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CALL FOR PAPERS
SPRING CONFERENCE

Finding Your Place in the Market – Niche by Niche
Palmer House Hilton, Chicago IL • February 27 – March 1, 2002

The Marketing Management Association invites you to submit papers to the National Conference to be held in conjunction with the Midwest Business Administration Association. While complete papers must be presented for review for inclusion in the conference program, author(s) of accepted papers may choose to have either complete papers OR abstracts printed in the proceedings.

COMPETITIVE PAPER TRACKS AND CONTACT INFORMATION
SUBMISSION DEADLINE: OCTOBER 1, 2001

Consumer Behavior
Dr. Penny DeJong
College of Business & Technology
Black Hills State University
1200 University Street Unit 9120
Spearfish, SD 57799-9007
(605) 642-6867
PennyDeJong@bhsu.edu

Business-to-Business Marketing
(including supply chain and logistics)
Dr. Bob Wu
Department of Marketing
Bowling Green State University
Bowling Green, OH 43403
(419) 372-8321
bwu@cba.bgsu.edu

E-Commerce
Dr. Lori Feldman
School of Management
Anderson Bldg, Room 366
Purdue University – Calumet
2200 169th Street
Hammond, IN 46323
(219) 989-2608
feldman@calumet.purdue.edu

Global Marketing
Dr. Bruce Keillor
Department of Marketing
University of Akron
259 South Broadway
Akron, OH 44325-4805
(330) 972-8839
keillor@uakron.edu

Marketing Education
Dr. Steve Corbin
Department of Marketing
340 Curris Bldg.
University of Northern Iowa
Cedar Falls, IA 5061-40126
(319) 273-6204
steve.corbin@uni.edu

Marketing Ethics
Dr. Linda Ferrell
Department of Marketing
University of Northern Colorado
Greeley, CO 80639
(970) 351-2810
Linda.Ferrell@unco.edu

Marketing Management
Dr. Tim Aurand
Department of Marketing
Northern Illinois University
DeKalb, IL 60115
(815) 753-6231
taurand@niu.edu

Marketing Research
Dr. JoAnn K. Linrud
Dept. of Marketing & Hospitality
Services Admin.
Smith 100
Central Michigan University
Mt. Pleasant, MI 48859
(517) 774-7403
joann.linrud@cmich.edu

Not-for-Profit Marketing
Dr. James Finch
Department of Marketing
University of Wisconsin – La Crosse
La Crosse, WI 54601
(608) 785-8091
finch.jame@uwlax.edu

Retailing, E-tailing & Other
Contemporary Business Models
Dr. Ron Decker
Dept. of Mngt. & Marketing
Univ. of Wisconsin – Eau Claire
Eau Claire, WI 54702-4004
(715) 836-2090
decjerrk@uwec.edu

Sales and Promotions
Dr. John Cherry
Marketing Department, MS 5875
Southeast Missouri State Univ.
Cape Girardeau, MO 63701
(573) 651-2923
jcherry@semo.edu

Services Marketing
Dr. Michelle B. Kunz
Department of Marketing
Combs Bldg. 316,UPO Box 526
Morehead State University
Morehead, KY 40351
(606) 783-5479
m.kunz@morehead-st.edu

WORKSHOPS AND SPECIAL SESSIONS

Workshops and special session proposals focusing on improving teaching effectiveness and new developments in marketing with participation of practitioners are requested. To propose an idea for a workshop, special session or other practitioner participation, please submit a one-page proposal to Dr. Bob Erffmeyer, conference program chair (see contact information below). **DEADLINE: October 1, 2001**.

GRADUATE STUDENT RESEARCH TRACK

A special track designed for graduate student research is new to this year's conference. Competitive scholar ships for up to $100 are available to full-time graduate student presenters. Submit your paper to Dr. Jim Bovinet, Department of Marketing, Winona State University, Winona, MN 55987-5447; (507) 457-5672; wndoom@vax2.winona.msus.edu. **DEADLINE: October 1, 2001**.

AWARDS

The best paper in marketing management and the best paper in consumer behavior will receive awards and will be considered for publication in the *Marketing Management Journal* and *Journal for Advancement of Marketing Education*, MMA's new on-line journal.

OTHER SPECIAL EVENTS

Keynote Speaker. Jake Leinenkugel, from the Jacob Leinenkugel Brewing Company, Chippewa Falls, Wisconsin (Leinie.com) will speak on "Finding Your Place in the Market: Successful Niche Marketing". Jake and his brothers are the 5th generation of Leninekugels to run the family business, which will celebrates its 135th anniversary in 2002.

Innovative Contributor to Marketing Award Breakfast. This congenial breakfast session recognizes the award winning papers of the conference and culminates with the presentation of the O.C. Ferrell Award to the Innovative Marketing Educator.

Have Paper . . . Will Critique. Interested in some tips on where to send that paper that is almost ready for submission to a journal? Send your paper to Dr. Michael d'Amico, co-editor, *Marketing Management Journal*. He will critique it and provide you with helpful advice during the conference. Submit papers to: Dr. Michael d'Amico, Department of Marketing, University of Akron, Akron, OH 44325-4804, phone (330) 972-7024, h mfd2@uakron.edu **DEADLINE: January 15, 2002**.

GUIDELINES FOR COMPETITIVE PAPERS

- Authors must submit 5 copies of the complete paper manuscript to the appropriate track chair. **SUBMISSION DEADLINE: October 1, 2001**.
- Papers should not exceed 15 double-spaced, word-processed pages including references, tables, and figures.
- Each paper is to have a title page with the author's name, affiliation, address, e-mail, telephone, and FAX numbers. Multiple authorship should indicate the contact person. Authors should avoid revealing their identities in the body of the paper.
- The first page of the article is to be the title of the paper followed by a 100-word abstract, single-spaced. The remainder of the paper should be double-spaced and should adhere to the reference style used by the *Journal of Marketing*.
- Papers must not have been published or accepted for publication elsewhere or be currently under any other review.
- A self-addressed, stamped post card must be submitted with each paper or proposal.
- For all accepted papers, at least one author must pre-register and attend the 2002 conference to present the paper.
- Authors of accepted papers must agree to return the revised papers on a diskette to the editor of the Proceedings.
- Submit your work to only one track. If you are unsure of which track, send your paper to Dr. Bob Erffmeyer, conference program chair (see contact information below).
- To volunteer as a paper reviewer, discussant or session chair, please contact the appropriate track chair.

DIRECT ALL QUESTIONS ABOUT THE CONFERENCE PROGRAM TO:

Dr. Bob Erffmeyer
Department of Management and Marketing
University of Wisconsin - Eau Claire
Eau Claire WI 54702-4004
(715) 836-4644 • erffmerc@uwec.edu

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USING PERSONAL ESSAYS AS A TEACHING/ LEARNING TOOL

Ram Kesavan, University of Detroit Mercy

Students often become passive recipients of information rather than active participants engaging in their learning processes, thus reducing the potential for superior outcomes. It is imperative that any new learning is integrated with the existing body of knowledge. This is necessary to provide short-term economic benefits to learners as well as to propel them to higher levels of consciousness.

In stating course objectives, instructors often take for granted the various customer needs, such as acquisition of facts and skills. While this might lead to a course that meets objectives set forth in the syllabi, it may not necessarily produce any measurable benefit in the learner's sojourn through life. The personal essay provides an opportunity for the instructor to take students' perspectives into consideration when designing the lectures.

In order for the personal essay to produce both short and long term results, it is essential that the students are given specific written and oral instructions. This should be done at the very first class meeting, if not earlier.

The directions could begin with general issues such as the various motivations for signing up for the class. These may include fairly routine reasons such as graduation requirement, class timings, and instructor, or may cover complex issues such as exposure to alternate career plans, part-time careers, and polishing up leadership skills. The key question here is: What are your motivations for taking this course?

The natural progression would be to reflect on course specific concerns. For example in my entrepreneurship course, it made sense to ask students to reflect on personal entrepreneurial experiences. It is important not to be too intimidating or have abnormal expectations since students are yet to have detailed exposure to the academic subject.

The emphasis should be on encouraging students to not only sincerely reflect but to freely share personal experiences in this regard without the perceived loss of grade. It is critical that the essay process should unravel not only those episodes that were "successful," but also those that were less than a total success. Questions at this stage may include: Have you started ventures in the past, including a paper route or lemonade stand? Were you part of a family in business for itself? Do you have a venture of your own now?

After completing their reflections on the past, students could focus on future plans, even if tentative. This involves the willingness of students to explore the dream world for ideas and the ability to articulate such an elusive world of futuristic scenarios, however far-fetched. The essayists can begin with a 5-year forward-looking outlook to a 10-year vision before moving on to 20-years hence. It is vital to demand the writers to look at the crystal ball, but also to outline the process to be followed in creating the new scenarios. Do their visions reveal a type of independent business venture(s) to be created or the person occupying the seat of a venture champion, or possibly both? How do they visualize getting there? What challenges must be faced or overcome in their pursuits of making their dreams into realities?

Finally, students can be asked to suggest their personal theories of entrepreneurship. What is required to be successful in new ventures? What variables are critical? What characteristics do successful entrepreneurs have in common? Why do ventures fail? How would one try to minimize the chance of failure of ventures?

The instructor should share the personal essays with the class and build the lectures to reflect the concerns brought out through the personal essays. The students can now be alerted that other class projects can be built upon the ideas expressed in their personal essays to help propel them towards achieving their vision.

Ram Kesavan
College of Business Administration
University of Detroit Mercy
4001 W. Mc Nichols, CF105
Detroit, MI 48221
Phone: 313.993.1115; FAX: 313.993.1673
E-Mail: kesavar@udmercy.edu

TEAMS: FACE TO FACE AND ONLINE

M. Diane Pettypool, Southeast Missouri State University

INTRODUCTION

"Teams" became part of my approach to teaching in the quantitative area several years ago. Business Statistics and Quantitative Methods are two of the business core courses that I teach. My early "teams" were technically more groups-like "motley crews" than "teams." Originally, I placed students in groups because it seemed to be "the thing to do." Of course, I had little experience with teams except for the ones I had been forced into during my MBA program. And I had little appreciation for the whole team idea. "Detest" might be too mild a word for my attitude toward teams I had been forced join. So there I was placing students into groups and hearing some of them voice the same objections as I had several years earlier. Oh I could justify the "grouping" to some extent because the students could then help each other learn how to solve some of the problems given. But then I really did not know any more about "team formation" and what was needed for good teams than my "rookie" statistics students knew about construction of a good questionnaire.

After struggling with teams-in-name-only, I had the privilege of teaching a class in Management and Organization Behavior during a summer session. As a "quantitatively oriented" person, I wondered about the wisdom of this assignment, but teaching that course turned out to be rewarding in several ways. One benefit of teaching the course was that it gave me the beginning of some insight into groups and teams. The workshops on teams and team building that I later attended were helpful, too. I discovered that members of a team should "Shared a common goal" and be interdependent. "Effective" teamwork did NOT automatically happen. Some planning and work done at the beginning when the (future) team was formed could lay a foundation for its success. Without this foundation the seeds of discontent or dysfunction might sprout! I can still recall one of my early "teams" in which a member requested a "divorce" from the rest of the "team," I mean "group," just before the final! WOW! What a shock. Through hindsight, I can see that it should not have been a shock at all.

DEVICES FOR TRANSFORMATION

I use several things to help the "group" begin its transformation into a TEAM. One is the development of a Team Constitution and By-Laws. It is not by any means the only thing that could be done, but it has proven useful for me. There is a specific form that I give the students of these "teams-to-be" to follow. They are to determine their MISSION (fundamental purpose) and their VISION (desired image). Each team is to have its own name, team color, and symbol or logo. Each member of the team will have a specific position. The roles that I have suggested are somewhat traditional. They are based on suggestions from the Team Workshops that I have attended and other research I have done written. I found the need to slightly modify the job descriptions of the online teams as compared to those of a Face-to-Face (F2F) class. Certain things are more needful in a F2F environment and others in an online environment. For example, getting started in a F2F situation may be easier than online, members possibly separated by miles of physical distance. The scribe in a F2F environment might keep class notes.

The positions required include:

- **THE INITIATOR** starts the discussion, the projects, the assignments. Gets the team going.
- **THE ENCOURAGER** pays attention to Team morale, agreement and conflict resolution. Concerned with those internal to the team, a COUNSEL or PEACEMAKER.
- **THE CHECKER/INSPECTOR** sees that requirements and form met, attention to detail. Works with the ENCOURAGER to see that there is understanding and agreement.
- **THE SCRIBE/RECORDER** deals with communication of Team assignments including Team Documents, final form of memos to "the Boss." Works with Checker/Inspector.
- **THE AMBASSADOR** negotiates with the Instructor (Supervisor), other teams and those external to the Team; expresses Team's desires, questions to those external to the team.

In addition **RULES OF TEAM OPERATION** are outlined and include:

- COMMUNICATION

- DISCIPLINE for Lack of Participation

- DISCIPLINE for Lack of Follow Through

- RESOLUTION OF Dysfunctional Conflict

If the Team has anything else it wants to add, it may be included. The last section briefly outlines a process for amendment of the document, if it were needed.

There are other things that can be done in addition to or instead of development of a Team Constitution. For example, the group members might look at the Strengths, Weaknesses, Opportunities and Threats, i.e., perform a SWOT Analysis. But what the Constitution provides is an agreed set of rules and a somewhat non-threatening means of "beginning to act as a Team."

RESULTS, REFLECTIONS, AND REVISIONS

As a result of using the Team Constitution approach, much less "team" dysfunction has occurred. There are still some instances of "social loafing," but the RULES for dealing with this behavior are already spelled-out by the Team in the Constitution. I encourage, even insist, that the Team determine the consequences of inappropriate behaviors. Currently, I am teaching an online class utilizing teams. I can see there is need for more "fine tuning" of teams to this environment. It is interesting to me that assessment of individual members of a team appears to be easier than the earlier F2F classes since much of the interaction online is through Southeast Missouri State University's "in-house" Forum. It provides for asynchronous posting. I am considering requiring my F2F classes to use this communication medium in the coming semesters, too.

SAMPLE & EXAMPLE BUT NOT PERFECT (for the ONLINE CLASS):

STATS-R-US CONSTITUTION & BY-LAWS ΣPY (Teal)

I. MISSION--FUNDAMENTAL PURPOSE
To learn the terms, understand the concepts and gain skill in the application of (elementary) Statistics.

II. VISION-DESIRED IMAGE
To be #1 in gaining understanding of statistics so that we excel in its application in our future courses and to help with the continuous improvement of (organizational) processes in our future jobs.

III. DIVISION OF LABOR

IV. COMMUNICATION
We will "meet" at the TEAM FORUM on Tuesday, Thursday and Saturday. The Initiator will e-mail the other members if there is need of a special meeting.

V. PROCEDURES/POLICIES FOR

A. PROBLEM SOLVING/DECISION MAKING: We will discuss the problem by use of e-mail and the TEAM FORUM and come to a consensus. If there is a tie, we will break it by a coin toss. [What can you do online?]

B. DISCIPLINE

1. NON-CONTRIBUTORS In General: The name of any non-contributor may **be** left off the team assignments. The Ambassador will notify the offender and the Supervisor. If the Ambassador is the offender, the Scribe will notify.

NAME	Job/Duties
Stewart Dent	INITIATOR: Starts the discussion in FORUM. Starts the team projects, assignments. Gets the team going.
Amod El	ENCOURAGER/COUNSELOR/PEACEMAKER: Pays attention to Team moral, agreement and conflic t resolution – WOW! Great idea! So we agree that. . . . Concern with those internal to the team.
Fuller Dout	CHECKER/INSPECTOR: Sees that requirements and form met, attention to detail Sees (with ENCOURAGER) that there is understanding and agreement.
Ima G. Nius	SCRIBE/RECORDER: Deals with communication of Team assignments – Team Documents, final form of "memos to the Boss," etc. Works with Checker/Inspector.
Bea Still	AMBASSADOR: Negotiates with the Supervisor, other teams & those external to the team. Expresses the team's desires, questions, etc. to those external (outside) to the team.

2. **LACK OF FOLLOW THROUGH for Non-contributors, Slackers & Social Loafers:** The Encourager will contact the member for compliance. If the offender is the Encourager, the Checker will do the contacting. If there is persistent lack of follow through (more than 2 times) the offender will receive zero points for the Team Assignment for which the third offense occurs. The Ambassador will report this to the Supervisor. If the Ambassador is the offender, the Scribe will notify the Supervisor.

3. **RESOLUTION OF DYSFUNCTIONAL CONFLICT** Attitude (e.g., hostility), behavior, or other such thing that impairs team function will not be tolerated nor will a lack of proper respect for fellow team members. Agreeable disagreement is permitted. Personal attacks are not.

First the Encourager will act as peacemaker. If the offender **is** the Encourager, the Ambassador will be the internal peacemaker. If the behavior persists, the name of such offender may be left off the team assignments. The Ambassador will notify the offender and the Supervisor. If the Ambassador is the offender, the Scribe will notify.

Disruption that continues may lead to dismissal from the TEAM if 3 of the 5 so vote. The Ambassador will notify the offender and the Supervisor. If the Ambassador is the offender, the Scribe will notify the Supervisor.

VI. AMENDMENT OF RULES/GUIDELINES

Any TEAM member may initiate a call for amendment. Passage requires four votes in favor of the amendment.

We, the members of the Stats-R-Us Team agree to the terms and provisions of the Constitution and By-Laws as indicated by our signatures below:

Initiator	Stew Dent	Date 6/27/01
Scribe	Ima G. Nius	Date 6/26/01
Encourager	Amod El	Date 6/27/01
Inspector	Fuller Dout	Date 6/26/01
Ambassador	Bea Still	Date 6/28/01

M. Diane Pettypool
Department of Management
Southeast Missouri State University
One University Plaza
Cape Girardeau, MO 63701
Phone: 573.651.2907
FAX: 573.651.2992
E-Mail: mdpettypool@semo.edu

ACHIEVING BEHAVIORAL OBJECTIVES WITH LEARNING COMMUNITIES

Julie Toner Schrader, Bellarmine University

For the last several years I have been moving from the "sage on the stage" paradigm in my teaching to the "guide on the side" paradigm. Thus, collaborative learning and active learning are becoming increasingly important in my teaching. I have come to realize, however, that students need to feel a sense of community (e.g., bonding, common experience) before these approaches will truly flourish in the classroom. Assessment data indicate that students who take a more active role in their learning retain more knowledge than do students who take on a more passive role. The methods used to create learning communities may be viewed as "fun and games" by some students and some colleagues. Achieving the behavioral objectives of increased participation, greater acceptance of diversity, increased teamwork and more effective communication, however, are well worth the loss of a bit of course content. In the following paragraphs, I will describe a few of the techniques I have been using to develop learning communities in my courses. I have used these techniques or variations of these techniques at both large and small universities and both public and private universities.

The development of learning communities starts on the first day of class. I begin by discussing Bloom's Taxonomy with the class. Although the major task of students is to learn, it is surprising that most upper-level undergraduates have never even discussed with a faculty member what it means to learn. Thus, prior to the creation of a learning community students must first talk about what it means to learn and that various levels of learning can take place. This is also a good time to discuss learning expectations.

Following the discussion of what it means to learn, I use a number of icebreakers to help the students get to know one another. It is much more comfortable for students to participate in a classroom of friends and acquaintances than it is for them to participate in a room full of strangers. The icebreakers also help with diversity issues. Among my favorites are (1) getting the students to alphabetize themselves; (2) having the students discover treasures among themselves in a treasurer hunt; and (3) encouraging students to tell an interesting fact about themselves.

Next, I point out to the students that all of their syllabi have a number in the upper right corner. These numbers represent their group numbers. These are in-class groups with four to five students in each group. Throughout the semester these in-class groups are encouraged to take care of each other in terms of missed notes, etc. In addition, the groups are responsible for at least one deliverable per week.

Although much has been written about moving from a passive learning environment to an active learning environment, faculty often through up their hands and say the active learning techniques won't work because the students will not participate. This can be especially troublesome in large sections. Active, collaborative learning may indeed be outside of both the students' comfort zone and the faculty member's comfort zone. It is easy to give up and go back to the yellowed lecture notes. I have found that creating learning communities, however, is far more rewarding for my students and for me. By pro-actively creating a learning environment in both large and small classes throughout the semester students are much more willing to contribute to whole-class discussions, small group discussions, student presentations, and other active learning pedagogy.

The challenge for the future is to adapt these techniques to distance learning environments. Occasionally connecting the entire class in real time may be a key to creating learning communities amongst a widely dispersed student population.

Julie Toner Schrader
Rubel School of Business
Bellarmine University
2001 Newburg Road
Louisville, KY 40205
Phone: 502.452.8494; FAX: 502.452.8013
E-Mail: jschrader@bellarmine.edu

AN INTRODUCTION TO TRIZ: THE THEORY OF INVENTIVE PROBLEM SOLVING

Timothy P. Schweizer, Luther College

INTRODUCTION

TRIZ, The Theory of Inventive Problem Solving, provides a methodology by which people can systematically solve problems and enhance decision-making. Innovation by trial and error is replaced with a systematic approach that allows people to mimic the way gifted inventors solve problems (*Ideation/TRIZ Methodology* 2001). A further benefit is that the use of TRIZ affects the neural networks in the brain, allowing people to become more creative and approach problems from different angles (Kaplan 1996).

Until the last decade, little was known about TRIZ in the West. Engineering schools in North America are beginning to embrace TRIZ, given its ability to provide innovative solutions to technical problems in design, research and development, manufacturing, safety, reliability, and quality control (*Ideation/TRIZ Methodology* 2001). In the foreseeable future, each engineering program in the West will incorporate TRIZ into its curriculum.

Business schools will likely follow engineering schools as the application of TRIZ expands into the area of solving non-technical problems. Moreover, the science of TRIZ includes the evolution of future generations of systems. This knowledge is invaluable for developing business strategy, developing new products, and erecting patent fences.

THE GOAL OF THIS PANEL SESSION

Very few people in academia are familiar with TRIZ. Therefore, the primary goal of this session is to introduce the audience to TRIZ by highlighting some of the topics listed below. The presenter will draw upon the work of Altshuller (1996); Clark (1997); *Ideation/TRIZ Methodology* (2001); Kaplan (1996); Kaplan et al. (1999); Terninko, Zusman, and Zlotin (1998); *TRIZ in Progress* (1999); Zlotin and Zusman (2001).

- A definition of TRIZ
- A brief history of TRIZ: The Classical TRIZ era, The Kishinev era, and The Ideation/TRIZ era
- Ideality
- Technical Contradictions
- 40 Inventive Principles, Altshuller's 39 Engineering Parameters, The Contradiction Table
- Physical Contradictions
- Separation Principles (separation in time, separation in space, separation between the parts and whole, separation upon different conditions)
- Resources (substance, time, functional, space, informational, and field resources); Derived Resources
- Principle of Solution by Abstraction
- Su-Field (Substance and Field) Theory
- System Approach (system, supersytem, subsystem)
- Problems and Secondary Problems
- The Evolution or Development of Systems
- An overview of the I-TRIZ five-step TRIZ process
- Anticipatory Failure Determination (AFD)
- Directed Evolution (DE)

Members of the audience are encouraged to ask questions during and after the session to maximize the value of the session for all participants. The presentation will include examples of inventive problems for the audience to solve, as well as some TRIZ-based solutions.

