.news.yorku.ca/2013/02/04/schulich-research-fair-celebrates-breakthrough-scholarship/>

Infographics from <http://pinterest.com/finnfield/business-ethics-ipw/>