I-TRIZ: THE FUTURE OF TRIZ

In 1999, 14 of the world's top 18 TRIZ specialists worked at Ideation International Inc. (*Ideation/TRIZ Methodology* 2001). Ideation's TRIZ specialists built upon Altshuller's earlier work and Classical TRIZ to create Modern TRIZ (I-TRIZ). In addition, Ideation International Inc. developed software (known as I-TRIZ software) that masks some of the complexities of TRIZ methodology. This allows people to begin solving problems more quickly. The Innovation Workbench software (IWB) is the most sophisticated tool developed to date. It combines a structured TRIZ knowledge base with analytical tools (e.g., ISQ and Problem Formulator).

SUMMARY

TRIZ has become "a system for creative thought which has grown to include applications to management sciences, education, business, marketing, social and political issues, pure science, biology, etc." (Kaplan 1996, p. 26). The potential impact of diffusing TRIZ is enormous. A limited number of people have a working knowledge of TRIZ, however. Therefore, colleges and universities will need to be deliberate about incorporating TRIZ and I-TRIZ into their curricula.

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Timothy P. Schweizer
Department of Management
Luther College
Decorah, IA 52101-1045
Phone: 563.387.1131
FAX: 563-387-1088
E-Mail: schweizt@luther.edu

MIXED MODE INSTRUCTION: THE *NETPLUS!* MBA INITIATIVE

Madhukar G. Angur, University of Michigan – Flint
Ted Williams, University of Michigan – Flint

In the fall of 2001, the School of Management of the University of Michigan-Flint will offer [*NetPlus!* MBA], an innovative internet-based version of its highly successful AACSB-accredited MBA program.

PROGRAM DEVELOPMENT PROCESS

The University of Michigan Flint's N*etplus!* AACSB MBA program is the outcome of a systematic process of program development utilizing multiple sources of input from all relevant constituencies such as current, past and potential students, employers, and the business community. Our faculty creatively built upon information gathered through brainstorming, focus groups for idea generation, benchmarking studies and intensive research of other internationally prestigious institutions offering MBA programs. UM Flint faculty screened the ideas carefully to prune them down to the most promising concepts and then set about tailoring these to create a program that would best meet the needs of the various constituencies benefiting from an MBA education. Our faculty applied the same standards to MBA program development that they set for themselves in their scholarly activities- an unflinching commitment to quality and creative thinking. The result of their work is a carefully thought-out mixed-mode program that balances a rigorous quality education with the convenience of on-line anytime, anywhere learning and the personal interaction of traditional classroom activities through periodic on-campus residencies.

PROGRAM FORMAT

MBA students progress through this innovative program as a group-both in class and online-thereby enabling them to develop and benefit from growing relationships with faculty members and continuing association with fellow students. The 48-semester hour two-year program is divided into eight 3-month terms, each consisting of two courses. The first term of the program begins with one day of intensive on-campus orientation. Each term starts with one day of intensive on-campus classroom activities, followed by six weeks of on-line coursework. The midpoint of each term is marked by two full days on the UM-Flint campus, followed by six more weeks of on-line learning. Terms culminate with one full day of classroom activities on campus.

The University of Michigan Flint's innovative N*etplus!* AACSB MBA program is among the most outstanding value propositions in MBA education and one of the best tuition values among Michigan's public-assisted universities.

Madhukar G. Angur
School of Management
University of Michigan – Flint
Flint, MI 48502-1950
Phone: 810.762.3254
FAX: 810.762.3282
E-Mail: angur@umich.edu

Ted Williams
School of Management
University of Michigan-Flint
Flint, MI 48502-1950
Phone: 810.762.3160
FAX: 810.762.3282
E-Mail: tedwill@umflint.edu

DESIGNING AND IMPLEMENTING A MBA COURSE IN THE PEOPLES REPUBLIC OF CHINA

Donald Swanz, St. Bonaventure University
Michael Russell, St. Bonaventure University

As China emerges as a superpower on the world stage, it is critical for our students to obtain a better understanding of Chinese culture and how to succeed in business relationships with Chinese companies. This panel presentation will focus on how a small private university established relationships with a major Chinese university over a 9 year period that resulted in the development of a unique learning experience for students and faculty.

Currently, the "China Program" offered as an elective class in the MBA program that is offered in late December/early January and again in late May. Prior to traveling to Beijing where the Beijing Institute of Technology is the host school, students are required to attend lectures and read an extensive list of articles pertaining to Chinese culture and business practices. The Beijing Institute of Technology provides classrooms for lectures by Chinese professors and Chinese business leaders. In addition to the presentations by the Chinese, presentations are made by representatives from the United States Chamber of Commerce, the Commercial Attaché at the United States Embassy, the Bureau Chief of the Voice of America, PricewaterhouseCoopers, Dresser Rand, Proctor and Gamble, Rich Products and others. Students also travel to Shanghai and Xian during the visit and have the opportunity to experience many of the popular tourist sights throughout China. The number of students participating in the program has ranged from 14 to 21. Although the vast majority are traditional MBA students, some of the students are completing their 5-year program (BBA+MBA) at the university. The total amount of time spent in China is approximately 2 weeks with principal accommodations at the Friendship Hotel in Beijing. Faculty from various departments in the university have also participated in the program as a faculty development effort.

The panel presentation will include a detailed description of how relationships are established in China and suggestions of how other schools could develop their own program.

Donald Swanz
Accounting Department
St. Bonaventure University
Box B
St. Bonaventure, NY 14778
Phone: 716.676.5524
FAX: 716.676-3541
E-Mail: dswanz@sbu.edu

Michael Russell
Marketing Department
St. Bonaventure University
83 North 4th Street
Allegany, NY 14706
Phone: 716.375.2097
FAX: 716.375.2191
E-Mail: mrussell@sbu.edu

GLOBAL MARKETING PLANNING AND RESEARCH: THE CASE OF THE GLOBAL MARKETING MANAGEMENT SYSTEM ONLINE (GMMSO)© http://www.gmmso.com

Basil Janavaras, Minnesota State University

WHAT IS IT?

Globalization and Information Technology (GIT) are two of the most dynamic forces that will be determining the ability of private sector companies and public institutions to compete and grow in the global economy in the 21st century.

The Global Marketing Management System Online (GMMSO, http://www.gmmso.com) consists of a process designed to assist students and managers alike in researching global business opportunities and developing international business/marketing plans. More specifically, the GMMSO is an interactive tool that is designed to assist you with:

Phase 1. Conducting a company situation analysis in a global context.
Phase 2. Identifying global market opportunities.
Phase 3. Selecting best markets for specific products/services.
Phase 4. Developing a global business and local marketing plan.

WHY USE THE GMMSO?

The GMMSO is a sound pedagogical tool for the following reasons:

- User friendly (need basic computer skills only; detailed instructions are provided to guide you in completing the process).
- Interactive and integrative (you can do it independently or as a member of a team).
- Cognitive and experiential (hands-on).
- Resourceful and innovative (up-to-date web sites and targeted resources are included for each phase).
- Multidimensional (it can be used for global, regional and individual country markets).

WHO SHOULD USE THE GMMSO?

The GMMSO will be of assistance to the following:

- Business faculty and students and those in related fields of study.
- Non-exporting companies interested in identifying global market opportunities.
- International companies contemplating global expansion.
- Trade specialists and consultants.
- Any one who is interested in the globalization process.

WHAT ARE THE BENEFITS?

1. The GMMSO provides the tools needed to expedite the planning process in a timely, cost effective and efficient matter.
2. The GMMSO should contribute to the Information Technology Initiatives undertaken by the Colleges of Business by providing faculty and students a learning tool they can use to integrate technology into the business courses.

Basil J. Janavaras
Department of Marketing and IB
150 Morris Hall
Minnesota State University
Mankato, MN 56001
Phone: 507.389.5346; FAX: 507.389.5497
E-Mail: basil.janavaras@mnsu.edu

TEACHING MARKETING RESEARCH IN AN ASSOCIATE DEGREE CURRICULUM USING THE INTERNET

Karen Gore, Ivy Tech State College

ABSTRACT

This paper explains how a community college professor used the Internet as the primary medium for delivering a marketing research course to students at local and distant campuses. Overall course organization and delivery are addressed as well as specific teaching methodology and conclusions and recommendations based upon the teaching experience and student comments.

Karen W. Gore
Department of Business Administration
Ivy Tech State College
3501 First Ave.
Evansville, IN 47710
Phone: 812.429.1455
E-Mail: kgore@ivy.tec.in.us

ANALYSIS OF OPEN-ENDED QUESTIONS: A COMPARISON OF TWO METHODS (TEXT SMART AND KEY WORD MATRIX ANALYSIS)

Paul C. Thistlethwaite, Western Illinois University
Tom Ransdell, Western Illinois University
Praveen Kommu, Western Illinois University

The ability to analyze open-ended questions is definitely more of an art than a science. The approach to this type of analysis is normally classified as "qualitative analysis" and "content analysis." Qualitative analysis is more of a subjective technique than a "quality" technique. Quality would tend to imply a high degree of reliability and validity in answers. The very subjective nature of qualitative analysis restricts reliability and validity.

In order to provide a more quantitative approach to this analysis, one can use a program such as TextSmart from SPSS. It provides several methods for analyzing responses to open-ended questions. One can let TextSmart analyze the responses without providing guidance. Or, one can insert a number of terms, called aliases, to direct TextSmart's thinking about how to group statements. TextSmart can then automatically create categories, which suggest how to group your responses. After your categories are automatically created, TextSmart further assists you in refining your qualitative data by allowing you to add or remove terms from these categories using Boolean terms and, and or. Much flexibility is provided in the program to allow the researcher to include certain terms and to exclude others.

The second approach, Key Word Matrix Analysis, uses a more subjective approach in grouping the statements. A researcher examines each statement and then assigns a term that describes the statement. One can use a major descriptor and a minor descriptor. By keeping the open-ended responses in an Excel or SPSS data file, different types of segmentation analyses can be accomplished.

In any of the methods, it is strongly suggested that the open-ended comments be parsed by a spreadsheet program such as Excel. If the researcher wants to do segmentation analysis, for example, a grouping of responses for males and for females, then the data file can be copied as many times as necessary to allow all comments to be placed in the same column. Using the Key Word Matrix Approach, the descriptors are already in the data file. Using TextSmart , a person must enter the codes back into the data file to do segmentation analysis.

This type of subjective analysis seems to work best with statements rather than terms that respondents give. It also is easier to use with a relatively few statements (fewer than 50) than with a large number of statements (300 or more). However, the need to ask open-ended questions does almost "require" a good method of analyzing the responses. Just nonrandomly selecting statements to provide antidotal examples is very questionable. The use of one of these methods in a research class can provide new insights for the students as they try to make sense out of "reams" of comments. The techniques of using the TextSmart and Key Word Matrix Analysis procedures will be explained in the session.

Paul C. Thistlethwaite
Department of Marketing
Western Illinois University
Macomb, IL 61455
Phone: 309.298.1401
FAX: 309.298.2198
E-Mail: mfpct@wiu.edu

Thomas N. Ransdell
Senior Marketing Major
Western Illinois University
Macomb, IL 61455
E-Mail: TN-Ransdell@wiu.edu

Praveen Kommu
MBA Student
Western Illinois University
Macomb, IL 61455
E-Mail: Praveen_Kommu@hotmail.com

THE CHANGING STUDENT BODY – ARE WE KEEPING UP?

Peggy S. Gilbert, Southwest Missouri State University
Yvette Harjo, East Central University

INTRODUCTION

Each semester seems to present new challenges to the university professor. The challenge that has recently been brought to the attention of some professors is, "How do we treat our students equitably in the classroom?" Or, "Are we treating our students fairly?" To the students of these professors, "fair" means being treated the same as everyone else. All of the scenarios presented in this paper occurred during the 2000-2001 academic year. Students expressed concern about their particular situation presented in the scenarios that follow and wondered about the criteria used by professors to "solve" each case.

The purpose of this paper is to present several student scenarios and explore some of the questions that have arisen out of the attempt to treat students involved so they will have a sense of being treated equitably or fairly. The sense of fairness must come from the student perspective, not that of the professor or the administration of the university. Many professors, have at some time in their academic careers been faced with some, if not all, of the following situations.

THE CHALLENGES

Scenario #1: Four young men all on the university basketball team bring their game schedule to the professor announcing that they will be missing eight to ten class meetings during the semester, and asking will the professor allow them to make up any work missed. The basketball schedule supersedes the professor's class schedule for major exams, team projects, and written assignments. The basketball players, their coaches, and administration all expect student athletes to be excused from classes for the games, and that make-up work will be permitted and arranged without penalty to the students.

Scenario #2: During the same class meeting, six other student athletes also hand the professor their schedules: swim team, tennis, soccer, baseball, and golf. All are students with athletic schedules that require them to miss classes according to their particular team schedule. Again, students, coaches, and administration expect the professor to accommodate the students' athletic schedules. Young people with athletic abilities are recruited to play for the university—to represent the university in various athletic arenas. Therefore, in both scenarios presented above, the professor rescheduled assignments to accommodate these athletes. Since the course policy states that all makeup exams are essay, for one class alone, the professor will make up and grade perhaps ten, fifteen, or even more major exams.

Scenario #3: She is a single mother of three: one college graduate; one in college; and one in high school. She has years of work experience, and after being passed over for job promotions, has decided to put her "work career" on hold and get a college degree in business. She still continues to work, but now she works to pay for college expenses and support herself and her child in high school. She believes that in order to have the career of her choice, she really needs a very good education. Encouraged by her children and friends she enrolls in classes and finds that her life revolves around 17-hour semesters and two part-time jobs. Sometime during the semester, she calls the professor to explain that she has been called in to work an additional shift and therefore, will not be in class because her boss has given her an ultimatum, either work the extra shift or don't bother to come back to work.

Scenario #4: He signs up for a marketing class although he is not a business major because he believes the course will help him in his new career. He returned to college after a 20-year stint in the military as an enlisted man. At 38 years of age, he is setting out on a new career path with his wife and two children. At sometime during the semester, he calls the professor and explains that he will have to miss the test that day because his young son is ill and he must stay home to babysit.

Scenario #5: She is a single mom recently divorced returning to college in hopes of improving her chances for a better life for herself and her baby daughter. She calls the professor frantic that her babysitter has not come and said that she did not want to miss her team presentation. She asked if she may bring her baby to class and assured the professor that no one will even know she is there because she is such a good baby.

Scenario #6: He has worked for a company for twenty-two years when he learned that the company will be closing its U.S. plants and moving operations to another part of the world where labor is less expensive. He has a wife and children to support, but he cannot find a comparable job in his geographic area. He is offered an educational opportunity that pays him some monies to go to college for retraining, but he must also work part time to help support his family. He is told that he must attend a meeting out of town that is very important to his job. Family obligations and bills to pay mean that he must go on the business trip, missing a test and several class meetings.

Scenario #7: They started to work right after high school graduation in May and enrolled at the university in August. Because they received no scholarship monies, they must work in order to pay their own way through school. Whenever the "job" demands that they work longer hours, they miss classes. Without the job, they cannot go to college.

Scenario #8: He is a 20-year old student who is also the assistant manager of a clothing store in the mall. His boss quits leaving him to manage the store alone. He called the professor stating that he would probably miss at least a week of classes until a new manager could be hired.

Scenario #9: She called that her mother was very ill and that she would not be in class that week. She called a week later to tell the professor that her mother had died, and asked the professor what she needs to do to make up the work she has missed.

THE RESPONSES

These last scenarios represent students who are not college athletes, yet these students also have very real schedule change requirements. In each case, the professor tried to work out an equitable solution. Having a written comprehensive course policy is necessary in all situations. A statement on the course policy says that, "All make-up exams are essay. A make-up exam is required any time a student must take a major exam outside of their regularly scheduled class time." This holds true for all students in these professors' classes. Rescheduling of team presentations is done whenever a legitimate reason is given, i.e., a game, sickness, work, etc. Other assignments may be turned in early to accommodate a student's schedule. Quizzes that are missed may not be made up. Students are asked to inform the professor about their absences, and if deemed legitimate, their base points will be reduced by the quiz points they have missed. For example in a class where it is possible to earn 700 points, if one has missed two five-point quizzes, his base points would be 690.

THE QUESTIONS

These questions represent the tip of the iceberg. Other professors could add many other questions representing scenarios they have faced in their classrooms. These are a few of the most recent questions raised by students to this professor.

- How do we manage the "game" absences for our athletes?
- How do we manage an absence when a student is called in to work?
- How do we manage an absence when a child is ill?
- How do we manage an absence when he/she has to travel out of town for the job?
- Do we treat our "day" and "evening" students the same?
- Do we treat the 20 year-old student the same as the 38 year-old student?
- Do we truly strive for equity/fairness for all of our students?

CONCLUSION

This paper generated more questions than answers. In reflecting back on the various cases, it became apparent to these professors that equity for all students is a goal to strive for, but a very difficult one to achieve. So what are we as professors doing to help our students succeed? This and the questions above are all questions that each professor should ask and try to answer.

Most of our students are not university athletes. Most of our students were not in the top ten percent of their high school graduating class. Yet they want to go to college for the chance to improve their lot in life, and in order to do so, they must have a job to support themselves. More than 90 percent of this professor's students hold jobs while attending classes. Their absences cannot be scheduled because they usually do now know when they will miss a class. In most cases, their absences occur on the spur of the moment without any notice to anyone.

Students will let us know how they perceive our actions. Their goal, and our goal for all students attending our colleges and universities, is to graduate with a degree in their chosen field. It seems that one of our goals is to see that our students are treated equitably along the way.

Peggy S. Gilbert
Department of Marketing
Southwest Missouri State University
901 S. National
Springfield, MO 65804
Phone: 417.836.5558
FAX: 417.836.4466
E-Mail: psg199f@smsu.edu

Yvette Harjo
Department of Accounting
East Central University
1100 E. 14th
Ada, OK 74820
Phone: 580.332.8000, Ext. 268
E-Mail: yharjo@mailclerk.ecok.edu

NEW ALLIANCES BETWEEN ACADEMICS AND PRACTITIONERS: PARTNERSHIPS OF THE FUTURE

Regina A. Greenwood, Kettering University
Beverly J. Jones, Kettering University

As organizations realize that their long-term success hinges on the skills and abilities of their employees, more and more organizations are developing new institutional entities and relationships to further the education of their workforce. In addition to traditional training and education conducted at universities, we are seeing the rise of corporate universities, significant research relationships, and customized degree-granting programs with universities and colleges. Kettering University is taking a lead in working with corporations in the automotive industry to develop and present degree-granting programs that fit their needs throughout the country.

For example, Kettering University and Ford Motor Company have worked together, through the Lean Resource Center at Ford, to develop a Lean concentration within two Masters of Science degree programs. Students in either the M.S. in Manufacturing Engineering or the M. S. in Engineering Management program can take, as their electives in the program, three courses based on the Lean Manufacturing principles used by Ford and Ford suppliers. In addition, Ford and Ford suppliers will provide internship experiences for the students in the full time M.S. programs that will allow students to apply their knowledge about Lean systems. Kettering has worked closely with Ford to train and educate faculty in the Ford Production System, Ford has placed faculty on its Lean Advisory Group, and Ford has provided support for the M.S. programs.

Recently, it was the vision of General Motors Corporation and Kettering to offer a Masters of Science degree in Manufacturing Operations to GM employees on GM sites. The curriculum of the program was in direct response to a RFP from General Motors. GM had long identified what was required to elevate the knowledge, skills, and abilities of their middle managers. Additionally, more and more, a corporate criterion for promotion for high potential managers appears to be a Masters degree. It was the aim of the corporation to educate their employees as close to the work environment as possible, thereby making it possible for managers to get that Masters degree with as little cost in terms of travel, time, and money. The video-based M.S.M.O. program fulfils all corporate needs. And what does it do for Kettering University? It allows us to expand our student base at the graduate level, it strengthens our ties within the industry sector, and it is a healthy source of income for the university and for faculty members.

In order to administer the various training and education programs, and provide the services expected by the corporate customers, Kettering University has formed a for- profit entity called Kettering Corporate Connections. It has two partners in this endeavor, both of which are training organizations with strong ties to the automotive industry. KCC interfaces with the corporate customer to develop training and education programs, staff programs, schedule courses, and handle the typical work of an internal corporate training and education department. Already, KCC has signed an agreement with Delphi Corporation to administer and provide through additional alliances, all Delphi education and training requirements for the next three years.

In the strategy field, companies follow the dictates of Michael Porter and Gary Hamel by positioning themselves in the global marketplace for long-term competitive advantage, increased market share, and profitability. Focusing on core competencies has taken on the status of a classic and necessary approach. We find that the actions of corporations in developing ties with universities parallel the advice of strategists. Corporations need an educated workforce with the skills and abilities that directly relate to their contributions to the workplace. Corporations would rather the training and education they traditionally have supported be a better fit with organization needs. Therefore, they have developed new institutional relationships in the nature of joint ventures or alliances. These new structural entities allow each partner to focus on what it does best, combining all the best aspects of outsourcing with a sharp eye on asset specificity.

As corporations prepare and position themselves for global strategy and profitability, partnerships with corporations and universities/colleges will become keys to competitive advantage.

Regina A. Greenwood
Department of Industrial and Manufacturing Engineering and Business
Kettering University
1700 West Third Avenue
Flint, MI 48504
Phone: 810.762.7966
FAX: 810.762.9944
E-Mail: rgreenwo@kettering.edu

Beverly J. Jones
Department of Industrial and Manufacturing Engineering and Business
Kettering University
1700 West Third Avenue
Flint, MI 48504
Phone: 810.762.7831
FAX: 810.762.9944
E-Mail: bjones@kettering.edu

A CALL TO RE-EXAMINE THE STATUS OF B2B MARKETING: WHERE DO WE GO FROM HERE?

Uday Tate, Marshall University
Ashish Chandra, Marshall University Graduate College

INTRODUCTION

Today's marketing managers must learn to function in the rapidly changing environment and to capitalize on dynamic and evolving trends, particularly in the area of Business-to-Business (B2B) Marketing. Business schools can help marketing managers to cope with these challenges by providing education and training based on concepts, analytical marketing tools, and computer-based decision modeling in B2B. Traditionally, B2B marketing has been taught in a fragmented manner. That is, the B2B concepts, theories, and practices have been covered in a variety of courses, including industrial buying, purchasing and materials handling, marketing channels, wholesaling and retailing, etc. Such an approach has done a great deal of disservice to B2B Marketing. B2B Marketing has been treated as a step child in marketing, a second-class status.

Only recently there has been a concerted effort to bring some legitimacy to B2B marketing as a viable topic in the marketing discipline. For example, American Marketing Association held 21st Faculty Consortium on B2B Marketing to examine related research and pedagogical issues. In addition, Institute for the Study of Business Markets (ISBM) promotes both research and teaching agendas related to B2B Marketing.

The proposed call to re-examine the status of B2B Marketing in its role in both undergraduate and graduate marketing curricula. Specifically, the following topics will be addressed:

1. Designing Business-to-Business (B2B) Marketing courses at undergraduate and MBA levels.

2. Identifying "best practices" in B2B Marketing and using them in B2B Marketing courses.

3. Incorporating e-commerce models into B2B Marketing courses.

4. Status of B2B: should there be a B2B Major or just a B2B course?

NECESSARY COMPONENTS OF B2B MARKETING COURSE

The topic and depth of the subject matter that should be covered in the B2B marketing course should depend on the level of the course, i.e., whether it is an undergraduate level or a graduate level course. In the undergraduate level, there should be greater emphasis on the explanation and understanding of the B2B marketing concepts at the macro level whereas in the graduate level the emphasis should be more towards the explanation and understanding at the macro as well as the micro level. Projects and computer simulations can be incorporated in the graduate level courses that can greatly assist students in observing the B2B concept via application.

Should B2b Marketing Be Taught To Health Care Administration Students?

It would be advisable to teach health care administration students at least the basic principles and the key concepts of B2B marketing. The main reason for this recommendation in the fact that quite a lot of the job requirements of these students in their professional career usually involves interaction with other businesses. However, at the present time, it is not recommended that institutions should make a B2B marketing course as a required course for health care administration students. Rather, it should be offered as a valuable elective. If this course is offered by in the marketing department of the institution, then the health care administration faculty and advisors should encourage their students to take this course as an elective.

Uday Tate
Division of Management and Marketing
Lewis College of Business
Marshall University
Huntington, WV 25755
Phone: 304.696.5423

Ashish Chandra
Graduate School of Management
Marshall University Graduate College
100 Angus E. Peyton Drive
South Charleston, WV 25303-1600
Phone: 304.746.1964
E-Mail: chandra2@marshall.edu

RESPONDING TO THE DOT-COM CRASH: EDUCATING E-BUSINESS LEADERS IN BUSINESS MODELS AND PRACTICES

Mary Albrecht, Maryville University

ABSTRACT

Tremendous opportunities are emerging in educating E-Business leaders. As E-Business evolves it becomes clear that businesses cannot succeed on technology alone. Solid business models apply to the Internet-enabled business, just as they do in the brick and mortar mode of business.

Universities have the chance to educate these E-Business leaders through a well-conceived curriculum. This article addresses the problem of what business content is most critical to include in a curriculum for E-Business leaders.

Mary Albrecht
Department of Marketing
John E. Simon School of Business
Maryville University
13550 Conway Rd.
St. Louis, MO 63141
Phone: 314.529.9681
FAX: 636.536.3782
E-Mail: albrecht@maryville.edu

A STUDENT PROJECT USING THE INTERNET FOR BUSINESS-TO-BUSINESS MARKETING

Don B. Bradley III, University of Central Arkansas

ABSTRACT

This paper looks at the aspect of using a live case study to further a student's understanding of Internet marketing. Each student is assigned a business web site to analyze. The student will then provide an Internet marketing plan for the business. The student works in conjunction with the business owner or manager and in the end must receive final approval from the business before any strategic or physical web site changes are actually made.

In a few cases, the student will have the web site development expertise to actually help the business make the suggested enhancements. In the event that the student does not have the web site development skills necessary to making the improvements, the student will simply consult the business on needed enhancements for their site and then benchmark the web developer's activities as a learning process.

ADVICE AND TEACHING SUGGESTIONS FOR WEB SITE MARKETING

Students must realize that in most cases, the Internet will initially cost more money than it will generate in revenue. A web site is not a get rich quick scheme.

An important aspect to Internet marketing is to sell products that are easy to identify. It has been proven that if the Internet customer does not fully understand what the product is or does, they simply will not buy. A marketing skill that must be developed is the ability to create a product scenario where the customer can see the product, but also be able to visualize how the product would benefit them if purchased.

The business must be able to capitalize on the value of the products extensions. This means that they must be able to sell more than one product and always be ready to pursue an add on sale. An example of this in the United States is that when ordering a product, if they are not offered another product or service that compliments the product they ordered, then the customer receives an item free.

Not only does the business have to provide a product that is easy to identify, but its services must be very understandable. Their web site should be easy to maneuver and the individual should be able to buy without giving a lot of pre-information before they actually purchase the item or they will move on to another web site.

The business should recognize the potential of a niche market. They cannot be all things to all customers. They should know their customer. It is very important that they have a thorough understanding of who will buy their product. A fast way to lose Internet business is to try to be too many things to too many people. As an example, the traditional male Internet user was surpassed for the first time in August 2000, by teenage girls and women age 55 and over. One of the maddening processes of the Internet is how fast customer bases change. It is important to stay on top of changes and potential in their customer base.

Each small business should remember that just having a web site is not enough. They should have their web site prominently listed with the big scale search engines. A concerted effort should be made to find complimentary links that would also help customers find their website.

Never start a web site until the business has a high-profile security system in place. A quick way to lose customers is for them to find out that the business gave either willingly or unwillingly information about them to someone else without their permission. The security idea is much more than making a secured money transaction. It also encompasses personal information and buying habits. The business should also protect their own site against hackers.

Another fatal mistake is that many new Internet providers forget about the delivery aspect of getting the product to the customer. Knowledgeable and reliable personnel are needed to ensure timely and accurate delivery of the product.

It is important for the student and business to realize that there are ways to enhance a web site without shelling out a lot of cash. In today's electronic business environment here are some ways to spice up a web site on a limited budget:

1. Hold contests

2. Use online surveys and post results

3. Feature customer contributions

4. Answer questions on your site

5. Give ‘em games

6. Offer live chat events and interviews

The ideas mentioned above are only a start to what the student and business should look at in developing a successful web site. The student should also realize that there is a difference between a business-to-business web site and a consumer web site. They must be much more sophisticated when developing an innovative business-to-business site. A successful business-to-business site will probably not have as many bells and whistles but will focus on more to the point marketing techniques and strategic moves.

The student should understand that for any web site to be profitable, the business must know their customer, be able to segment their market and find the customers needs and wants. Once these items have been researched, the student will then have to find a way to innovatively match the businesses’ services or products with the consumer’s needs and wants.

The conclusion of the live case study should help the student be able to see that the basic fundamentals of marketing still have not changed. Even though the medium of selling has become more technologically advanced, the same 4 P’s of marketing apply.

Don B. Bradley III
Small Business Advancement National Center
University of Central Arkansas
UCA Box 5018
Conway, AR 72035
Phone: 501.450.5345
FAX: 501.450.5360
E-Mail: donb@mail.uca.edu

INTERNATIONALIZING THE BUSINESS CURRICULUM THROUGH INVOLVEMENT OF INTERNATIONAL STUDENTS

David J. Brennan, Webster University

Involvement of on-campus international students can be a most helpful and effective approach for American university professors to internationalize their business curriculum. The increased involvement of international students makes use of the increasing numbers of international students that are now attending American campuses. It can be of great benefit to the international students as they get to share their culture and ideas, of benefit to U.S. students as they learn directly from fellow students and of benefit to professors teaching business classes in expanding their teaching style and resources.

This position paper will consider the benefits that involvement of international students can provide: class discussion resource, providing of class materials, personal interview resource, facilitating international marketing research and international student fairs. It will discuss the advantages and disadvantages of such increased involvement. In doing so the paper will rely on the experiences of the author, a professor at Webster University in St. Louis, who has taught students from over 53 countries, in marketing and international business classes, both in the United States and in Europe.

BENEFITS

A primary benefit of involving international students is to confirm cases or material from the textbook during class discussion. An example is the information that a Japanese student provided for the case of Dominos pizza entering the Japanese market. Not only can students confirm the case facts but they also can expand upon the material and provide "what happened." When discussing a business or marketing case it is useful to ask international students if that approach 'would work in their country?' This usually evolves into discussions of the impact of taking product and/or service concepts global.

Another benefit of international students is that they can be a source of foreign products or items that can bring the global "real world" into the classroom and stimulate discussions. They are often most willing to bring actual products or other items such as magazines or newspapers from their homeland to share with the class. Often they can be the source of foreign currency (which the professor should exchange). Not only can they provide such resources but they are also able to explain the item and demonstrate its use. A novel example is to have the students prepare samples of their national food to share with the class. Out-of-pocket expenses are usually small and should be reimbursed.

International students can provide a valuable reference resource for other students doing a research project or term paper on a foreign country. Through interviews students can often obtain important information or details about foreign countries that is not in textbooks or references. Individual international students or campus international student associations can provide this resource. Such interactions encourage contact between cultures and promote greater global understanding.

International students can also be a resource for international marketing research. Focus groups of students from the same country or world region can be employed to discuss important current global events (the European Union, events in Asia) or to comment on events happening in their own countries or interpretations of domestic U.S. events. Primary international market research may also be facilitated as the international students may have contacts within their extended professional families in their homeland that would facilitate research of that particular market.

International Student Fairs including evening events or week-long activities are of benefit to the international students, other students, the university and the community at large. International students can provide posters, handouts, artifacts, etc. (obtained from their U.S. consulate or tourism office) as well as typical national food. They can wear national costumes and perform dances or cultural activities. These can be organized by country if there are sufficient international students or by regions of the globe (Europe, Asia, Latin America). Of course, such events do need to be funded and organized on a university-wide basis but the benefits are well worth the expense.

ADVANTAGES AND DISADVANTAGES

The involvement of international students has several advantages. International students who usually do not participate are encouraged to do so and build their confidence. International students may have considerable credibility for U.S. students, as they are more of a foreign expert than a textbook or a professor. Involvement increases exposure of U.S. students to other cultures and ideas broadening their worldview.

Disadvantages must also be recognized. There will be differences in the level of international experiences of international undergraduate or graduate students. Professors must not have too high of expectations of international students. One must be culturally sensitive. Selecting an individual international student may be awkward; it is useful to use groups or pairs of students and to advise them of their possible involvement before class. Professors must also be prepared for "backlash" from U.S. students who see the encouragement of international students as unfair preference. Where U.S. students have international travel experiences certainly involve them in discussions too.

Increased involvement of international students is an effective way for American professors to internationalize their business curriculum. The benefits are significant in increasing participation of international students in classes and campus activities as well as increasing the interaction of U.S. students with international students and learning, about other cultures. American professors should make full use of these valuable student resources. It can be educating, fun and will enhance your image as a "global educator."

David J. Brennan
Department of Management
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
Phone: 314.968.7156
FAX: 314.968.7077
E-Mail: brennadj@webster.edu

IS INTERNATIONAL BUSINESS AN INGREDIENT FOR THE SUCCESS OF MY COMPANY'S FUTURE?

James R. Maxwell, Wilkes University
Donald L. Westerfield, Webster University

ABSTRACT

Whether we are willing to accept it or not, the world-wide-web (www)/internet is the foundation of the most current global marketplace frontier. This is evidenced by the expansion of the www/internet as a fundamental tool for marketing and purchasing of goods and services throughout the domestic and global economy during this period. The www/internet is rapidly becoming a primary instrument of communications of the world. Every business, industry, and governmental sector of our economy has been affected by it. This paper examines some of the primary driving and competitive forces of the www/internet and suggests an increasing need for business, government, and industry to intensify integration of the www/internet into their formal organizational structures.

INTRODUCTION

We begin by observing some interesting demographic statistics that relate the global market to the expansion of means of communications, especially the World Wide Web/Internet or just "internet." The global market was forecast[1] to have a value of $7.409 trillion in 2000. Associated with that statistic is the fact the internet provides access to 359.8 million people, or 5.98% of the world's 6.08 billion people. Due to its many uses within and among companies, the internet provides access to sources of strategic and competitive intelligence for all businesses. Since consumers have combined their fascination with the internet with their increasing use of it, the desire for more goods and services via "e-commerce" makes the demand for the Internet exponential with each passing day. . . . By 2004, worldwide e-businesses will explode to $2.4 trillion from $130 billion in 1999. This is an 18 fold growth in just five years.

Globalization of Markets

We can see the influence of international markets in almost every facet of business, industry, and government.[2] The awareness of and participation in these markets reinforce the relevance of international business to any local or regional business' future, and determine their abilities to remain competitive as their markets becomes more globalized. By developing and implementing product and service differentiation, firms with growth and expansion strategies should outperform their competition and should be able to secure competitive advantages which resemble "first mover" advantages.

While outsourcing used to be associated almost solely to domestic sources, it is becoming more common to see outsourcing extended into the global community in not only unilateral demand but also reciprocal demand. In short, the global boundaries are rapidly becoming little more than expanded domestic boundaries for almost all forms of business and industry.

World Versus Domestic Market

The Gross World Product[3] that was projected for the year 2000 was $32.11 trillion at the market exchange rate valuation, while the projected value of the international marketplace was $7.409 trillion (including $5,947 billion for goods and $1,462 billion for services). That projection of $32.11 trillion is 69.85 percent of the world economic power and is related to 95.4 percent of world population based outside of the United States of America. The $7.409 trillion, however, is only a small percentage of the overall market because it does not include domestic consumption. The numbers alone cannot speak for themselves and tell how products which were little known across national borders, and especially across continents, have now become accessible in local markets due to the relative insignificance of costs of use of the internet as compared to international advertising and marketing campaigns. Web pages have increasingly replaced printed brochures and a few minutes browsing can provide the searcher with a number of sources of goods and services from a number of countries.

On the domestic side, the United States Gross Domestic Product second quarter preliminary figures, released on

August 25, 2000, was projected at $8,111.4 billion in 2000. The United States had a $253.9 billion trade deficit, which represented a 2.67% loss to the $9,256.1 billion United States Gross Domestic Product in 1999.[3] Of the 1999 figure, $695.0 billion merchandise export total, (based on the Standard Industrial Classification – SIC product code, not seasonally adjusted), 86.51% were manufactured goods. The United States is losing the battle on trade. The aggregate value of exports of manufactured goods for 1999 was $601.3 billion. The value for imported manufactured goods for United States consumption was $906.7 billion. It is unlikely that the major proportion of our trade deficit will decrease due to ecommerce, especially if one factors in the growth of the internet and ecommerce cited above. This suggests that exports have increased due to the ability of foreign nationals to have direct internet contact with U.S. businesses and manufacturers.

Of the 202,185 United States exporters, 96.5% were Small-to-Medium-sized businesses with 500 or less employees. This accounted for 31% of exports. In 1997 16.14% of the 817,561 United States manufacturers and wholesalers were involved in exporting. In 1992 15.4% of all United States business involved in exporting accounted for 39.7% of total product sales.[4] This is 2 ½ times as non-exporting businesses.

MARKET DYNAMICS

Prior to the last decade, investing in technology and technology related goods and services were focused primarily on computer literate individuals and firms, corporate computer facilities, and data processing companies primarily within the U.S. borders. Throughout the past decade, however, technology has become available at an ever decreasing cost so that businesses can afford to incorporate and utilize at accelerated rates.[5] Businesses and industry have found that to be competitive, they must invest in the latest and most comprehensive technology. This brings with it a need to increase participation in ecommerce to stay abreast with demands of the global marketplace.

Adopting and implementing technology on a large scale impacts every phase of business and industry with unprecedented risks. To survive in this competitive environment, businesses must become increasingly active on the internet in their customer, marketing and other functional areas of their business to be competitive.

COMPUTER LITERACY AND THE CUSTOMER BASE

Customers are becoming more computer literate and can make more informed choices using the internet. By interacting with customers electronically, their buying behavior can be evaluated and responses and corrections to their needs can be tailored. Customization provides value to customers by allowing them to find solutions that better fit their needs and saves them time in searching for their solutions.[6] Instead of providing catalogs and expensive hard copy collateral, businesses utilizing the Internet can present custom catalogs or collateral, one customer at a time.

While marketing and shopping trends are being reshaped via the internet, relationships are changing in nature and in numbers.[7] Electronic data gathering regarding the customers' purchases, tastes, and preferences has provided marketers and firms with a more clearly focused view of the needs and desires of segmented customer bases. This opportunity provides demographic, psychographic, and biographic information about the customer. An old marketing concept is that the more you will learn about your customer and the more the customer learns about your business, the more likely it is that the customers' needs and desires can be satisfied by the firm.

It generally costs from 5 to 10 times more to secure a new customer than it is to retain an established customer. The Internet provides two-way communication about the opportunities, benefits and features of products and services that are generally not available as quickly as simply searching the internet.

Your customers already know how to shop, so your system must capitalize on what your customers already know. Getting noticed, attracting and returning customers are the key. Understanding and modeling the consumption process is another important key to designing a system that is not only easy to use, but can add significant value for your customer.

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James Maxwell
Division of Business and Accounting
Breiseth Hall #315
Wilkes University
137-159 South Franklin St.
Wilkes-Barre, PA 18766
Phone: 570.408.4718
E-Mail: jmaxwell48@hotmail.com

Donald Westerfield
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
Phone: 314.968.7155
E-Mail: westerdn@webster.edu

MARKETING ORIENTATION – AN OVERLOOKED OPPORTUNITY

Larry A. Haase, Central Missouri State University
Charles H. Schwepker, Central Missouri State University
Harry A. Harmon, Central Missouri State University

Each year many freshmen enter a university declaring marketing as their major of choice. Four years later many of these students have changed majors or are not even students at the university any longer. The experience these students have with freshman orientation may be partly responsible for these outcomes.

A typical orientation may include a 30-minute group session with a department representative prior to the student selecting first semester classes. Furthermore, during various stages of their orientation and enrollment experience, students are likely to be exposed to numerous other University representatives pushing their individual programs and preferences which can create a very confusing situation for freshmen and lead to decisions that may be poor choices for the individual student.

There are a number of factors that may contribute to the student's decision to change their major from marketing:

1. Most high school graduates have a very poor understanding of the various careers in the field of marketing.

2. Most accredited marketing degree programs do not encourage students to be in marketing classes until their junior status.

3. Students lack the necessary advice and direction starting at the freshman level in order to successfully complete a four-year program in four years.

4. Many of the opportunities to enhance programs, (e.g., internships, international study, etc.) require advance planning to fit into the standard four-year program design.

Providing more and better contact early may lead to more satisfied customers, and growth in the number of majors.

One approach to improving the "orientation" experience is to provide printed materials that are more "user friendly." These materials give guidance to the student about program requirements and various "enhancement opportunities" they may wish to participate in during their college career. A second approach may be to create a one-hour, freshman marketing orientation class offered as an elective credit. Such a course can provide a much better opportunity to communicate to students the variety of career opportunities in marketing and the options available to enhance their program.

At Central Missouri State University, we have developed a team taught freshman marketing orientation class that accomplishes several things:

1. Provides the student with a more complete understanding of the various career opportunities in marketing and how they might adapt their plan of study to enhance their preparation for these careers.

2. Provides the student with knowledge to enhance their planning and scheduling of classes over the four years they may spend in college.

3. Provides the student with an opportunity to interface with and get to know the marketing faculty early in their college career rather than just the last year or two.

4. Allows students to develop proper study habits.

5. Provides students an opportunity to earn a high grade early in their university experience, enhancing their GPA and creating positive feelings about marketing as a major.

6. Produces a more satisfied graduate because they received information and guidance early so that they can make wise and informed decisions about their program of study.

While most of the benefits of such a course go to the students, it also is possible for the faculty to gain by participating. By involving the faculty in the class, they actually develop a better team spirit within the department and establish a closer identity with the program and the students.

Larry A. Haase
Department of Marketing and Legal Studies
Central Missouri State University
Dockery 200-G
Warrensburg, MO 64093
Phone: 660.543.8618
FAX: 660.543.8885
E-Mail: haase@cmsu1.cmsu.edu

Charles H. Schwepker
Department of Marketing and Legal Studies
Central Missouri State University
Dockery 401-H
Warrensburg, MO 64093
Phone: 660.543.8554
FAX: 660.543.8885
E-Mail: schwepker@cmsu1.cmsu.edu

Harry A. Harmon
Department of Marketing and Legal Studies
Central Missouri State University
Dockery 401-F
Warrensburg, MO 64093
Phone: 660.543.4398
FAX: 660.543.8885
E-Mail: harmon@cmsu1.cmsu.edu

CREATIVE TEACHING TECHNIQUES: VARIATIONS ON PROBLEM BASED LEARNING

Judith S. Ettinger, University of Illinois at Springfield

In order to establish a more student-centered classroom than is usual with the traditional lecture format, and to provide a classroom experience that more closely simulates how students must learn to solve problems in situations outside of the classroom, a technique involving a variation of a problem based learning approach was developed. The ability to sort information, think clearly and solve problems might well be considered required competitive competencies in today's complex, global marketplace (Milter and Stinson 1995). Problem based learning is one teaching methodology that encourages students to develop these competencies (Stepien and Gallagher 1993; Wilkerson and Feletti 1989). This variation of problem-based learning was a techniques used in teaching an undergraduate Management course in Organizational Development (OD).

Central to this technique is a case around which the remainder of the activity centers. The case study method helps engage students in the exploration, diagnosis, and eventually, possible solutions of problems presented in a written case (Christensen, et al. 1991; Miner, et al. 1984.) and is a vital component of problem-based learning. The case used in this activity reflects important issues and dynamics relevant to course content. In this instance, OD issues such as managing change, communication, corporate culture, intervention techniques, and succession planning were explored. In addition, students were divided up into 3 groups and each group examined the case from either an upper management, middle management or non-management perspective. The details of the case were modified slightly to reflect the specifics of each perspective. For the duration of the semester, the three groups were encouraged not to collaborate with each other during their planning sessions. This instruction was given so that the integrity of the three perspectives could be maintained.

At the beginning of the semester, the students were put into their respective groups and given the case to study as well as instructions for how to proceed. Students were informed that at the end of the semester, each group was responsible for making a class presentation that was to include an analysis of the case from its particular perspective as well as recommendations that resulted from this analysis. The remainder of the semester proceeded toward that end.

Students were presented with a Menu of Topics, and every week, each group was required to select a topic of discussion from this menu. Student groups were given class time to select each week's discussion topic. The topics all addressed content areas to be covered in the course while simultaneously shedding light on various aspects of the case. In order to request a discussion topic, each group completed a Lecture Request Form that included such areas as discussing the topic from the perspective of the required class text, the topic's importance to the case at this time, the topic's desired learning outcome, and a minimum of 5 questions to be answered by studying this topic. Since the Menu of Topics included more content areas than were able to be covered during the semester, students had to make decisions about priorities for requested topics as well as pool their resources to discover knowledge related to topics they wanted to learn more about but time constraints did not allow.

In the event that the three groups do not select the same menu topic, each group selects a representative to come to the middle of the classroom. In front of the rest of the class, these three students begin to discuss coming to consensus on the next topic. They do this by sharing their Lecture Request Forms, the questions they believe need to be addressed and their overall rationale for topic selection. The instructor explains that this selection process is not a competition, but rather an activity where they are pooling their knowledge, as well as aspects of course subject matter and of the case. This negotiation is an effort to discover which topic is the next logical one to discuss in the process of working through problems or issues related to course content. As necessary, the instructor facilitates the process so consensus can be reached in a timely fashion.

The topic discussion and accompanying activities that ensued each week were not directly related to the specific case. Rather, the topic was examined in a broad, general way as it related to OD. When appropriate, the instructor can provide students with supplemental materials related to the case as they are relevant to the topic. For example, when the students selected Diagnosis as a topic, the instructor handed out some diagnostic data relevant to the particular case.

Then subsequent to the lecture, students returned to their groups and were given class time to integrate their learning about the topic as they completed the Case Worksheet. This worksheet had them address areas such as basic topic issues as they related to the case, integration with previously discussed topics, further brainstorming, finding and analyzing patters, and further areas to investigate. They were also encouraged to use this time to discuss and plan how they might integrate the topic into their group presentation at the end of the semester.

This technique can be adapted to any course content, and is adaptable to variables such as class size and class duration. Since students select each lecture topic, they direct how the case is examined and how the various problems presented in the case are addressed. Once a topic is selected, the professor presents lecture materials and other activities to supplement the particular knowledge area. The disadvantage to the instructor is that since the students are responsible for the selection of what is to be examined during any given week, preparation is difficult, and at any time, the instructor must be prepared to examine any topic on the Menu of Topics.

Not only an examination of topics related to course content, as well as an exploration of how these issues are perceived from three different management perspectives, but also an experience with group dynamics and an examination of the discovery process that unfolds as complex problems are uncovered and resolved.

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Judith S. Ettinger
Department of Management, CBM-51
University of Illinois at Springfield
P.O. Box 19243
Springfield, IL 62794-9243
Phone: 217.206.7928
FAX: 217.206.7543
E-Mail: ettinger.judith@uis.edu

TEACHING THE KOUZES-POSNER LEADERSHIP MODEL THROUGH THE FILM "THE DIRTY DOZEN"

Tim R. Miller, University of Illinois at Springfield

The course I offer on Leadership and Motivation (MGT 474) is an experientially-based treatment of the leading research and theories of the subjects from the late 19th century to the present. For students more interested in the practical aspects of leadership – those who say, "The research and theories are nice, but tell me straight up how to be a better leader" – I include a component on the leadership model of James Kouzes and Barry Posner. In this brief position paper, I will summarize my attempt to bring the model to life through the use of the 1967 action-adventure Academy Award winning film, "The Dirty Dozen."

The widely-received Kouzes-Posner model is an analysis of the practices of exemplary leaders, titled *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations* (San Francisco: Jossey-Bass, 1987 and 1995). It is, in my experience, among the most straightforward and well-received practical approaches to the subject of leadership effectiveness. Essentially, Kouzes and Posner demonstrate that at their personal best, exemplary leaders engage in five fundamental practices, each being composed of two primary commitments. Exemplary leaders challenge the process by searching for opportunities to go against status quo methods and means by experimenting and taking risks. Such leaders inspire a shared vision by envisioning a future which is significantly and meaningfully different than the status quo and enlisting others in the shared vision. They enable others to act by fostering collaboration and strengthening (i.e. empowering) others. Exemplary leaders model the way by setting the example and planning for small but powerful wins. And Kouzes and Posner's exemplary leaders encourage the heart by recognizing individual contributions and celebrating accomplishments.

My handling of the model in class is done in a four-step process, across either one full day (weekend format) or two three-hour sessions (evening format). First, I introduce the subject through a brief lecture on the usefulness of the model, the author's methods, their definitions and the like. Second, students view the 30-minute video "The Leadership Challenge" (Pfeiffer and Co.), which introduces the key elements of the model as applied by practicing leader-managers. Next, we debrief their responses to the "Leadership Practices Inventory: A Self-Assessment and Analysis" (Pfeiffer and Co.) which students have been assigned to complete beforehand and outside of class. The LPI workbook enables students to self-assess their leadership practices and commitments in light of the model, as well as comparing their self-assessment scores to those of a large comparison group, while moving into more of the model's detail. Following the brief lecture, video, and workbook components, students tend to have a reasonably-solid understanding of the model and are typically ready for a strong visual component to cement their understanding. The lecture-video-workbook components are informative and effective for learning objectives, but they are not particularly "lively." Enter the film.

The fourth component is to introduce and view the film. I begin by acknowledging that the leadership context is World War II American military, commenting on the weaknesses and strengths of that context. I challenge students to consider the varied sources of leadership in the film, including the formal leaders of rank (particularly group leader Major Reisman, played by Lee Marvin) and informal leadership within the group. As the film proceeds, students are invited to indicate where they would like to stop the film in order to discuss parallels with Kouzes and Posner. Regardless, I make regular comments as the film progresses, stopping at several of the critical discussion points as noted below.

The four-step process suggested here is an effective approach to teaching Kouzes and Posner's practical model of exemplary leadership effectiveness, as documented by hundreds of student evaluations of the techniques across several years. Occasionally I assign the actual book, although I have downplayed that assignment in recent years due to the already heavy reading expectations I have set for the course. Either way, I have found the approach suggested here to be quite effective for the learning needs of my students.

Time	Scene	Learning Point Illustrated
5 min.40 secs.	Plan explained to Reisman (R)	Challenging process (searching for opportunities, risk taking)
Also 10:35	E. Borgnine comment	
6:37	Overall mission explained to R	Inspiring shared vision (enlisting others, shared destiny); encouraging heart (recognizing individual contributions by linking rewards with performance)
15:34	J. Cassavetes' noncompliance	R models way (clarifies his values, actions over words); inspiring shared vision (enlisting others); challenging process (risk taking by R)
17:17	R meets with prisoners individually	Inspiring shared vision (enlisting others via common purpose/ shared destiny); searching for opportunities by arousing internal motivation
27:18	T. Savalas provokes fight	Inspiring shared vision (enlisting others to common purposes/ shared destiny); enabling others (strengthening others via shared power)
28:04	R to 1st Sergeant	R models way (clarifying values of straightforwardness)
29:40	D. Dozen assigned to build their own barracks	R models way (establishing small win opportunity)
36:17	Cassavetes' escape attempt	R models way (not reporting it); enabling others (fostering collaboration)
38:15	T. Lopez rope climb	Modeling way (R sets up small win for TL); enabling others (strengthening TL); encouraging heart (individual accomplishment of TL)
39:19	Everyone climbs rope	R enables others (fostering collaboration)
39:55	Knife scene	R models way (setting the example); challenge the process (R as target is taking a risk)
48:00	D. Dozen object to shaving with cold water	R enables others to act by fostering collaboration (with himself as bad guy)
51:40	D. Sutherland poses as visiting general	R challenges process (risk taking); R enables others (fostering collaboration as other 11 watch)
1:00:00	Goons attack C. Bronson	Bronson strengthens others by exercising his power in service to others (through his silence)
1:03:20	Party with liquor and prostitutes	Encouraging the heart (celebrating accomplishments at end of training; R personally involved with his men)
1:10:04	R. Ryan seizes D. Dozen camp, R counters	R models way by firing on Ryan's troops (unifies his constitu-ents, actions louder than words); R challenges the process through firing (experimenting, risk taking); enabling others to act (fostering collaboration) as D. Dozen prevail; encourag ing heart (D. dozen celebrate their victory due to R's impromptu action)

1:16:27	R called on carpet, given one chance to save mission	Sets up a series of actions in challenging the process
1:20:42	Armband switch	Events through 1:35:29 illustrate: 1) Challenging the process by searching for opportunities (especially R's arguing D. dozen deserve chance to prove themselves). 2) Challenging the process via risk taking (e.g. live artillery range). 3) Enabling others by fostering collaboration (R is not part of the exercise, D. Dozen pull it off themselves). 4) Enabling others by strengthening others in terms of power being shared. 5) Modeling the way by planning a small win in which D. Dozen demonstrate their ability as a team.
1:23:14	Movement down live artillery range	
1:25:31	Armband switch #2	
1:28:34	Staged Jeep accident	
1:29:04	C. Bronson under questioning	
1:31:22	D. Dozen hijack ambulance	
1:35:29	D. Dozen take R. Ryan's headquarters	
1:36:07	Celebration of war game victory	Encouraging the heart (by celebrating accomplishments and valuing victories). Now they are a team.
1:37:17	16-step mantra "One: Out at the roadblock we've just begun…"	Illustrates inspiring a shared vision by envisioning the future (imagining an ideal scenario), developing a common purpose and giving life to the vision, and the flexibility of the plan illustrates integrative solutions to unforeseen events; R's comments illustrate enabling others by fostering collaboration.
1:38:15	Actual mission is underway	At this point, the learning objectives I have are accomplished. The remaining 30 minutes of film are viewed for a sense of closure.

Tim R. Miller
Management Department
University of Illinois at Springfield
Phone: 217.206.7930
FAX: 217.206.7543
E-Mail: nineballhotshot@aol.com

LAPTOP UNIVERSITY: DRIVING CHANGES IN THE MARKETING CURRICULUM

James W. Bovinet, Winona State University
Bruce Klemz, Winona State University
J. William Murphy, Winona State University
Mark Young, Winona State University

At Winona State University the initial impetus for development of a universal access notebook computer learning environment originated in the president's office. Key issues that influenced the pursuit of a laptop university configuration included:

1. A desire to differentiate WSU from other Midwest regional universities, thus increasing Winona State's appeal to students who are becoming ever more selective and critical of educational experiences;
2. The utilization of more effective and efficient, state-of-the-art learning tools;
3. A need to keep pace with rapidly changing technology that is being implemented in the workplace;
4. The increasingly diverse and complex nature of the knowledge and skills students must learn;
5. Trends in education, such as the need to increase communication between instructors and students and among students beyond the classroom; the increased importance of distance learning; consideration of multiple learning styles.

PILOT PROGRAMS

Due to the varied levels of interest in using laptops as a learning tool and differences in expertise at using technology in the classroom, the Pilot Project program was initiated in during the 1996-1997 school year. This program allowed every teaching unit on campus to submit a proposal for creating and implementing universal access notebook computing into the learning process. Pilot Project guidelines were broad and encouraged units to experiment and customize tool usage to fit the unit's learning goals. In addition, students participating in a pilot project program were granted a waiver off the full lease price. This was done to ensure that the pilot programs requiring student participation would not fact the pricing issue as a roadblock in their experiment. Programs that were granted pilot project status included Chemistry, Marketing, Music, and graduate Nursing. Approximately 300 students were included in the pilot projects. No other units on campus submitted a proposal, deciding to wait one year for the results. Faculty and students from these departments were given priority status regarding computer acquisition, access to equipped classrooms, and training. At the end of the year, the participating units would agree to share their experience with the remainder of campus.

The Marketing department has been in a laptop "mode" for four years following the 2000-2001 school year. This past year, every first-year student was required to lease a laptop from the university.

CURRICULUM CHANGES

In the marketing department, it was clear to the faculty that a laptop major would benefit the students. In a series of interviews with both working alumni and employers, it became obvious that technological expertise in general and computer use in specific were necessary skills that marketing majors needed in order to make the transition from school to work. Many of our graduates noted that they spent little time in actual home office attendance. Much of their work was done "on-site" with their laptop as the connection between employer and employee. The advent of a laptop university was a logical step in our curriculum development and the department jumped at the pilot program opportunity.

DISCUSSION

Marketing Analysis

Marketing Analysis combines Marketing Research and Consumer Behavior topics into a single 6-credit course. This course is combined with a 1-credit Marketing Communications discussion section resulting in a total of 7 credits for Marketing Analysis. The goal for laptop integration was to make this technology seamless as the student progresses thorough the marketing research process. Therefore, laptop technology is used throughout this 7-credit course. Specific uses include: accessing and interpreting secondary data sources (census, market reports, historical studies, etc.), data collection and cleaning, data analysis techniques, data summary, and both written and presentation communications.

Market Planning

Marketing planning takes a strategic perspective to examine the nature and scope of utilizing marketing analysis outcomes to plan the implementation of the marketing plan. The first half o the course examines strategic marketing issues with emphasis on competitive and consumer analysis. Heavy use of computer information search technology is utilized for conducting competitive analyzes while advanced statistical analysis of primary data is the focus of the consumer analysis. Second half of the course focuses on the marketing mix with multiple types of spreadsheet analyses used to make market-oriented decisions involved with assigned cases. Assignments, projects and exams are communicated through e-mail in this 7-credit hour course.

Marketing Management

This is an advanced applied 4-credit course that builds on the market analysis and planning courses to make market-oriented decisions. Sophisticated computer simulations provided the context and data for analyzing, planning, implementing and controlling marketing strategies and programs. Team decision-making is transmitted among team members and the instructor via e-mail to facilitate communications when the class is not in session. Communication skills are emphasized through the creation and presentation of marketing plans based on the simulation results.

Marketing Communications (I, II, III)

Three one-credit Marketing Communication courses are the common thread throughout the curriculum. While time is allocated for students to work in a lab environment, students also develop team-building skills; expand research skills using the Internet as well as the library; refine writing skills including style, citations, grammar, punctuation, spelling, sentence structure, and language equity/bias; develop oral presentation skills using Microsoft PowerPoint; and develop Web pages to display student portfolios.

PREVIOUS MAJOR REQUIREMENTS (60)
BUSINESS REQUIREMENTS (30)

ACCT 211: Financial Accounting Principles (3)
ACCT 212: Managerial Accounting Principles (3)
BUSA 291: Legal Environment of Business (3)
MGMT 315: Principles of Management (3)
POM 334: Production and Operations Management (3)
ECON 201: Principles of Microeconomics (3)
ECON 202: Principles of Macroeconomics (3)
FIN 360: Corporate Finance (3)
MATH 140: Applied Calculus (3)
DIS 220: Business Statistics (3)

MARKETING REQUIREMENTS (15)

MKTG 315: Principles of Marketing (3)
MKTG 330: Consumer Behavior (3)
MKTG 332: Market Analysis (3)
MKTG 334: Marketing Research (3)
MKTG 428: Marketing Management (3)

ELECTIVES (15)

CURRENT MAJOR REQUIREMENTS (60)
BUSINESS REQUIREMENTS (27)

ACCT 211: Financial Accounting Principles (3)
BUSA 291: Legal Environment of Business (3)
MGMT 325: Organizational Dynamics (3)
POM 334: Production and Operations Management (3)
ECON 201: Principles of Microeconomics (3)
ECON 202: Principles of Macroeconomics (3)
FIN 360: Corporate Finance (3)
MATH 140: Applied Calculus (3)
DIS 220: Business Statistics (3)

MARKETING REQUIREMENTS (24)

MKTG 300: Principles of Marketing (3)
MKTG 320: Market Analysis (6)
MKTG 322: Marketing Communications I (1)
MKTG 340: Marketing Planning (6)
MKTG 342: Marketing Communications II (1)
MKTG 399: Internship Experience (3)
MKTG 420: Marketing Management (3)
MKTG 422: Marketing Communications III (1)

ELECTIVES (9)

James Bovinet
Department of Marketing
Winona State University
Somsen 101D
Winona, MN 55987-5838
Phone: 507.457.5672
FAX: 507.457.5001
E-Mail: wndoom@vax2.winona.msus.edu

Bruce Klemz
Department of Marketing
Winona State University
101 Somsen Hall
Winona, MN 55987
Phone: 507.457.2662
FAX: 507.457.5001
E-Mail: bklemz@vax2.winona.msus.edu

Bill Murphy
Department of Marketing
Winona State University
Somsen 102
Winona, MN 55987
Phone: 507.547.5698
FAX: 507.457.5001
E-Mail: bmurphy@winona.msus.edu

Mark Young
Department of Marketing
Winona State University
P.O. Box 5838
Winona, MN 55987
Phone: 507.457.5671
FAX: 507.457.5001
E-Mail: myoung@winona.msus.edu

MARKETING YOURSELF PROJECT: A RELEVANT AND VERSATILE STUDENT ACTIVITY FOR BEGINNING TO CAPSTONE MARKETING STUDENTS AND CLASSES

Larry Zigler, Highland Community College
Steve Corbin, University of Northern Iowa

CLASSROOM RESEARCH

Since the publication of the National Commission on Excellence in Education's *A Nation at Risk* (1983), intense and widespread involvement in the assessment of student learning outcomes has caused virtually every post-secondary institution and professor to more closely examine what is being taught in the classroom. This assessment focus has caused educators to more carefully assess the quality of learning in the classroom, to seek out and design relevant learning activities, and to provide 'meaningful' feedback to both their students and themselves.

In the assessment-for-improvement models, William Turnbull, late President of Educational Testing Service, wrote, "The overriding purpose of gathering (assessment) data is to provide a basis for improving instruction, rather than keeping score or allocating blame" (Turnbull 1985, p. 25). Because of the assessment movement, today's post-secondary marketers have an opportunity to become more directly involved in managing the learning process and to assure that what they are doing in the classroom has relevance for not only the student but for their own instructional purposes. Classroom professors, through their own actions, can change the quality of teaching and learning in the classroom by designing purposeful learning activities.

Cross and Steadman note in their classic book about college teaching and classroom research that a "feedback loop" is necessary in virtually any classroom activity to meet today's assessment standards (1996, p. 9). They cite the analogy of learning archery, using the best equipment money can buy, one-on-one coaching, the student fully understanding the laws of physics and the dynamics of flight, but it's practiced in the dark. Despite using the best of the best equipment, coaching, and knowledge, the novice archer will not improve their performance until they can get some feedback on whether they are hitting the target.

Many marketer educators are teaching in the dark as well. They are not paying a lot of attention to giving students *meaningful* feedback on their progress as learners. Yes, students receive grades (or scores) on quizzes, papers and examinations that tells them how they are doing relative to their classmates. But a grade, per se, does not help the learner develop the skills they need for self-assessment as lifelong learners. What a grade of "B" means in one class may be totally different from what a "B" from another class in the same department means. Plus, "B's" differ from department-to-department and from college-to-college. When it is all said and done, just what is a "B" anyway? What was learned, what was not learned, and what needs to learn should be the focus.

DESIGNING A RELEVANT "FEEDBACK LOOP" ASSIGNMENT

An examination of the well-known seven principles for good practice in undergraduate education (Chickering and Gamson 1991) was the start of designing the "Marketing Yourself Project." Two of the seven research-based conclusions about learning became the focus of this marketing project. Principle number 3 states, "Good practice (of teaching) gives prompt feedback." And the word "feedback" refers to *both* the student and teacher receiving feedback. And principle number 5, "Good practice (of teaching) emphasizes time on task" concludes, research wise, that the more time students spend actively engaged in the learning task, the more they learn.

With the above research-based conclusions about learning, the authors sought to identify a couple core concepts of marketing that are as fundamental to learn for an entry-level, sophomore year Principles of Marketing class as it would be to learn in a capstone experience, senior-year Marketing Strategy class. The concept of 'Exchange' became as fundamental to the discipline of marketing as we could find (Lamb, Hair, and McDaniel 2001; Kotler 1997). And, the standard 4 P's of marketing are just as solid. Secondly, the authors sought to find a learning activity that was meaningful to the students. An activity that would be personal and relevant was the goal. "Marketing Yourself" to get a job became the obvious answer. Third, we sought to find a learning activity that would give us prompt feedback as to whether the students had learned the basic concepts of Marketing. And, finally, we sought a project where the time spent by the students on the activity would be "time on task" versus "busy work."

MARKETING YOURSELF PROJECT

At the fall 2001 Marketing Management Association Educators' Conference, a three-page explanation of the project (student handout) will be given to the attendees. The outline of the project requests the students to "market themselves" by identifying, in detail, the following basic tenants of marketing: (1) Initial Career Objective, (2) Target Market (market definition and specific primary target market identification), (3) Product Strategy (five personal features/benefits and differentiation strategy), (4) Pricing Strategy (salary range with www.salary.com documentation by industry and geography), (5) Promotional Strategy (job opportunity information, resume, and answers to 10 typical job interview questions), and (6) Distribution Strategy (networking, personal contact, blind letter, e-mail, web home page, back door informational interview, follow up, and internship strategies). And a ½ page, simple-to-use, evaluation form will also be shared with the attendees. Sample copies of past students' "Marketing Yourself Project" will be circulated for the attendees to see what the final product looks like and to judge for themselves the merit of the project. The authors will share their experiences with "closing the loop" of instruction and learning with this activity: how the project is discussed throughout the length of the class term and integrated with regular instructional topics, did the students learn (or not) the concept, did the instructors receive feedback as to how well they did (or did not) teach the concept, and the reaction of students to this learning task. Caveats of the project will also be shared the attendees.

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Larry Zigler
Business Administration
Highland Community College
2998 West Pearl City Road
Freeport, IL 61032-9341
Phone: 815.559.3488
FAX: 815.235.6130
E-Mail: lzigler@highland.cc.il.us

Steve Corbin
Department of Marketing
University of Northern Iowa
340 Curris Business Building
Cedar Falls, IA 50614-0126
Phone: 319.273.6204
FAX: 319.273.2922
E-Mail: steve.corbin@uni.edu

DESIGNING A FIRST YEAR EXPERIENCE FOR SCHOOL OF BUSINESS FRESHMEN

Michael Russell, St. Bonaventure University
Darwin King, St. Bonaventure University

Many colleges and universities that offer a major in marketing and other business disciplines face the task of helping freshmen adapt to a new culture and learning environment. A relatively small, private university in the northeast has attempted to develop a model through its School of Business that attempts to improve the first year learning experience and, ultimately, the entire undergraduate educational experience.

In an effort to accomplish the task of improving the learning experience for business majors, several goals were identified before developing the program. Specifically, a committee in the School of Business identified the following goals:

1. Improve student involvement and dedication to the learning process through a cultural shift that emphasizes and rewards academic success and achievement.
2. Exploit currently untapped potential in students.
3. Increase academic standards.
4. Transform average to above-average students into intellectually inquisitive and motivated learners.
5. Encourage students to transfer knowledge presented in prerequisite courses to subsequent courses.
6. Improve the process by which students select a major course of study.

In order to accomplish these goals, a program consisting of 10 components was established. Those components are listed below with a brief description of each. The specifics of the program will be highlighted in the conference panel presentation.

1. **Student Mentoring Program**. Several recent research studies suggest that peer mentors are a very effective means of helping to raise academic standards and academic performance. The School of Business selected 30 mentors who were academically above-average students actively involved in activities at the school and university level. These mentors will serve as examples of successful students to impressionable younger students, enhance the attachment of new students to the institution and provide a reputable, dependable resource for students who are new to the institution.
2. **University 101**. This course is offered to incoming freshmen and provides them with skills critical to academic and personal success while instilling the unique history and mission of the university. All incoming business majors will be strongly encouraged to take this course. Faculty from the School of Business who serve as advisors during freshman orientation during the summer will teach the course.
3. **Develop and Implement Course Labs for Introductory Courses**. In the areas of introductory accounting, economics, finance, statistics, marketing and management sciences, course labs and tutors will be employed. Course tutors will not necessarily be the same students that are peer mentors, but the two groups may be expected to overlap. The tutors will be paid and have an academic focus while the mentors will be unpaid and have a broader focus.
4. **Establish and Train "Underclassmen Faculty Advisors."** Since freshmen undergo a dramatic period of adjustment both academically and socially, they have special needs pertaining to advisement. These needs include becoming familiar with the academic culture, acquiring information about career options and reinforcing educational expectations. Advisors will participate in orientation, be available for Welcome Days and will serve as the student's advisor for the first two years of study.
5. **Establish and Enforce Prerequisites for Business Core Curriculum**. After establishing a clear linear progression of business core classes, evaluations will be performed regularly to ensure that students are completing the courses in a timely fashion.

6. **"Business Major" Status for Freshmen and Sophomore Students**. Few underclassmen have a clear sense of their professional goals. Too often, students feel compelled to declare a major before they are reasonably well informed. Therefore, freshmen and sophomore students will be categorized as "Business" majors although they may indicate a preferred area of study on admission and other forms as well as take courses for a major when appropriate.

7. **Integrated Business Policy Exam.** In order to better integrate business core courses, a collaboratively designed, course-driven, integrated exam would be included early in the Business Policy course. Students who perform poorly on the exam will be expected to get remedial assistance through the foundations course labors or through work directed by the Business Policy instructor.

8. **Recognition for Academic Excellence**. In an effort to establish a culture where academic excellence is expected and honored, we will recognize students who perform at a high level academically. Most important is that the student's achievement be recognized and acknowledged by the university community.

9. **School of Business Newsletter to Parents**. This newsletter will keep parents advised of internships, workshops sponsored by the School of Business, recognize students for academic excellence, and provide information on guest speakers. The intention is to better integrate parental involvement in academic and professional matters.

10. **Career Lecture/Workshop Series.** Emphasizing professional issues during the freshman year conflicts with the notion that incoming students should focus on their studies and addressing the new academic challenges presented to them. Sophomore year is an appropriate time to more fully introduce students to career opportunities. Alumni, many of whom are eager to participate in this type of program, will be called on to make presentations to students. A minimum of seven events will be scheduled each semester. Integrating these workshops into existing curriculum would encourage student participation.

Michael Russell
Marketing Department
St. Bonaventure University
83 North 4th Street
Allegany, NY 14706
Phone: 716.375.2097
FAX: 716.375.2191
E-Mail: mrussell@sbu.edu

Darwin King
Accounting Department
St. Bonaventure University
115 Nolan Drive
Allegany, NY 14706
Phone: 716.375.2138
FAX: 716.375.2191
E-Mail: dking@sbu.edu

USING MULTIMEDIA TECHNOLOGY TO INCREASE STUDENT ENGAGEMENT IN AN ADVERTISING CLASS

Michelle B. Kunz, Morehead State University

Getting students involved in the course material and the learning process has always been a major goal as I develop projects and exercises. This was the focus of a senior-level advertising class project developed last year. Students groups were required to find a local business that would serve as their project client. The group was to then develop an actual advertising campaign for the client. This required the group to interview and survey the business owner or manager and determine the current advertising needs and activities. As is typical in a very small town, advertising venues are limited, and many small businesses don't have formalized advertising plans and campaigns. The student teams were required to design an actual advertising campaign, using the local, along with any other types of promotional materials which might be appropriate for their client. They were also required to develop a budget for the campaign.

LIMITATIONS OF THE PROJECT

The major limitation for the project was the lack of media venues for advertising. The city has one newspaper which is published twice weekly, and the weekly university paper. There are limited radio stations, which include the university public station, and one additional city station. Other nearby towns all have stations, but as is typical, the mountain terrain limits the broadcast reach. Finally, the local cable TV is not very practical for retail merchant advertising, and at times indicate the local station is not accepting any advertising. Newspaper and radio are the two media venues used by most merchants in the area, although on a very limited basis.

Another limitation is the attitude toward advertising held by many local merchants and businesses. For example, the client working with one student team stated that he didn't need to advertise, as he had all the business he could handle at the current time (spring semester). However, during the summer, when the university student population is limited to only those taking summer classes, business is considerably slower. Thus, I was able to show the students how they could communicate the need to advertise during slow business cycles. As a result, this team planned a summer campaign for their client. Most of the clients also stated they had little or no advertising budget. As is typical of small-town businesses, and particularly retailers, their approach to advertising is only what they can afford, and none at all when business slows.

PROJECT ACTIVITIES

Despite these limitations, students really began to get involved with the project as they designed actual paper ad mock-ups, as well as radio ads. It was the development of the radio ads that "hooked" the student teams. They wrote their scripts and chose music. We recorded the script on a laptop computer using a boom desk microphone. Then using the simple Windows sound recorder, merged the voice with background music. We also edited some "out takes" and "oops" resulting in satisfactory radio ads. This hands-on application was more difficult than at first expectation. Getting the radio script to fit the time frame of the spot, along with the selection of appropriate sound effects or music was rather time consuming. The teams also developed newspaper ads, flyers, and even posters for their respective clients. The teams used varied software programs for execution of these ads, and this provided some frustration. "Canned" or wizard flyers did not prove to be very satisfactory, particularly when editing was involved. However, by incorporating WordArt and ClipArt, most of the ads were acceptable. I determined the students were engaged in the projects when they became competitive with the other teams, and when they were concerned about the color combinations and ability to mass-produce colored flyers effectively. One team hired a university art student to design a spokes-character, "Bookman" for their bookstore advertising campaign.

IMPROVING THINGS THE NEXT TIME

The next time this class is offered will be during the summer term, a very short, intense 4-week term. Thus, the first half of the class will be devoted to discussing the different media, layout and design, effectiveness, and media selection. The second half of the term will address the actual execution of print and broadcast media. In addition, the student teams will have to plan 2 campaigns. The first will be the local client, using the local media.

The second project will "move" this client to a larger city, with better media selection. The student teams will then re-design their campaign using the media available in the new city. These will include daily newspaper(s), radio, TV, and billboard. Students will be required to design multiple-sized newspaper ads, radio AND TV spots, as well as billboard or transit ads. Students will be required to use PowerPoint to design both the print and the TV ads. This will provide easy access for all teams to the necessary software, and facilitate design and production in the short time frame.

FINALLY

The final area of this project which needs greater emphasis from the students is the post-execution evaluation and effectiveness measures. Students lacked the perspective of "post" campaign, and thus while they were very excited about what they were planning for the client, they failed to follow through with determining how they would measure the effectiveness of the project. This will be emphasized throughout the planning process of the next project.

POSTSCRIPT

The second offering of this course provided additional challenges and successes. The class was quite small—8 students—allowing for only two teams. The makeup of students was opportunity for greater learning. The mix of students for each team provided both marketing majors with the theoretical and market research approach, along with advertising/pr majors from communications with the creative and execution approach. Again, the mechanics of actually producing the scripts and executions of the ads provided the students with challenge of time management. However, the smaller class size reduced the competitive nature of the teams. The reality of the real world dawned when one team decided they wanted to use some current top-rated song, until they realized they would have to build music royalty fees into their budget.

After completing the two-part campaign project, the students actually improved on their artwork and graphic design for the second market area, as well as creating a TV ad/storyboard, as well as more creative radio spots. They found the new, larger metro market provided more opportunity for media selection and creativity, but also was a greater challenge in market analysis and research. The two-part campaign was an improved learning experience for the students. At the conclusion of their in-class presentations I asked them to compare the two markets and two campaigns, and then tell me what they would do, back in the local market, and the "real world."

As a final thought, the more competitive the nature of this type of project, the more creative and engaged the students become. Therefore, more student teams, perhaps four teams of only two students would have generated greater diversity in media execution. The next time, I may have only one client, and have all teams compete in developing the most outstanding campaign for the same client.

Michelle B. Kunz
Department of Management and Marketing
Morehead State University
Morehead, KY 40351-1689
Phone: 606.783.5479
E-Mail: m.kunz@morehead-st.edu

TEACHING RESOURCES ON THE U.S. HISPANIC CONSUMER: THE INTRICACIES OF A $390 BILLION MARKET

Tomás López-Pumarejo, Brooklyn College, City University of New York

The 2000 census revealed that Hispanics, became the U.S.'s new largest minority, and that by 2015 this country will have, after Mexico, the world's second largest Spanish-speaking population. Today, these figures represent a $390 billion consumer market, of which 40 percent are middle class households. Ironically, the 2000 U.S. presidential elections intensely courted Hispanic voters by addressing a generic U.S. Hispanic. This generic construct stems from a has-been melting pot era, and from the entertainment industry. It places the U.S. Hispanics' identity somewhere between Ricky Martin and a mariachi band, disregarding how the U.S. developed one of the world's most powerful Spanish media systems, which not only targets the U.S. Hispanics' diversity, but it is also central to the international Spanish-speaking market.

Savvy marketers deem it unwise to think in terms of a generic Hispanic, or to apply the same targeting tactics for the Hispanic and the General Market. At the same time it is not easy to find experts on how to segment the Hispanic market for the formidable clients who are now beginning to respond to the census. U.S. Hispanic marketing is far from being a full-fledged field of study. However, the census only revealed a reality upon which the top Hispanic advertising agencies had been operating for the past 20 years. One can find Hispanic media and business courses in many, if not most, U.S. Communications and Business Programs, but these are, with few exceptions, electives not offered on a regular basis. At Brooklyn College we are starting what is perhaps the nations' only Hispanic Business major. Other U.S. higher education institutions will also respond to the increasing need for this type of training.

But how would marketing educators find the resources to teach on an area that both the academe and the private sector had for so long deemed unimportant? No need to panic. The public and private organizations that seek the U.S. Hispanic-related industries' growth, along with a recent body of academic work, offer resources to assist universities in providing a solid background on U.S. Hispanic marketing, media and culture, within the framework of mainstream media and business programs. The American Association of Hispanic Advertising Agencies (AHAA) offer $20. student annual memberships to attend seminars on, for example, reading (Hispanic) Nielsen, buying time and space in U.S. Hispanic media, trends in event and outdoor advertising, etc, through their AHAA university. Students are thus able to attend in one year, seminars that would cost over $5,000 to industry personnel. These are held across the country at top advertising agencies. Additionally, membership includes access to vital databases for student research.

Furthermore, the U.S. Hispanic Chamber of Commerce coordinates educational programs consisting on lectures, young entrepreneur summer camps, databank retrieval, and a monthly Hispanic business program through network television. My presentation will discuss additional resources, as well as Hispanic Marketing sample course syllabi.

Tomás López-Pumarejo
Department of Economics
Brooklyn College, City University of New York
2900 Bedford Avenue
Brooklyn, NY 11210
Phone: 718.358.5423
E-Mail: imagina@worldnet.att.net

DEVELOPING THE RIGHT PROJECT FOR BUYER BEHAVIOR: A WORK IN PROGRESS

Nanci D. Newstrom, Eastern Illinois University

If you ask a graduating Marketing major if they can segment a market and then profile that segment most will say "yes." Up until last year our Buyer Behavior classes focused on a review of textbook materials. Semester tests and finals reflected the typical bell curve of scores and it was easy to assume that students understood market segmentation and the importance of a consumer profile. Unfortunately, when marketing students were asked to profile their consumer segment in a subsequent Promotions Management class, the results were abominable. It appeared that either the materials from Buyer Behavior had been forgotten or that students were unable to apply the concepts to a promotions project. Needless to say, we were disappointed with this outcome. The marketing faculty asked, "How do we get students to apply buyer behavior concepts before moving onto additional marketing classes." The answer is discussed below and became part of our discipline's commitment to outcome assessment.

During the 1999-2000 academic year the marketing faculty outlined a set of program objectives and implemented a number of new assessment tools to track program outcomes. The revised objectives were:

Upon completing their programs, marketing majors should be able to

1. Use marketing terminology and concepts.
2. Identify, analyze, and evaluate market segments.
3. Analyze the interrelationships among the components of a marketing system.
4. Develop a comprehensive marketing plan.

To address objective #2, the marketing faculty required all students enrolled in Buyer Behavior (MAR3720) to complete a project in which they prepared a customer profile for both consumers and organizational market segments. A tenured faculty member was charged with developing the project parameters. Each faculty member teaching the class would have the latitude to modify the project was needed.

This project for Buyer Behavior was introduced as part of the curriculum for Summer 2000. Project outcomes were less than satisfactory. Problems that were identified included:

- Students used very little researched information.
- Students failed to apply textbook concepts to their consumer profiles.
- Students had difficulty understanding organizational consumers.
- Consumer profiles were incomplete and vague.

Revisions to the project were made for fall semester (2000). The project was designed as a group assignment, with group size averaging three students per group. More in depth instructions were used and greater instructor focus was made on the organizational consumer part of the project. While the overall results of the project were better, it was determined that using small groups for the project was not successful. Instead of working collaboratively on the project, most groups divided the project into sections and worked only on their assigned section. This meant that students did not receive hands-on learning for all components of the assignment.

An ongoing problem with the project was the lack of textbook support and time dedicated to the review of the organizational consumer. At that time Buyer Behavior was only one of three required courses for marketing majors. The other two required classes were Principles of Marketing and Marketing Strategies. Buyer Behavior was the only class where we could expose marketing majors both consumer and organizational market segments. Instructors for Buyer Behavior felt they couldn't adequately cover both topics in one class. Therefore a curriculum change was made. Beginning fall 2001, marketing majors are required to take Business-to-Business Marketing and Marketing Research. With the new requirement of the Business-to-Business course, the Buyer Behavior class was changed to Consumer Behavior and the organizational market segment of the project was dropped.

This summer (2001) changes include the use of a new textbook, *Consumer Behavior: Building Marketing Strategy*, by Hawkins, Best and Coney, and designating the class as a "writing intensive." The new textbook provides greater clarity to the project. In order to meet the "writing intensive" course requirements, the paper is submitted in sections with instructor review and comment given before the final paper is completed. After four semesters of development we are getting closer to defining a project that provides our marketing majors with a hands-on opportunity to work with market research and to identify, analyze and evaluate market segments. The project provides our students with the opportunity to actually apply the textbook concepts and hopefully enables greater concept retention. We know that each semester will provide additional insights on how the project can be improved.

Nanci Newstrom
Department of Marketing
Eastern Illinois University
600 Lincoln Avenue
Charleston, IL 61920
Phone: 217.581.6200
FAX: 217.581.7244
E-Mail: cfnn1@eiu.edu

EXPANDING THE REALM OF THE POSSIBLE THROUGH INTERACTIVE READING ASSIGNMENTS: THE USE OF DIALECTICAL JOURNALS

Tim R. Miller, University of Illinois at Springfield

Six or seven years ago Professor Robert Sipe (UIS Political Studies program) informed me of a writing assignment format known as dialectical journals. I have used the technique as a major component of my courses continuously since then. In this position paper, I will outline the basics of having students complete dialectical journals, and will advocate their use in general. Please refer to "The Dialectical Journal" instructions (which is the actual handout given to students) at the end of this commentary.

I use this assignment as a way of creating student interaction with an author or authors. In each course I teach, I select a pertinent book and assign a dialectical journal as they proceed through it (although the format would work well with articles as well). Students purchase a notebook, divide pages into columns for "note taking" (typically quoted material from the book) and "note making" (for their corresponding responses and reflections regarding the selected passages). Accordingly, students do not passively read the material; they read analytically – selecting key passages, thinking through and writing down their endorsements, objections, connections, questions and reflections. The format generates a dynamic way for students to explore ideas on a written page.

In my experience, the following concerns are expressed regarding the use of dialectical journals.

1. When well done, the journal is a rather long and time-consuming assignment. True, but this doesn't concern me at all. I find that most students actually like the challenge, and the better students tend to greatly enjoy the rigor required in creatively interacting with the author(s). When students raise this concern in class, I jokingly respond that I assume they are "thanking" me for this opportunity to spend their time wisely. I often add that the assignment is a quality of learning matter, and that I don't compromise on such matters.

2. Dialectical journals tend to produce note-making responses from some students which are of a highly personal nature. I make two pertinent points when introducing the assignment. First, I emphasize that they can trust me; I emphasize that no one else will see what they write and that I will not repeat anything I read. Second, I point out that they decide what issues to probe. Issues or experiences which are too sensitive to explore should be avoided. Besides, I point out that the assignment is an analytical one which only becomes of a personal nature if they so choose.

3. Grading the assignment is somewhat subjective, not particularly easy, and a bit time consuming. As with much grading, teachers must feel their way through the process while applying their own standards. I base my grading on at least five factors: (a) The quality of the items selected for note taking. I want to see that students regularly respond to the authors major points (as opposed to a string of more peripheral points). (b) The quality of note-making responses. Here, I seek student insight into the nature of the author's ideas. Do the note-making responses go to a substantive level (as opposed to more superficial statements like "Yes, I agree because that's the way it is")? How fully does the student explain his or her reasoning? Do they connect with other readings or models covered in class? Do they connect the passages with their life and work history? (c) Does the journal meet my quantity expectations? I need to see that each journal is a fully developed endeavor. I am unimpressed with large page jumps between citations (e.g., say 15 or 20 page lapses), or when students respond in a more formula-driven way (e.g., offering note-taking passages on pages 1, 7, 14, 21, etc. Were two important points never made by the author on the same page?). (d) The quality of the writing and presentation of the notebook. As a college teacher I grade grammar, etc. As a management professor I expect the notebook itself to be profes-

sionally presented (e.g., well organized, legible, etc.), although by its nature I welcome handwritten journals. (e) My assessment of the student's overall effort.

4. Also regarding grading, I tend to give high scores on this assignment (because the vast majority of students truly get into their journal) and always have this as a major component of the grading. I believe that major assignments should correlate with major importance in grading (say 25 or 33% of course grades).

One closing point is in order. Although there is a certain level of student anxiety going into the dialectical journal assignment (e.g., the format is new to nearly everyone, some students have never been asked to analyze and interact with their readings, a few students may not want to work this much), I can assure anyone interested in trying this format that at the other end, it is very popular with students (especially the more purposeful students). I have several years of student evaluations from students who have completed dialectical journals. They like it, and they like it very much. Most like being challenged; most like doing analytical writing in response to substantive ideas; they tend to like the flexibility it provides them. Overall, I heartily endorse the use of dialectical journals in pursuit of your learning objectives.

Consider giving it a try.

THE DIALECTICAL JOURNAL*

Dialectic<GK dialektike – of conversation: (1) a discussion and reasoning by dialogue as method of intellectual investigation; (2) any systematic reasoning, exposition, or argument that juxtaposes opposed or contradictory ideas and usually seeks to resolve their conflict; (3) an intellectual exchange of ideas; (4) the dialectical tension or opposition between two interacting forces or elements.

WHAT is it? Researchers in the physical sciences have long used a double-entry note-taking process as a method of recording and responding to field notes. Recently, the method has been adapted in other disciplines. It provides two columns which are in dialogue with one another and allows development of a method of critical reading as well as the habit of reflective questioning.

HOW is it done? Begin by drawing a line down the middle of your notebook paper. The left column is used for traditional note forms of direct quotations and citations or summaries. The right column is used for commenting on the left column notes. As you keep taking notes, you should regularly re-read previous pages of notes and comments, drawing any new connections in a right column summary before starting another session of note-taking/note making.

WHY is this process important? You:

–Learn to read more carefully and critically;
–become engaged with the subject matter–question it, agree with it, compare it to other issues and readings in the course, make connections;
–begin to "own" the new material as a result of trying to put the ideas of the course into your own language;
–begin to personalize the material of the course;
–come to see writing as a way of exploring and learning about a subject, rather than just a product to be judged;
–move from merely summarizing material into interpreting and evaluating material;
–get regular practice in sustaining and elaborating your thinking as you explore and build on other students' perceptions;
–begin to build a bridge between the "expressive" writing you may do for yourself and the "transactional" writing that you must do for a larger, more objective academic audience;
–"make meaning" for yourself rather than look to the teacher for the "right answers."

Sample page:	Note-taking	Note-making
	citation__________ ___________(p. #) citation_________ _______________ ___________(p. #)	Why did I include this? Why is this important? How does this relate to other readings we have done? Paraphrase this idea.
	quote from another page___________ _______________ ___________(p. #)	Have I experienced anything like this? How is this meaningful to my own experience? How is the author confusing?

paraphrase______ ______________	Is this a contradiction? Where is the conflict?	I'd like to know… I'm not sure…

Examples of comments:

I noticed that…
I don't understand…
I'm surprised that…
This reminds me of…
I realized…

SOURCES

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*Author of summary is unknown.

Tim R. Miller
Management Department
University of Illinois at Springfield
Springfield, IL 62794
Phone: 217.206.7930
FAX: 217.206.7543
E-Mail: nineballhotshot@aol.com

INTERACTIVE TELEVISION (ITV) INSTRUCTION: EFFECTS ON STUDENT EVALUATIONS

David R. Olson, University of Illinois at Springfield

Interactive television (ITV) instructional technology is moving from the corporate world of "virtual conferences" to the educational world. But like any new idea, the proof of the pudding is in the eating. Does the new technology offer any benefits over existing educational strategies? What is the cost? While this paper does not examine cost considerations, it does offer some insights about the benefits of this new technology based on the author's experience teaching ten ITV courses (3 different class preparations) during the past six years. Of particular interest to business and other educators, some results of student course evaluations are presented and compared to student evaluations of the same courses in regular classroom settings.

LITERATURE

Bryant and Hunton offer a comprehensive review of instructional technology in the February 2000 issue of *Issues in Accounting Education,* including brief analyses of seven articles on distance learning generally (including ITV). However, Seay and Milkman's (S&M) 1994 article that looked at ITV instruction in Murray State University's principles of cost accounting course was most helpful. S&M briefly described two earlier studies that focused on business education more generally, namely Pirrong and Lathen (1990) that studied a principles of financial accounting course, and a study of Ball State University's MBA program by Arndt and Lafollette (1991).

BACKGROUND

The author approached the idea of using ITV technology in 1995 with a good deal of enthusiasm, believing that it offered significant benefits for students and some benefits for faculty. Since the idea was relatively new to our campus (our ITV room was under construction), several faculty (including the author) traveled to Heartland Community College in Bloomington, Illinois for a day-long training session that included about thirty minutes of individual time actually using the technology. Student benefits – Not only does the technology allow for increased course offerings at off-campus locations, it also prevents on-campus courses from being cancelled due to low enrollments (enrollment counts always included both locations). The technology also allows the class sessions to be videotaped at both locations. The tapes can then be viewed by absent students – a very important consideration for part-time adult students with competing family and career schedules. Students are also able to review classes they have already attended (and some students did in fact do this). If the videotapes are retained, there is an opportunity to offer the course as (what UIS calls) a tutorial, i.e., on an individual student format. Faculty benefits – Although the blackboard and an overhead projector are the tried-and-true (and probably preferred) instructional media for most faculty, the document camera – the central piece of instructional equipment in the ITV classroom – is very easy to use and has many of the same instructional characteristics as a blackboard. In addition, it allows the instructor to sit while presenting complex homework exercises and problems. For more casual lectures and discussion formats, ITV is more difficult to use.

RESULTS FROM THE FACULTY-COURSE EVALUATION FORM – OVERALL TEACHER QUALITY

The UIS Faculty and Course Evaluation form is completed anonymously by each student during the last week of the class and is not available to instructors until a few weeks after the course grades are determined. The form measures teacher quality with the question, "Overall, how do you rate the quality of this person as a teacher," with a 5 point scale (5 = excellent, 4 = very good, 3 = good, 2 = fair, and 1 = poor). For university evaluation purposes such as retention, tenure and promotion, this is the most important question on the form.

The existence of an instructor learning curve is generally confirmed by comparing first time offerings to subsequent offerings, particularly for the GNA course. The results generally show lower evaluations by students at the remote locations, even though the instructor was physically present at the remote location approximately 50 percent of the time. The long version of the paper (see

Class, Semester,[number of students]	Regular Classroom (Springfield)	Interactive Distance TV (Springfield)	(Peoria or Chicago)
Governmental and Nonprofit Accounting (GNA) (for accounting majors only)			
Fall 1994 [21]	3.71		(Peoria)
Spring 1996 [9,7](first time)		3.89	3.29
Spring 1997 [8]	4.38		
Spring 1998 [17]	4.18		
Spring 1999 [29]	3.69		
Spring 2000 [6,4]		4.50	3.50
Governmental Accounting for Public Administration (GAPA) (elective for public administration majors)			
Fall 1992 [5]	4.80		(Chicago)
Fall 1997 [4,3](first time)		4.75	4.33
Fall 1999 [6,4]		4.50	N.C.
The Federal Budget--Public Affairs Colloquium (PAC) (elective open to all students)			
Summer 1993 [20]	4.45		
Summer 1994 [9]	4.67		(Peoria)
Summer 1995 [13,4](first time)		3.76	4.50
Summer 1996 [19,4]		4.21	4.50
Summer 1997 [13,8]		4.15	2.00
Summer 1998 [10,5]		4.50	3.80
Summer 1999 [2,6]		3.00	4.33
Summer 2000 [6,6]		4.50	4.50

endnote) includes similar comparisons on questions about student motivation, student interest and instructor planning and organization. However, the overall conclusion is that there is very little difference between the regular classroom and the ITV classes.

SUMMARY

These results show that instructors who might be hesitant to try an ITV course because of its effects on student evaluations should not be concerned. Evaluations may be somewhat lower initially but come back up to levels generally comparable to student evaluations in regular classroom courses. Just as S&M found a student learning curve, these results also suggest an instructor learning curve that should be taken into account as faculty committees and administrators evaluate instructors who use the ITV technology.

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David Olson
Department of Accountancy
CBM-65
University of Illinois at Springfield
P.O. Box 19243
Springfield, IL 62794-9243
E-Mail: olson.david@uis.edu

TRANSFORMATIVE LEARNING MOMENTS: EXPANDING THE REALM OF THE POSSIBLE

Sangeeta Parameshwar, University of Illinois at Springfield

In philosophy, education and in behavioral science, there is a recognition of two distinct kinds of learning, linear and non-linear (Wruck and Eastley 1997; Pascal 1966; Smith 1991). Linear learning involves a relatively permanent change in a behavioral potentiality that occurs through a logical, serial, deductive process while non-linear learning is characterized by sudden flashes of insight, "breakthroughs" and "aha" moments. This paper presents the conception of transformative learning as a process that expands the realm of the possible in knowledge work inside and outside the classroom through three distinct approaches. Transformative learning can extend the landscape of knowledge by catalyzing one's creative capacity to engage the peaks, valleys, and plateaus in the landscape of current knowledge.

As educators, we are charged with transmitting and creating new knowledge even as we ourselves are subject to the human constraints of limited information and cognitive routines. Employing transformative learning pedagogies that help us transcend those limits, enhance the requisite variety of cognitive processes and explore the unfolding landscape of knowledge thus become critical (Purser and Pasmore 1992). This idea builds on Simon's (1947) notion of bounded rationality which states that people usually settle for a "bounded rationality" of good enough decisions (in this case, good enough knowledge) based on simple rules of thumb and limited search and information (in this case, restricted modes of inquiry). The author presents the use of three distinct novel pedagogical approaches that mindfully depart from boundedly rational searches as a way to extend the landscape of knowledge. Since our pedagogical exploration can only be as wide as our hitherto assumptive structures have allowed (Parameshwar 2001), this paper emphasizes the use of pedagogical devices that support the revisiting and expanding of the primordial assumptive ground. Presented below are some best-fit pedagogical devices that support the examination of the peaks, valleys, and the plateaus of knowledge.

PEAKS

One example of the application of the principle of *learning through peak moments* to the design of classroom experiences is documented in classroom exercises organized by the World Bank for the national leadership of several countries in the arena of national Poverty Reduction Strategies. Lessons from peak moments of learning from the past are the historical part of the landscape that can inform the present and future of knowledge. Appreciative Inquiry (Cooperrider and Srivastva 1987) is an approach that seeks to generate new knowledge by digging into personal and collective memory for peak moments experienced by organizational members, to identify themes underlying them, envision new possibilities based on the peak moments identified, and create action plans that actualize those possibilities.

VALLEYS

The application of the principle of *learning through valley moments* to the design of classroom experiences is captured in workshops recently organized by a midwestern university where they had business leaders of medium sized corporations reflect upon the most difficult experiences of their lives and the new possibilities that these experiences engendered (Rea 2001; Parameshwar 2001). Another illustration is embodied in workshops sponsored by USAID in the arenas of international capacity building, strategic planning and inter-organizational alliances (Parameshwar 1999). Consciousness expanding pedagogical insights can be mined from the critical incidents of visionary leaders who went beyond simply incremental change within humanity's existing paradigms; they brought into being new social innovations and in some cases new paradigms as result of how they engaged with valleys and moments of despair (Parameshwar 2001). Gandhi responded to racial discrimination and political colonization with inventing civil disobedience. In transcending her twin disabilities of deafness and blindness, Hellen Keller devoted her life to aiding and promoting education for the deaf and blind and altered the discourse around the education of persons so handicapped. Frankl responded to his concentration camp experiences with establishing a new therapeutic tradition called logotherapy. Freire transcended economic and educational oppression by founding critical pedagogy. The aforementioned are a few examples of individuals who pioneered transformations in the discourse-worlds humanity lived. Individuals, groups, organizations, and societies have valley moments. Studying

Exceptional Responses to Challenging Circumstances (Parameshwar 2001), can help students of organizations to stretch their imagination and think outside-the-social box to generate ingenious responses to the inevitable obstacles in life (including obstacles in organizational life) in a way that has them discover deep reservoirs of capacity to alter "reality," and birth new worlds.

PLATEAUS

The application of the principle of *learning through plateau-interruptus* is captured in the design and delivery of a series of educational workshops documented in a Harvard Business School case study (Wruck and Eastley 1997). In these workshops, participants are encouraged to interrupt the "drift" of the human condition and the experience of plateauing by acting outside their comfort zone, taking them beyond the confines of behavioral routines and paradigms that hold them prisoner. Senge (1990) advocates the excavation of entrenched mental models, which he describes as "deeply held internal images of how the world works" (p. 174). His prescription involves the cultivation of "the discipline of managing mental models- surfacing, testing, and improving our internal pictures of how the world works – promises to be a major breakthrough for building learning organizations" (p. 174).

CONCLUSION

The pursuit of excellence in business education must involve the simultaneous integration of two potentially divergent concerns that appear to embody a fundamental duality; the emphasis on practical concerns and skills fueled by a performance orientation *and* the pursuit of intellectually and spiritually alive options fueled by a developmental orientation. This paper attempted to present three distinct approaches to transformative learning that embody the spirit of inquiry eloquently articulated by Hynes (2000) in outlining his vision of excellent education:

> "…attempt not simply to refine particular skills but also to transform people so they develop broad and insightful capacities to anticipate the unexpected, to frame new questions, to assess changing ideas within a contextual perspective, to create unimagined options and to choose wisely in all circumstances" (p. 2).

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Sangeeta Parameshwar
Department of Management
University of Illinois at Springfield
Springfield, IL 62794-9273
Phone: 217.206.6712
E-Mail: parameshwar.sangeeta@uis.edu

BUSINESS AND MANAGEMENT STUDENTS IN THE ELECTRONIC ENVIRONMENT: TEACHING LIBRARY RESEARCH SKILLS

Janis K. Peach, University of Illinois at Springfield

In an increasingly Web-oriented world, college and university libraries are finding it more important than ever to teach research skills. We need to find more ways to work with the faculty to be sure the students have the skills they need to successfully complete their courses, and to be prepared for future employment. Students are more visually oriented, and many come to university classes with the opinion that "everything is on the Internet" and that everything they need should be instantly available online. We find at UIS that even juniors are frequently not aware of what constitutes a "scholarly journal," or the difference between sources found on a reference database such as ABI – Inform and those found on websites. Steven Bell (1998) found that even after instruction in online databases, his MBA students often preferred to use web sites for their information. Unfortunately, both Bell (1998) and Barbara Valentine (2001) found that students often use the sources that are the most time and cost effective, rather than the best for their projects. The Valentine study found that when the students weighed the time they had for research against the expectations of the faculty for quality performance, the results often conflicted. Research took much more time than students estimated, leading to shortcuts such as only using full-text sources (2001). The library can help by working closely with the departmental faculty to act as a bridge between course-specific performance, and general research strategy skills. Especially in the case of schools such as UIS, which have library liaisons to each department, instruction can be tailored to each class in a variety of ways. The options range from a traditional classroom demonstration of searching databases, to individual student appointments for in-depth instruction, to small-group instruction for team-based assignments, to website-based "ask a librarian" help. If time allows, class-based instruction with time for students to have hands-on searching is ideal in allowing the search strategies to be tailored to the individual class paper or project. For some classes, a structured search strategy such as that used by Julie O'Keefe (1998) to introduce business students to basic print and online sources may be the most appropriate, while others may find that emphasis on evaluation of the quality of the information and its source is more helpful. Department/library partnerships can result in integration of research into the curriculum resulting in innovative methods of teaching information literacy. Kevin Simons, James Young, and Craig Gibson outline several models used at George Mason University to achieve varying levels of curricular integration, all based on "programmatic partnerships" (2000).

While departmental partnerships are effective for on-campus students, the needs of distance education and online students must also be addressed. Links to the liaison librarian's web page, or "ask a librarian" e-mail address can be provided to give students access to quick help. E-reserves can make material available online for distance students, and many campuses already have procedures in place to make books and journal articles available by mail or fax. Online instructions or tutorials in the use of databases are necessary to be sure that at least some level of instruction is available to all students.

Working with business departments to make sure our students have the skills to meet their classroom needs and then to succeed when they move on to their careers should be the goal of every college and university library. Whether the librarians have specialized "bibliographic instruction" titles, are specific departmental liaisons, or wear many hats including reference and instruction, our goals are the same as yours – a successful educational experience for every student.

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Janis K. Peach
Brookens Library
LIB 235
University of Illinois at Springfield
P.O. Box 19243
Springfield, IL 62794-9243
Phone: 217-206-6633
FAX: 217-206-6208
E-Mail: peach.jan@uis.edu

TEACHING LOGISTICS AS AN INTEGRAL PART OF A PRINCIPLES OF MARKETING COURSE

Brian Engelland, Mississippi State University
Stephen LeMay. Mississippi State University
Jeffrey Periatt, Auburn University – Montgomery

We all know that customers tend to prefer shorter order cycles to long order cycles; in fact, they usually want their desired product immediately, if not sooner. Customers also prefer reliable delivery, which means the right product, in the right quantity, at the right place, at the right time, and in the right condition. Finally, there are considerable costs involved in providing such services to customers, costs which must be controlled. Striking a balance between the often conflicting goals of quick delivery and low cost is the essence of *logistics*, a concept that has significantly increased its impact on marketing exchanges and business success in the past several years.

Concerns related to getting the product to the market in an orderly fashion have always been a central aspect of the practice of marketing. In fact, when the first collegiate marketing course was offered in the early 1900s, much of the course was built around transportation, shipping and intermediation practices. Although the purview of marketing has expanded dramatically since that time, as evidenced by the broad range and variety of marketing courses offered by collegiate business schools, most business students' only exposure to logistics comes in the venerable "principles of marketing" course.

But there's a problem here. As the field has expanded, doctoral marketing education has tended toward specialization, and consequently, few marketing PhD's have been exposed to the latest thinking in logistics. Consequently, many of us rely on old paradigms for our understanding of logistics and, frankly, don't do a particularly good job of explanation when we cover the topic in our lectures. Invariably, we treat logistics as a subset of Channels or Supply Chain Management, and this treatment misses the big picture. Students end-up with an incomplete understanding of the subject. This is indeed unfortunate, as career opportunities are growing considerably in the logistics field, and many entry-level job opportunities are available for graduates who are properly prepared.

Logistics can be defined as the capability of providing access to products, services, materials and information when and where they are needed. In essence, logistics is all about implementing time and place utility. But notice that logistics applies to all elements of the marketing mix, not just the place element where it has traditionally resided in the marketing classroom. For instance, many firms apply logistics principles to such challenges as getting promotional materials to sales people in advance of a new product launch, or the pricing challenge of getting new price lists into the hands of export agents. A complete and effective coverage of logistics should encompass applications in each of these elements of the marketing mix, not just the "place" element.

The Council of Logistics Management (CLM) has initiated a program to develop materials, cases, examples, exercises and other materials to assist marketing faculty in presenting logistics effectively to their students. This special session at the Fall MMA Educators' Conference will offer an update of the CLM project, and provide examples of some of the materials identified and developed to date. Included in the discussion will be the identification of what principles and concepts should be taught, and how best to teach them. In addition, a series of illustrative mini-cases involving high profile companies will be made available. As a result of the session, you should walk away with an improved understanding about the latest thinking in logistics education, about what to cover and how to cover it effectively in your principles class.

Brian Engelland
College of Business & Industry
Mississippi State University
P.O. Box 9582
Mississippi State, MS 39762
Phone: 662.325.8649
FAX: 662.325.7012
E-Mail: bengelland@cobilan.msstate.edu

Stephen LeMay
College of Business & Industry
Mississippi State University
P.O. Box 9582
Mississippi State, MS 39762
Phone: 662.325.7003
FAX: 662.325.7012
E-Mail: slemay@cobilan.msstate.edu

Jeffrey Periatt
Department of Marketing
School of Business
Auburn University – Montgomery
P.O. Box 244023
Montgomery, AL 36124-4023
Phone: 334.244.3245
E-Mail: jperiatt@monk.aum.edu

RETHINKING THE SALES CURRICULUM

Bob Erffmeyer, University of Wisconsin – Eau Claire
Bill Hannaford, University of Wisconsin – Eau Claire
Charles Pettijohn, Southwest Missouri State University

In most colleges of business, if there is a sales curriculum offered it consists of one or two courses. The first usually involves teaching sales skills and, if a second course is offered, it typically deals with sales management issues. Some schools offer a single course, which combines these topics. Other schools have gone in the direction of institutionalizing a sales focus or sales track in order to provide greater depth and coverage of sales issues and training techniques. In these cases, a third course in sales may be appropriate. This session is designed to explore content and delivery issues for such a third course, and its relationship to other courses within the curriculum. Perspectives will be offered from a school that is in the process of developing a new course and a school that has one in place.

What content issues might be appropriate for such a course? For example:

- advanced sales presentation skills
- advanced sales management skills, e.g., sales forecasting, quota building
- customer relationship management
- sales force automation
- negotiation skills.

What are possible delivery issues for such a third course? For example:

- the place of role playing (and related time management issues)
- the role of guest speakers
- the role of outside activities and projects
- the place of technology.

Bob Erffmeyer
Department Management & Marketing
University of Wisconsin – Eau Claire
Eau Claire, WI 54702
Phone: 715.836.4644; FAX: 715.836.2944
E-Mail: erffmerc@uwec.edu

Bill Hannaford
Department of Management & Marketing
University of Wisconsin – Eau Claire
Eau Claire, WI 54702
Phone: 715.836.4165; FAX: 715.836.2644
E-Mail: hannafwj@uwec.edu

Charles Pettijohn
Department of Marketing
Southwest Missouri State University
244 Glass Hall
Springfield, MO 65804
Phone: 417.836.4188; FAX: 417.836.4466
E-Mail: cep288f@smsu.edu

EVALUATING THE STUDENT'S UNDERSTANDING OF SELLING BY USING THE WRITTEN ROLE-PLAY ASSIGNMENT

Charles Pettijohn, Southwest Missouri State University

During my career I have heard approximately 4,000 student role-play presentations. In my opinion, I have found that few of these have been "well done" and many have been average, at best. While it would be convenient to cast the blame for the absence of excellence on inept students, it may be wiser to recognize that the blame may be placed a little closer to home. No, the problem probably does not reside solely on the textbook, but rather perhaps on the instructor.

What occurs between the lectures, readings, assignments, practice and the actual role-play that leads to mediocrity? Many factors probably interact that contribute to this perceived mediocrity. First, perhaps the students are not given sufficient opportunities to practice. Another problem maybe attributed to the fact that inadequate role models and benchmarks are provided. A third factor may be student stage fright or to their desires not to be evaluated poorly by their peers. A final factor may be attributed to poor instruction of numerous varieties. While each of these four factors might contribute to mediocrity, perhaps the key challenge resides in an absence real comprehension of the goals of the role-play and the activities necessary to create an excellent role-play presentation (the definition of which may be elusive).

As anyone who has taught a sales course probably knows, the challenges of conducting role-plays are numerous. Time, resources, grading, and motivating students are but a few of the challenges one might face. Over the years it seems that I have learned that students understand less about the ingredients that are included in a successful role-play than I had previously appreciated. For years I had assumed that since students had indicated through their test results an understanding of the skills required to perform a successful role-play that converting this understanding to a role-play situation only required a simple step. This perception led me to create challenging role-play situations for my students, while failing to fully appreciate the amount of effort required for the student to convert his/her cognitive understanding of the concepts into practical applications. The result of this lack of appreciation of the problem of converting intellectual comprehension to practice has provided some degree of frustration.

To alleviate some of the frustration inherent in this process, I have started a new project called the written role-play. Wanting to change from the standard role-play process, I requested that students develop their own role-plays, from start to finish. However, prior to presenting them, I requested an "outline" from each student. The outline consisted of a description of the product/service, prices, competitors, etc. In addition, the students were assigned to discuss, in some detail the steps they intended to use in the role-play. First, students were asked to identify the needs/wants that they would be attempting to address in their presentations and how they were going to determine the buyer's needs/wants (i.e., what questions would you use to identify these?). Next, students were asked to provide their planned approach (the customer benefit approach was encouraged). Third, they were asked to discuss how they would "present" their planned features/benefits in a manner that would provide proof and understanding of these factors. Students were also asked to provide the points that they thought would be likely points of contention, or sales resistance and their responses to these objections. Finally, they were to provide their planned closes.

My goals in making this assignment were to ensure that the students had a well-conceived sales plan prior to the role-play assignment. I had intended to spend minimal time on the outlines, as I was certain that the students would be more than capable of completing this "simple project." What was learned as a result of this assignment? I received – basic lessons as a result of engaging in this particular exercise. First, my perception of an "easy assignment" did not match the student's perception. They felt that this was a rather difficult project and often failed to complete it properly. Second, I discovered that many students still had not grasped many of the concepts discussed in class. For example, to my dismay many of the approaches were of the "can I help you" variety, instead of business-to-business benefit approaches. Further, many of the benefits identified tended to be more feature-oriented than benefit oriented. In other words, in many cases my assumptions were invalidated. Perhaps I had not provided them with the opportunities to cultivate the knowledge to a practical skill. In other words, the situation may be analogous to my golf lessons. It seems that intellectually I comprehend most of the instructors directives, but converting this into a skill has been more than a little troublesome, requiring many hours of practice and effort. Correspondingly, expecting that one 10 minute role-play opportunity in a classroom setting will provide a student with the skills necessary to engage in an exceptional role-play result may not be too realistic. What seems easy to my golf teacher seems difficult to me, perhaps what seems simple to me is challenging to the typical student.

In conclusion, perhaps the challenge provided to most of the students is too significant. Or, perhaps the directions are not well understood. Regardless of the reason underlying the challenges in developing the role-play assignment, I've discovered that the "written role-play" provides an opportunity for the professor and the student to communicate prior to the role-play event. This communication may lead to a more complete understanding of the student's comprehension of the selling process, the role-play process, and the professor's standards. It may also result in increasing the professor's knowledge of the points that are not clear, directions that have not been understood, or other shortcomings that may exist in the ways the course is taught.

Charles Pettijohn
Department of Marketing
Southwest Missouri State University
Springfield, MO 65804
Phone: 417.836.4188
FAX: 417.836.4466
E-Mail: cep288f@smsu.edu

ACADEMIC DISHONESTY: ISSUES FACING BUSINESS EDUCATORS

Donald McBane, Central Michigan University
Holt Wilson, Central Michigan University
JoAnn Linrud, Central Michigan University

This panel will discuss topics concerning academic dishonesty in the classroom, such as the following.

- the concerns of business educators – consequences, peer pressure, administrative support, etc.,
- how collaborative team projects might contribute to the problem,
- the use of examples from business practitioners to make the topic relevant to undergraduates.

Donald McBane
Department of Marketing
100 Smith Hall
Central Michigan University
Mt. Pleasant, MI 48858
FAX: 989.774.7406
E-Mail: donald.a.mcbane@cmich.edu

Holt Wilson
Department of Marketing
100 Smith Hall
Central Michigan University
Mt. Pleasant, MI 48858
Phone: 989.774.4423
FAX: 989.774.7406
E-Mail: holt.wilson@cmich.edu

JoAnn Linrud
Department of Marketing and Hospitality Services Administration
100 Smith Hall
Central Michigan University
Mt. Pleasant, MI 48859
Phone: 989.774.7403
FAX: 989.774.7406
E-Mail: joann.linrud@cmich.edu

DEALING WITH PLAGIARISM IN THE ELECTRONIC AGE

Neal F. Thomson, Columbus State University

While plagiarism has always been a problem that faculty have to deal with, the electronic age has made plagiarizing easier, and catching it more challenging. As the incident at University of Virginia, where 122 students, some who had already graduated, were found to have plagiarized demonstrated, plagiarism is fairly widespread, and often passes unchallenged. It has been my personal experience that this practice has become more common, and students are making less effort to disguise the fact that they have stolen someone's work. I will discuss some of the incidences that have occurred in my classroom, the methods I use to catch plagiarism, and some additional tools available for faculty, to assist in catching plagiarists.

I have had numerous incidences of plagiarism in my classes over the past few years, with several that were so blatant, that it amazed my that anyone would even attempt to turn the paper in. In several cases, I was unable to find a single sentence of original writing in an 8 to 10 page paper. Amazingly, those that I caught, almost universally denied that they had done anything wrong, and insisted that the punishment (an F in the course) was too harsh. One student even went as far as to hire an attorney in an attempt to sue to have his grade changed. Others have attempted to use friendships or professional relationships with university administrators, to put pressure on me to change their grades. In what I find to be the greatest irony, one even accused me of being unprofessional for failing him, and another claimed I did not care about my students, or I would "give him another chance." On the other hand, I have had several students who, after realizing that I will not back down, admit their responsibility, and even retake the course from me. I have also found that I am developing somewhat of a reputation for catching plagiarists, and students now ask more questions about proper citation and usage.

The one question that I am most asked by my colleagues is "how do you know when someone has plagiarized?" there is not one simple answer to this, but I have a couple of guidelines I follow. First, is the writing consistent with the style this person normally uses? My students have essays on their tests, and several small written projects turned in before the term paper is due, so I can usually identify people's writing styles. Second, I look for work which seems "too good," or uses language that is uncommon, or antiquated. I had one student plagiarize a work of Frederick Taylor's and was able to spot it because Taylor's work uses several terms which are no longer in the common lexicon. Similarly, I have had several people copy a paper by Paul Staudohar on the baseball strike in the 1990's, which was very well written and edited, and sounds nothing like the average student's work. The first time I saw this, one of my very average (low c) students turned in a paper which I was about to give a high A. However, I was suspicious that it didn't sound like his work, and pulled the references he listed. Only one of them as actually used in the paper, and 99% of the paper was copied directly from this source. The next two who copied this work were easier to spot since by then I recognized the writing. Of those two, one of them also cited the paper, along with several fictitious sources. The other didn't even list the paper at all, just several which she didn't actually use. By this time, I was curious to see why this paper was being used so much. I went to our campus electronic database, and typed in "baseball strike." This paper was the first one on the list available in full online text. The last case I wish to note here, involves a student who used a socialist website as his source, and didn't bother to change the wording of the article he stole. Since the author uses quite a bit of socialist jargon, and the student had not in past writings, I was suspicious. I looked up the cite he listed, and found about 1/3 of the paper. I did a quick keyword search of the website, and found the other 2/3 of the paper in two articles he copied, but did not cite. The last key I look for is a sudden shift in writing style or quality. I had one student turn in a paper with 14 errors in the opening paragraph, and none in the body of the paper. The concluding paragraph also had over a dozen errors. I searched her cites, and found the complete text of the paper body had been cut and pasted in between two paragraphs of the student's writing.

In addition to the keys I listed above, there are several resources available to faculty to use to catch plagiarism. The first is the website www.plagiarism.org. For a fee, faculty can submit electronic copies of papers to the site, which will compare them to a database including all past submissions, as well as thousands of published sources, and will identify cases of suspected plagiarism. Similarly, the faculty member at UVA, mentioned in the opening to this paper, has developed a software program to catch plagiarism, and which I understand is available for the asking. Last, the venerable internet search engine can be used to find sources if you run across an unusually worded sentence. Enter the whole sentence as a text block, using advanced search features, and see if you get a match. With the ready availability of electronic copies of articles, and cut and paste technologies in the word processor programs, plagiarism is just going to get easier. Our job is to make it harder, by catching the individuals involved, and punishing them appropriately.

Neal F. Thomson
Abbott Turner College of Business
Columbus State University
4225 University Ave.
Columbus, GA 31907-5645
Phone: 706.562.1674
FAX: 706.568.2184
E-Mail: Thomson_Neal@colstate.edu

TEACHING PRINCIPLES OF MARKETING: SHORT INVOLVEMENT EXERCISES

Charles H. Schwepker, Jr., Central Missouri State University

The principles of marketing course, generally the first marketing course taken by marketing majors and the only marketing course taken by most other business majors, offers an opportunity to get students excited about the field of marketing. To keep things lively, there are a multitude of ways to get students excited and involved in this course. This paper hopes to add to the existing arsenal by offering some short exercises designed to involve students in marketing, as well as teach and reinforce important concepts, all in a manageable way.

MARKETING NEWS REPORT

This assignment requires students to find a current piece of marketing news and share it with the class. During the first or second class meeting, students are asked to sign up for a day to share their marketing news with the class. Each day corresponds with a topic from the text. On their assigned day, students are required to get up in front of the class and give a brief (no more than five minutes; it generally takes only about three minutes) overview of their news and explain how it relates to the day's topic. In addition, students must report their source and submit to the instructor a piece of paper with their name, class time and the source of their information. When the student is finished we open the floor for questions or comments (there usually are not a lot) and I may add a comment. The assignment is worth five points and most students get the full five points for doing it unless they stand in front of the class and *read* a summary to us or make little or no eye contact.

This assignment accomplishes several things. First, it helps to reinforce the day's topic and lets students know that the book is actually based on what is going on in the "real world." Second, it gives students an opportunity to practice their oral communication skills. One can never get too much practice in this area. Third, by having to find news that relates to a specific topic, students have a chance to practice their research skills. Finally, because students are not restricted to the source that they may use, a situation may occur in which a questionable source is used, in which case an opportunity arises to teach students to question their sources.

VALS2 WEB EXERCISE

A version of the Values and Lifestyles 2 (VALS2) questionnaire has been added to one of SRI Consulting Business Intelligence sites on the World Wide Web and can be accessed at http://future.sri.com/vals/valsindex.shtml. VALS2 categorizes adult consumers into an eight-part-typology based on their attitudes and behavioral decision making patterns. Students are asked to access this Web site and complete the VALS2 survey by clicking on the "to the survey" link. The survey consists of 39 questions and only takes a few minutes to complete. Immediate feedback is provided to the survey participant by providing them with the segment into which their responses categorized them. Students can then read about the segment into which they were categorized as well as about the other seven segments included in the typology. I ask students to print the segment into which they were categorized. At the bottom of this page I ask students the following: (1) Describe how well you fit the segment into which you were categorized; (2) How can VALS2 information be used by a business to help them market their products or services? Hint: Click on "VALS™2 Understanding American Consumers" for help. The assignment is worth from 5 to 10 points.

Besides being interesting and fun, this assignment also teaches some lessons. Students learn more about how attitudes and behaviors can be used to help understand and classify consumers into distinct segments in order to better target a market. They also learn about a segmentation scheme that they may want to use on the job someday. Finally, it gives them a chance to see how a business can effectively utilize the Web to promote its products or services just as SRI does.

PRODUCT/SERVICE INNOVATION EXERCISE

This assignment challenges students to come up with an idea for a new product or service. The product/service must be both realistic (technologically feasible) and legal. Students are also required to explain how they derived their idea. Students are then asked to do the following: (1) Describe the target market for your product or service being as specific as possible; (2) Explain how the product or service would most commonly be classified (i.e., consumer or business-to-business); (3) Explain how the product or service will be positioned; and (4) Explain why the product or service will be successful. This assignment can be worth from 5 to 10 points. If time permits, students who are willing are asked to share their idea with the class.

Although students generally find it challenging to come up with a new product idea, they tend to enjoy this endeavor. While most of the ideas are often nothing new, some students do come up with some interesting ideas. This exercise accomplishes several objectives. For one, students have a chance to do some creative thinking. They will not find the answer for a new product idea in the textbook. Furthermore, students learn that genuinely new and novel ideas are difficult to develop. They also come to realize that these ideas are usually generated from a need. Students are also forced to consider what makes a product or service successful. Important concepts that are emphasized include target market, product classification and product positioning.

ADVERTISING ASSIGNMENT

This exercise forces students to think about how ads are built around a platform, aimed at specific target audiences, and tested for effectiveness. Students are asked to find a print advertisement and then attach it to a sheet that provides the following information: (1) The source of the advertisement; (2) A description of the audience the ad is attempting to target; (3) The advertising platform (i.e., the ad's main selling point[s]); (4) A description of a method that could be used to test the ad's effectiveness; and (5) Their assessment of how effective they think the ad is and why. Again, a point value of anywhere from 5 to 10 points might be assigned.

This exercise gives students a chance to see the relationship between advertising media and target audience. As a hint to help students identify the ad's target audience, I tell them to consider the target of the media in which the ad appears. This helps them to grasp the relationship between the media and the target audience. Furthermore, by asking students to identify the advertising platform, students begin to recognize that effective ads usually try to communicate a key message. I tell them that if they cannot identify the platform then the ad is not doing a very effective job of communicating it. By asking students to describe a method of testing the ad's effectiveness, they become more familiar with advertising testing techniques. Finally, some discussion in class after the assignment is completed generally revolves around how effective students believe their ad to be (this involves critical thinking). This gives me a chance to remind them that they should not judge the ad's effectiveness based on how it affects them (since they may not be the target audience), but rather how it might affect target audience members.

These are but a few short exercises that might be used in a principles of marketing course to involve students and reinforce important marketing concepts. Students generally enjoy the exercises, learn more about marketing, and become more excited about marketing. Furthermore, they are relatively easy to grade, involving only a small investment in time.

Charles H. Schwepker, Jr.
Department of Marketing & Legal Studies
Harmon College of Business Administration
Central Missouri State University
Warrensburg, MO 64063
Phone: 660.543.8554
FAX: 666.543.8885
E-Mail: Schwepker@cmsu1.cmsu.edu

ARTICULATION WITH TWO-YEAR SCHOOLS: SPECIAL PROBLEMS ASSOCIATED WITH PRINCIPLES OF MARKETING

Peter McClure, University of Massachusetts – Boston

INTRODUCTION

Few courses in a business curriculum generate the level of frustration, even resentment, between a four-year college or university and its transfer students – as well as the two-year schools from which they are transferring – as Principles of Marketing. Many transfer students complete at least one introductory or principles of marketing course during their first or second year. Most baccalaureate programs require students to complete a "principles" or similarly named marketing course – but not before their junior year. Therein lies the dilemma.

FOUR-YEAR PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES RESPOND IN A VARIETY OF WAYS

♦ Schools with small numbers of transfer students may simply define their articulation policies with little concern for transfer students' frustrations.

♦ Public colleges and universities in some states have been required or strongly pressured by their boards of higher education to iron out articulation dilemmas with their public two-year counterparts. For business programs, this typically has resulted in transfer curricula that mimic the first-two years of a four-year curriculum. Transfer curricula work well for two-year students who enter with the baccalaureate degree in mind. But many students who enroll with other objectives in mind find themselves fascinated by marketing courses. Their aspirations rise and they transfer to a baccalaureate business program. Only then do they find that their principles of marketing course isn't accepted or must be "validated."

♦ Other public and private colleges and universities have actively reached out to work with their two-year feeder schools. After review and negotiation, they typically approve the two-year school's principles of marketing course. In such situations, the upper division version is waived, and the credits are accepted. This pleases transfer students and their two-year schools; however, the school's four-year students are frustrated as to why they can't take the course earlier.

♦ Validation: To waive the upper division requirement, many school require lower division principles of marketing courses to be validated either by:

- Testing. Some devise their own tests or oblige students to take fee-based, external examinations, or

- Successfully completing an upper-level marketing course.

♦ Yet other public and private colleges and universities allow transfer students to submit petitions with syllabi and samples of assignments attached. Outcomes are often unpredictable and vary according to the mood of faculty and administrators reviewing petitions.

AS SEEN BY THE TRANSFER STUDENT

♦ My course had an almost identical syllabus, covered the same material with similar tests and assignments and used the same or similar textbook – and I earned a good grade.

♦ I don't want to take a validation test, and I don't want to take another marketing course; I'm majoring in accounting, etc.

AS SEEN BY THE TWO-YEAR SCHOOL

♦ Often have as good, maybe better, syllabi, assignments, tests as the four-year school.

♦ Often use the same textbook.

♦ Instructors often have considerable management and marketing experience and teaching skills – more than most graduate student-instructors and some professors at four-year schools.

- Some part-time instructors are hired by both two- and four-year schools to teach essentially the same principles of marketing course.

- Given the above, two-year schools find it insulting that their principles of marketing courses are not accepted as equivalent to upper division versions.

AS SEEN BY THE FOUR-YEAR SCHOOL

- Faculty, generally, are better qualified and committed – it is their career. Typically, there is more stability, less turnover, and smaller numbers of part-time instructors.

- Waiving courses represents a loss of FTE credit-hours and is to be avoided.

- Upper division students are better prepared:

  - For having completed the lower division prerequisites, e.g., micro- and macro-economics, financial and managerial accounting, the appropriate levels of mathematics and statistics, and other general education courses.

  - Less academically prepared and motivated students drop out during the first two years.

OTHER INITIATIVES

A few four-year schools have attempted to resolve the principles of marketing dilemma by shifting the course to the lower division. The fear, however, is that a significant percentage of a marketing department's FTE credit-hours will be lost to two-year schools, jeopardizing faculty-lines. Alternatively, getting more students exposed to and interested in marketing during the first two years could generate larger numbers of majors when they reach the upper division of a baccalaureate program. Moreover, where there is a choice: if a four-year school does not shift the course to the lower division, transfer students will choose schools that do. The jury is still out as to which is the best response to the principles of marketing dilemma.

Peter McClure
Department of Management and Marketing
College of Management
University of Massachusetts – Boston
100 Morrissey Blvd.
Boston, MA 02125-3393
Phone: 617.287.7732
FAX: 617.287.7725
E-Mail: peter.mcclure@umb.edu

THE EFFECTS OF ELDERCARE ON WOMEN'S EDUCATIONAL PROCESSES

Janie R. Gregg, Mississippi University for Women

Eldercare is the process of assisting an elderly relative or friend. This assistance can take many forms. Financial assistance, taking the elderly person to a doctor or hospital, preparing meals, or just visiting with an elderly person are all forms of eldercare. Sometimes, when an elderly person is extremely ill, more intense activities are required of the caregiver, including staying full-time with the elderly at the hospital or at home, lifting, bathing, shaving and other personal tasks (Gregg and Clinton 2000). Many caregivers find themselves unprepared for the emotional and physical responsibilities of caring for an elderly person. For some caregivers, the responsibility of work and/or attending school and caring for an elderly person can seem insurmountable. McLeod (1999) believes that stress and complete burnout which result in many caregivers' lives can cause more health problem for them in the future if not adequately addressed. While childcare has its pressures, the childcare responsibilities usually have a happy ending, because the problem slowly goes away as the child ages. Caregivers for the elderly are often faced with the fact that there will not be a happy ending to their loved ones, especially for those who are very old and very sick. Booth (1999) adds that stress and depression come from watching the people that have always been so strong for you (your parents) become frail, weak and dependent. "Often, they are trying to cope with the idea – perhaps for the first time- of a family member dying" (Faught 1999, p. 46). It is a devastating blow to many caregivers' psyche. Booth calls it a "heartbreaking rite of passage" (p. 48).

Full-time female employees are more likely than their male counterparts to be active in or the primary caregivers to the elderly (Speer 1996; Faught 1999; Haupt 1992), and most likely, this statistic prevails among female college students. Estimates indicate that from two-thirds to three-quarters of employee caregivers are women. According to the House Select Committee on Aging, women now spend as much time caring for their elderly family members as for their children. The average senior required 18 years of special care, the amount of time spent raising a child (Haupt 1992). Female students attempting to manage caregiving demands experience a great deal of stress that could lead to greater absenteeism, loss of classroom productivity, and dropout. To the extent that a university is based on a higher proportion of female students, its exposure to eldercare issues is likely to be high (Speer 1996). Partial absenteeism--late arrivals to and early departures from class – takes its toll, along with interruptions faced by caregivers who must leave class to talk on the phone with loved ones and service providers (Speers 1996).

What can university management and faculty do to address this problem? In the future, most universities will have to provide a mix of financial and soft benefits to attract and keep good students. They will have to offer complete work/life benefits, stand-alone student assistance programs (EAPs) or a combination of both. These programs are likely to include professional counseling with psychologists, accountants, attorneys, gerontologists, and other professionals, complete legal and accounting services, childcare and eldercare provisions or referrals, drug rehabilitation, wellness programs, on-site fitness centers, which are likely available via university or faculty resources as a service to students facing eldercare problems. Being aware of what help programs are available is available is critical to containing their costs. Information on living wills, financial planning, caregiving at home, transitional living, visiting nurses and long-distance caregiving are all important lifestyle issues with which knowledgeable counselors at the university's counseling center can help (Haupt 1992).

Janie R. Gregg
Division of Business and Communications
Mississippi University for Women
Box W-940
Columbus, MS 39701
Phone: 662.329.7267; FAX: 662.329.7458
E-Mail: jgregg@MUW.edu

WOMEN AND SELF-EFFICACY: THE EFFECT ON EDUCATION

Denise Sibley, Mississippi University for Women

Based on social learning theory, self-efficacy expectations refer to an individual's beliefs about his or her ability to successfully perform a given behavior (Bandura 1998). Research suggests that some women may be reluctant to pursue certain tasks because they lack confidence in their ability to succeed (Dickerson and Taylor 2000). This lack of confidence may have far reaching consequences, because individuals who believe they lack the skills to master certain tasks may avoid them and turn to less challenging tasks (Bandura 1977). Self-efficacy predicts performance of students enrolled in classes as diverse as bowling (Mathieu et al. 1993), hands-on computer training (Gist, Schwoerer, and Rosen 1989), computer science and mathematics (Bandura's 1998). Given the importance of self-efficacy expectations as a mediator of career-relevant behavior, and given the importance of behavioral agency to women's vocational advancement, it is critical to explore the factors or antecedents that may influence the development of women's self-efficacy expectations. The information derived from such an exploration can be used to create career interventions or environments in ways designed to increase self-efficacy expectations. The likelihood of engaging in career-enhancing behavior possibly would increase, as well (Campbell and Hackett 1986; Hackett and Campbell 1987; Lent, Lopez, and Bieschke 1991).

One major concern in research has been income levels of women as an indicator of self-efficacy. Compared with other women, those from welfare households have greater propensities to have lower educational levels and lower self-efficacy (Corcoran 1995; Gottschalk 1995; Hayes 1987; Plotnick 1992; Rank and Cheng 1995). Specifically, mothers from welfare households are actually more willing than other mothers to choose welfare for themselves over working; because they are less confident of their abilities to overcome obstacles, such as education (Mead 1989).

The overall effect of the environment in which one is raised is much greater than the sum of individual incidents. However, if some women from lower levels of income make it to the college classroom, they may still face problems. Efficacy information may be derived from women's collegiate experiences through differential treatment such as faculty ignoring female students and failing to call on them directly in class prevents women from engaging in performance accomplishments that enhance self-efficacy expectations. Disparaging comments and negative feedback serve as an obvious source of verbal and written discouragement. The limited presence of female faculty hinders women undergraduate students' access and exposure to vicarious sources of efficacy information. Finally, sexual harassment serves as a clear source of disruptive emotional arousal.

Interventions that intend to increase self-efficacy should use four sources (performance accomplishments, vicarious experiences, emotional arousal, and verbal persuasion) in designing interventions to increase education and career-related self-efficacy (Betz 1992). The characteristics of high-achieving schools that enroll a high proportion of economically disadvantaged students are of special interest – the schools that are most effective have strong academic leadership with high academic standards and a firm belief that students are capable of fulfilling these standards (Bandura 1998). Identifying female (and male) students with low self-efficacy is paramount to overcoming the problem, and in some instances, professional counseling through the university may be warranted. Other factors that lower self-efficacy should be identified, such as disabilities, that can be addressed through special contracts as required by the Americans with Disabilities Act, which inform faculty at the beginning of a class that a student requires special help and attention. Other considerations would include providing positive feedback and encouragement to female students, especially those from economically disadvantaged situations and those with disabilities.

Denise Sibley
Division of Business and Communications
Mississippi University for Women
Box W-940
Columbus, MS 39701
Phone: 662.329.7164FAX: 662.329.7458
E-Mail: dsibley@MUW.edu

THE EFFECTS OF CHILDCARE ON WOMEN'S EDUCATIONAL PROCESSES

DeeDee Larson, Mississippi University for Women

Today's economy almost demands that both household members work to make the same inflation-reduced income of their parents, which greatly increases the importance of a college degree today, especially for females. A family that consists of small children and two working parents poses problems for the family, the workplace, and the university. Finding reliable childcare is a major source of workplace and classroom stress for women. Expecting parents frequently face waiting lists of up to 12 months, which means the preferred daycare will not be available until the baby is three months old. The problem is compounded by the fact that most universities do not provide daycare for students or faculty. Thus, the availability of adequate childcare precludes some women from attending college, because they are often the parent that does not leave the home when sufficient childcare is not obtainable.

Worrying about how your child will be cared for while you are at school is stressful and can lead to decreased classroom productivity and increased absenteeism. Finn (1998) cites supporting evidence that shows that if an employer assists with childcare for an employee, morale is boosted, absenteeism is reduced, and recruitment is improved. Recruitment is improved because many young family members are looking more specifically at the total educational package of a university and not just at obtaining an education (Stamps 1997). Similar results should be expected from female college students if the university provides on-site daycare where she can either pay a reduced fee or work at the daycare to offset the costs. Mississippi University for Women (MUW) provides such a daycare service for its students. From interviewing several students in the MUW program, it was found that the program has proven to be very successful. For full-time childcare, students can work up to 10 hours a week in the center and offset one fourth of the costs. These costs, in general, are less than similar programs in the surrounding community and the university's program is superior as far as activities and balanced daily meals.

There is growing evidence that family-friendly programs do have positive effects on productivity in the workplace (Dutton 1998; Klein 1991), which no doubt have the same effect on the performance of women in the college classroom. Universities would do well to follow the same guidelines in order to attract more female students. These solutions include employee-sponsored day care (on-site or nearby), lactation rooms, partial payment arrangements or reduced costs for day care, and the ability to do more schoolwork from home. Flexible work hours and the ability to do more work from home are plans that many employers have found successful which universities can copy by offering more classes at night, online, and partially online. Absenteeism is reduced because female students no longer need to miss class for instances such as picking the child up after school, dentist appointments and soccer practice.

Most university cultures cater to the younger traditional student and view school and family as separate entities. However, the reality is there is no way to separate the two, especially today when corporate America is so likely to displace workers who have to be retrained before entering the workforce, and these students are where the growth in university attendance will most likely be derived. To take advantage of the growth in this segment of society, a commitment to work-family programs must be woven into the university culture. However, the most important element of the university's success is visible support from the president and provost. It is vital that these top university executives become involved in family initiatives. They need to bring about programs that will balance the classroom and family needs (Schroeder 1999).

DeeDee Larson
Division of Business and Communications
Mississippi University for Women
Box W-940
Columbus, MS 39701
Phone: 662.329.7251; FAX: 662.329.7458
E-Mail: dlarson@MUW.edu

WOMEN AND EDUCATION: IDENTIFYING AND REDUCING THE FINANCIAL OBSTACLES TO SUCCESS

M. Suzanne Clinton, Cameron University

Two issues that plague the progress of women in obtaining a college degree are their lack of monetary funds and their incomplete knowledge about grants, scholarships and other sources of funding available to offset the costs of an education. Some programs are designed with the intent of funding education specifically for women. Several programs are discussed below.

The Displaced Homemakers Programs provide free education for women without a degree who may have lost a spouse and cannot provide for themselves. Tuition assistance is also available for single-parent households. Other grants provide financial support free of charge for the first two years of education for women who have never attended college. Some of these grants include small stipends for transportation and childcare costs, depending on the recipient's level of income.

Often scholarships are available to students who live in particular counties or parishes in certain states. In many cases, this funding has been provided by a special endowment from an individual, or has been set-aside by local taxpayers. Two such programs that exist in Mississippi are available for residents of Lauderdale, Choctaw and Webster counties. Any student graduating from any public school in Lauderdale county can go to the local community college free of charge for two years. Local politicians are interested in extending this program to the university level, provided the student maintains a 2.0/4.0 grade point average. Anyone that has lived in Choctaw or Webster counties for more than one year can get tuition and book fees paid at any state university, as long as their grades average a 2.0/4.0 or above.

Many grant programs help schools provide reliable transportation by providing extra transportation for the university in the form of station wagons or school buses which are then used to pick up students at a central location in their counties. East Mississippi Community College has used grants to provide such a service. The school sends a station wagon (or bus, depending on the number requiring the service) to each county it represents to pick up and deliver students each day. This has provided opportunities to students who, because of their unique circumstances, could not otherwise live on campus or drive back and forth each day.

What can college professors do to enhance the use of such funding by students, especially female students? The obvious way to address this concern is through advising. First, as an advisor, the professor must be acutely aware of the grants and scholarships available through the financial aid office of their university. Upon faculty request, financial aid will provide a list of the scholarships and grants available to students with full explanations of the requirements of each program. Second, faculty must be familiar with programs that can directly benefit students from each academic division/department in the university. Directing students to academic- or program-specific funds can greatly enhance a student's ability to obtain funding.

Third, faculty should look to programs provided by the community. The Mayor's Commission on the Status of Women and/or the Governor's Commission on the Status of Women are provided in the State of Oklahoma. Other organizations that should be tapped are the American Association of University Women and the American Business Women's Association. The Enlisted Spouses Association and Officer's Wives Clubs provide scholarship for military wives. These local organizations are acutely attuned to the problems that women face in obtaining an education and becoming gainfully employed.

Each of these programs and organizations provide a myriad of information and funding that can be funneled into the university through programs that are aimed strictly at educating women. As faculty, we can assist our female students in exploiting these opportunities.

M. Suzanne Clinton
International Business Studies
School of Business
Cameron University
2800 West Gore Boulevard
Lawton, OK 73505
Phone: 580.581.5518
FAX: 580.591.8087
E-Mail: suzannec@cameron.edu

IMPORTANCE OF ROLE MODELS IN THE CAREER DEVELOPMENT OF STUDENTS

Tona Arth, Southwest Missouri State University
Melissa Burnett, Southwest Missouri State University

The importance of role models in the learning process is well known. Even as a kid, who can't remember wanting to be like someone? My someone was Al Hrabosky, a famous pitcher for the St. Louis Cardinals, more commonly known as, "The Mad Hungarian." I vividly remember those summer afternoons standing on the mound, in a deep trance, visualizing my shining moment—the day I would win the World Series by striking out the final batter in the ninth inning of the seventh game with the bases loaded and a 3 – 2 count. As far as I was concerned, all eyes were on me, the whole world just waiting for me to bring home the title. Yes sports fans, I was "The Mad Hungarian." I knew his ERA, batting average, collegiate statistics, even his favorite bowl of cereal. Of course, ultimately, I never pitched for a Major League Baseball team, and frankly, the thought of that much facial hair on a woman never really has been accepted, not even in Europe. Today, I am simply known as "The Mad Professor."

I wonder why isn't the same importance placed on role models into our later years? It would seem that for college students, having a role model or someone to emulate would almost be second nature. However, when my co-author and I asked college students who their career role models were, the answers were as blank as the stare in their eyes. Not only does the question stump them, only a few, at best, can even name a successful person in their own area. For example, most advertising students who have spent the last four (most five or six) years of their life preparing for a career in advertising are unable to name their favorite copywriter or ad agency pioneer. Similarly ask any retail student who is their favorite CEO of a major retail store and they couldn't even name one, let alone tell you which they most admire.

So it appears, that by the time students reach college age, they've lost their natural tendency to seek out role models. This realization seems quite shocking and sad given the importance a role model can have in helping to personalize interests, visualize goals, and learn through experiences. Consequently, we, as educators, must re-introduce the concept of role models to students and emphasize the importance. We can do this for any area of study and in a number of ways.

- ***Seek a Role Model Assignment***

  Give students the assignment to find a role model in the career direction they are most interested. Help students by suggesting resources to find these role models, including trade publications or local associations.

- ***My Role Model Is…***

  Teach by example. Share your role model with students, and explain why this person is a mentor to you and the importance on your teaching career. If possible, introduce students to your role model.

- ***Introduce Students to Potential Role Models***

  Host guest speakers. Often, former students are the best resources. Not only can they act as role models, but potential networking contacts for students upon graduation.

While it's obvious I never followed the dream of my original role model, Al Hrabosky, I <u>do</u> teach students how to pitch – except instead of baseballs, their pitching advertising campaigns. Like all educators, I hope to become a role model for someone else and inspire them to teach.

Tona Arth
Graduate Student
Southwest Missouri State University
2155 W. Chesterfield Blvd.
Springfield, MO 65807
Phone: 417.875.5142
FAX: 417.875.5054
E-Mail: tona.arth@noble.net

Melissa Burnett
Department of Marketing
Southwest Missouri State University
901 S. National
Springfield, MO 65804
Phone: 417.836.6633
FAX: 417.836.4466
E-Mail: melissaburnett@mail.smsu.edu

FACTORS INVOLVING THE MARKETING OF HIGHER EDUCATION BASED ON A REGRESSION ANALYSIS OF CAREER SERVICES CUSTOMER SATISFACTION

James E. Ricks, Southeast Missouri State University
Jack L. Sterrett, Southeast Missouri State University

INTRODUCTION

Career Planning Centers are at the heart of most universities appeal to students in the United States. A Midwest university of about 8700 students was studies. The mission of career services for this university was to assist students and alumni in meaningful developmental activities for career exploration, assessment, development, and job placement. The AACSB review team revealed some possible issues among business students. Therefore, the Dean of the College of Business sponsored a thorough study of this function from the perspective of customer satisfaction.

BASIC ISSUES

The research conducted was focused around six basic themes: Awareness of Career Services, awareness of the programs offered and services offered by Career Services. Focus is also on satisfaction levels with the programs and services, friendliness and helpfulness of the staff, and accessibility of information, and fees for students.

METHOD

The methodology included quantitative surveys of 963 students. Through the use of focus groups, secret shoppers the students perceptions were analyzed both quantitatively and qualitatively. The survey instrument had thirty questions with one open question with room for descriptive evaluations by those students who choose to share their views in a qualitative descriptive manner. The five major colleges were fairly evenly surveyed. Over twenty individuals were assigned at major locations in each college to acquire samples from all colleges and this included some graduate students being sampled as well. Two focused groups were conducted and taped for content analysis. Further the secret shoppers were given hypothetical situations. They were debriefed by a series of consistent questions given to all of them.

REGRESSION TABLE
Q22 Dependent Variable – Job Search Assistance

Factors	Standardized Coefficient Beta	T	Significance P
Q9 – Are You Registered	.186 with Q11 and Q7	3.284	.001**
Q7 – Which College	-.065 with Q10 and Q 11	-1.142	.254
Q11 – Visited Career Services	-.041 with Q10 and Q7	-.721	.471
Q10 – Aware of Programs	.212 with Q11 and Q7	3.762	.0001***
Q6 – Decided on Major	.028 with Q10 and Q11	.518	.604
Q5 – Residence	-.018 with Q10 and Q11	-.333	.740
Q8 – Aware that a Career Service Exists	-.015 with Q10 and Q11	-.266	.790
Q13 – Staff Friendliness	.042 with Q10 and Q11	.795	.427
Q14 – Staff Helpful	.084 with Q10 and Q11	1.558	.120*
Q29 – Aware of Website	.036 with Q10 and Q11	.650	.516

RESULTS

The results of both qualitative and quantitative results indicated a consistent primary pattern of high impact factors for customer satisfaction. See Table for details.

A linear regression test of factors influencing customers' satisfaction with job search assistance reveals, two significant factors. The two factors are whether a student was registered with career services or not and the student's awareness of Career Services programs. A third factor, helpfulness of the staff was almost significant at a lower level. **Awareness** of career services programs proved to be the strongest factor in these linear equations.

James E. Ricks
Department of Marketing, MS5875
Southeast Missouri State University
One University Plaza
Cape Girardeau, MO 63701
Phone: 573.651.2920
FAX: 573.651.2909
E-Mail: jricks@semo.edu

Jack L. Sterrett
Department of Marketing, MS5875
Southeast Missouri State University
One University Plaza
Cape Girardeau, MO 63701
Phone: 573.651.2915
FAX: 573.651.2909
E-Mail: jsterrett@semo.edu

DEVELOPING A POTENTIAL APPRENTICESHIP PROGRAM FOR MARKETING STUDENTS

Jerry J. Field, Illinois Institute of Technology

BACKGROUND

The United States Department of Labor currently has more than 250 active apprenticeship programs covering the trades and skill occupations. It is essential that without professionally trained marketing individuals the best trades people and small businesses could have a difficult time surviving in today's competitive climate. Marketing is no longer based solely on creative advertising and catch slogans with a personality plus sales person. Today marketers have a number of sophisticated tools available, along with a system of obtaining information that has not been available. The Business Marketing Association has a professional certificate for practicing marketing persons, and the American Marketing Association has a continuing education program.

THE RESEARCH QUESTIONS

1. Is there a potential need to develop an apprenticeship program on the college level?

2. Is the Department of Labor program workable within the academic parameters

PARAMETERS OF AN APPRENTICESHIP PROGRAM

The U.S. Department of Labor requires no less that 144 hours of classroom instruction and 2,000 hours of on the job training, at prevailing wages. Most programs will run two to three years. This may sound as an easily achievable goal, however different industries will require slightly different classroom studies and a detailed outline as to what each industry will require for the "on the job training" portion of the program. Another consideration is what industry specific skills will be required to market manage the company.

The classroom requirements are not necessarily tied to college credit courses or require college credit to complete the apprenticeship program. Teacher certification is required, but based on experience and if the teacher has attained journeyman's status with considerable experience.

The programs are approved and reviewed by the US Department of Labor with certificates of completion issue by the sponsoring agency. A sponsoring agency can be a company, a school or college. The school or college need not achieve North Central Association approval to participate in the apprenticeship program.

There are several excellent models for the trades that might offer some insight into successful programs. Wisconsin's trade program utilizes community college as it base instruction facilities and cooperating construction firms for the 2,000 hours of on the job training. This program allows for the possibility of an Associate in Applied Science degree for trades people. This model may not fit within a four year college program; it may be a consideration for a community college or post secondary education and training facility.

THE PURPOSE FOR APPRENTICESHIP

If a national recognized program was developed for marketing students this could elevate the discipline to a professional level of accountants and lawyers. The certificate would be a portable credential that could be accepted throughout the world.

A SUGGESTED OUTLINE FOR A PROGRAM

The apprenticeship program, as a starting suggestion, could be broken down into four phases of learning. (1) Core Competencies. (2) Communication Skills (3) Marketing Skills and (4) Application Skills. This is a beginning outline and will need input from working professional and senior marketing professors.

An accepted Federally authorized program will have no less than 144 hours of classroom study as a minimum. This would translate into four marketing classes. The program design can include as many courses as the "committee or a panel discussion" would suggest.

A NUMBER OF ADDITIONAL RESEARCH QUESTIONS

1. Is it feasible to have this program?

2. What are the advantages?

3. What are the disadvantages?

4. Who could monitor the program?

5. What courses would be included?

6. What are, if any, tax advantages to an employer?

7. Are there any advantages to a four year college?

8. Can community colleges manage this type of program?

9. What benefits can a student obtain?

10. What would be core competencies?

11. Would all subjects be in marketing, or a selected from other disciplines?

12. What would be the cost benefits to the sponsoring school?

SUMMARY

There could be a benefit for a nationally recognized academic program in marketing on the college level. This may be best left to the professional organizations in the field. The purpose of this inquiry is to determine if the academic community should begin to develop professional standards, basic competencies and core courses to aid in the development of an apprenticeship program leading to a professional standard.

Would a marketing department or marketing firms benefit by having skilled trained entry level employees with basic knowledge of all phases of marketing apply for positions? Would this type of program lead to ethics standards and improved customer service and product quality?

The topic certainly needs more discussion.

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Jerry J. Field
Manufacturing Productivity Center
Illinois Institute of Technology
10 West 32nd Street
Chicago, IL 60616-3796
Phone: 312.567.3651
E-Mail: field@iit.edu

SIGNING A CONTRACT TO WRITE A TEXTBOOK: PLANNING, CO-AUTHORS, NEGOTIATIONS, AND CONTRACT PROVISIONS

David L. Kurtz, University of Arkansas

ABSTRACT

At some point in their career, many marketing professors consider writing a textbook. Some go ahead with their projects, while others are discouraged because they do not know how to initiate the process. This article provides some basic background information that will allow potential authors to assess the viability of their proposed texts, and explain how to get started.

Textbook publishing is based upon contracts between authors and publishers. This paper examines the key steps in reaching such an agreement: picking a publisher; the co-author decision; contract negotiations; and, the specific provisions that make up a textbook contract.

Many marketing professors reach a point sometime in their career where they give some thought to writing a textbook. The typical reasoning goes like this: I have devoted *x* number of years to teaching marketing; I think I am a pretty decent classroom instructor; so, why not cash in on my experience? For most, the idea quickly passes, but for a few, the venture begins.

David L. Kurtz
Department of Marketing and Transportation
Sam M. Walton College of Business
University of Arkansas
Fayetteville, AR 72701
Phone: 501.575.6035
FAX: 501.575.8407
Email: dkurtz@walton.uark.edu

VALUE OF INTERDISCIPLINARY APPROACH TO HEALTH ADMINISTRATION, MARKETING, AND MANAGEMENT PROGRAMS: A DISCUSSION

Ashish Chandra, Marshall University Graduate College
Margery Fetters, North Central College
David Paul III, Monmouth University
Uday Tate, Marshall University
William B. Stroube, University of Evansville

Health Care Administration is increasing becoming a popular major in many colleges. This field of study is closely associated with traditional Business Administration fields, marketing and management, and to somewhat lesser extent, economics, finance, and accounting. Health Administration is, however, the study of the organization of health care systems. Many people often associate it with clinical health professions. More realistically, it is a unique combination of health science and business administration fields. Health administration fields are more focused towards the understanding and managing of various aspects of the health care systems, mostly without actual 'hands-on' or direct involvement in patient care. A health administration professional is normally involved directly in the regulatory, marketing, management, management information systems, and financial considerations in order to provide effective delivery of health care services. Irrespective of what particular task they are performing in their professional careers, Health care administrators should find that their jobs will significantly depend on their management and marketing skills. Thus, the need arises for having an interdisciplinary program between the health administration, management, and marketing programs comes in.

BENEFITS OF HAVING AN INTERDISCIPLINARY APPROACH TO HEALTH ADMINISTRATION, MARKETING, AND MANAGEMENT PROGRAMS:

The value of having such an interdisciplinary approach will be beneficial to faculty, students, institution, administration, and the professional community. An interdisciplinary approach also has numerous advantages to students. These include continuity in content between courses, and exposure to a larger number of instructors. Some of the benefits for the faculty involved in such a program can be:

- ♦ Increased cross-disciplinary faculty relationship – This is a very important factor in the establishing a conducive workplace.

- ♦ Faculty retention – With the opportunity to teach some course in health administration, management, and marketing faculty should consider the health administration program as a valuable asset but also as an opportunity to broaden their experience in terms of application areas.

- ♦ Increased opportunities for teaching students other than pure business discipline students – Students from other disciplines provide potential unique points of view. This experience with different student backgrounds will provide the faculty members with an increasing store of illustrative examples for other, "pure business" courses.

- ♦ Provide diversity in teaching and research – There are plenty of unexplored research opportunities for management and marketing faculty that they can capitalize on. Once the faculty is aware of the literature in the health administration fields, they will see additional avenues for publishing scholarly and applied management and marketing articles.

- ♦ Reduced levels of burnout due to having a variety of course – Teaching and research in a variety of subject matters can reduce the level of burnout.

- ♦ Increased availability of research grants – There are a number of funding opportunities that are available in the field of health administration. Teaching and research in health administration by management and marketing faculty will allow them the opportunity to develop and explore additional funding sources for research projects.

- Challenging research opportunities – For management and marketing faculty who are interested in challenging research, health administration is a definitely a field to examine as their research can make critical contribution in the health policy making process.

There are various programs that are offered in the health administration. These include various degrees such as bachelor's, master's, and doctoral level programs as well as certificate programs in certain aspects of health care administration. The level of intensity in each of these programs varies with the level of the program. The undergraduate programs usually are full-time while the graduate programs can be either full-time or part-time. The certificate programs are mostly part-time and targeted at practicing health care professionals with specific needs.

The next question however is, "How involved will marketing and management faculty be in these programs?" There are several courses in the health administration program that utilize the basic management and marketing concepts. The only major difference would be that the examples used would be health care organization based. The management and marketing faculty can contribute significantly by enlightening the students with a comparative analysis of the health care organization with the non-health care related organization via the utilization of established management and marketing principles.

Ashish Chandra
Health Care Administration
Graduate School of Management
Marshall University Graduate College
100 Angus E. Peyton Drive
South Charleston, WV 25303-1600
Phone: 304.746.1964
E-Mail: chandra2@marshall.edu

David Paul III
Department of Marketing and
Health Care Management
156 Bey Hall
Monmouth University
West Long Branch, NJ 07764
Phone: 732.263.5336
E-Mail: dpaul@monmouth.edu

Margery Fetters
Department of Marketing and Management
North Central College
30 North Brainard
Naperville, IL 60540
Phone: 630.637.5467
E-Mail: mcf@noctrl.edu

Uday Tate
Department of Management and Marketing
Lewis College of Business
Marshall University
Huntington, WV 25755
Phone: 304.696.5423
E-Mail: tateu@marshall.edu

William B. Stroube
Health Services Administration Program
University of Evansville
1800 Lincoln Avenue
Evansville, IN 47722
Phone: 812.479.2870
E-Mail: bs52@evansville.edu

ADDRESSING CAPSTONE COURSE OBJECTIVES AND ISSUES VIA INDIVIDUALIZED WORK AND PEER RANKINGS

Timothy W. Aurand, Northern Illinois University

THE PURPOSE OF A CAPSTONE COURSE

At Northern Illinois University, the Office of the Provost describes a capstone course as a course that should, ". . . engage students in active learning and may be used for assessing learning in the degree program as well as assessing the broad goals of the baccalaureate experience, particularly general education objectives, such as writing, critical thinking, quantitative reasoning, and an appreciation for multiculturalism, and the use of technology." This would appear to be quite the undertaking for a single, typically three-hour course, particularly when one considers the numerous issues facing the traditional capstone course.

To address these objectives, NIU's marketing capstone course is designed to, "Emphasize each activity within the total process of marketing, including strategy formulation, planning, programming, and implementation, by using case analysis to gain an understanding of all aspects of marketing strategy and management" (Undergraduate Catalog 2000-01). However, the *actual format* of the course can vary dramatically depending upon the faculty member responsible for a specific section. The use of cases, the writing of marketing plans, a heavy emphasis on a text, a heavy emphasis on current readings, group projects, and individual projects are all used by different faculty members in an effort to address not only the goals of the course, but the issues commonly faced in the course's presentation.

MARKETING CAPSTONE ISSUES

While the primary goals and objectives of a capstone course can prove daunting in themselves, a capstone course faces other issues unique to the final class in a student's course of study.

Assessment – The capstone course provides an institution of higher education a unique assessment opportunity. However, designing the course around an assessment instrument, or designing an assessment instrument around a course can result in outcomes not necessarily indicative of an entire program of study. A common concern among faculty is the use of a group project to assess the abilities of an individual.

The Student Portfolio – As the job market for graduates tightens, more firms are seeking a portfolio of student work that demonstrates job candidates' abilities across a variety of functional areas. The capstone course could, obviously, serve as a key element to an individual's portfolio, if properly designed and integrated with other required courses.

Multi-Disciplinary Nature of the Course – A true capstone course in marketing should obviously address not only marketing concerns, but management, finance, operations, etc. issues as well. Teaching the course in a truly cross-functional manner can proved difficult for many faculty members, and prove to be difficult to assess

Marketing Management vs. Marketing Strategy vs. Business Policy vs. International Marketing Strategy – The degree of overlap between these courses, depending upon the institution and faculty, can be significant. But because the courses can be taught in different departments, designing truly unique courses can prove difficult.

Pre-Requisites – While the marketing capstone course is typically required of all marketing majors, marketing minors, business administration majors and minors, and management majors and minors may also show interest in the course. Unfortunately, individuals pursuing a variety of degrees will enter the course with significantly different foundational courses, and with different personal objectives. Also, while the capstone course is typically taught during final semester of an undergraduate's term of study, many students find themselves taking "pre-requisites" and the capstone course concurrently.

In order to address these issues, an experimental Marketing Strategy course is being introduced at Northern Illinois University during the Fall 2001 semester. The course requires each student to select the company he/she would most like to work for upon graduation, and subsequently produce a detailed marketing plan for one of the company's products or divisions. Unlike many other marketing courses taught at the university, no group work, case study, nor formal presentations are included in the course. The vast majority of the grade for the course will be based upon the individual marketing plan.

In order to better prepare the student for the competitive nature of the job market, and to expose to the student to a wide variety of marketing plans, a large percentage of each student's grade will depend upon how his/her peers *ranks* his/her work against fellow members of the class. A unique ranking system in which students evaluate and rank the marketing plan by section allows students to not only see the work of others and to note how his/hers compares, but to gain input on his/her work from his/her classmates as well as the professor.

While no single capstone course pedagogy will address all of the needs and issues of a capstone course, it is hoped that students will gain a great deal of insight regarding marketing and marketing strategy from this approach, and that each student will be armed with a superior portfolio that will assist the student in securing a position with the company of his/her choice.

Timothy W. Aurand
Marketing Department
College of Business
Northern Illinois University
Wirtz 227
DeKalb, IL 60115-2897
Phone: 815.753.6231
FAX: 815.753.6014
E-Mail: taurand@niu.edu

MARKETERS SHOULD BE TEACHING POLICY AND STRATEGY: OR AT LEAST I THINK I SHOULD

Frederick B. Hoyt, Illinois Wesleyan University

Tom Peters once mentioned that "no one knows what should be in strategy and policy, and no one respects the faculty who teach it."

That's two reasons why I think I should be teaching it at Illinois Wesleyan University, at any rate. No one knows what I teach anyway, and no one respects me anyway.

On the other hand, there's (to me) logical reasons why I believe marketers should be allowed the opportunity to teach the capstone class in Business (as well, of course, as the capstone class in Marketing).

First, the course seems to me capable of weaning undergraduates away from preoccupation with textbooks and a focus onto real world issues. I certainly take the opportunity to do so. One of my topics (which I used in the basic marketing class when I taught that) was marketing yourself – managing your first job and thinking about your career. Ultimately, marketing yourself could deal with the substance of marketing: identifying and satisfying customers' needs. In this case, the needs are of both the organization and the "product." In this section of policy and strategy, I include readings on the changing economic base of Chicago (where most of them land) and their need for continuous product improvement, repositioning, rebranding, and research.

Second, if the course is about the nature of organizations and their fit in the marketplace, then marketing principles apply as well. Again, when I taught the basic marketing class, I introduced the question of what an organization had to look like to survive in a market-driven, global, networked environment. My colleagues in management are primarily human resource specialists (even my predecessor in policy and strategy), who minimize organization theory. Hence, I saw (and I think) filled a need for students to understand who's moving their cheese (competitors and marketers) and why.

Third, the course can encompass more than management implications – as befits a capstone course in business administration. The final project in my class asks students to explore a company of their choice (especially one they're working for, or want to work for) – and to identify management, marketing, and financial issues. Here, too, we can help teach them how to do research, since they have a deplorable penchant to quote from websites (akin to quoting college catalogues for assessing a college).

Finally, because it is their last class in college, there's a marketing challenge in getting them to see that their need to pass the course is at least as important as the need to find a job or enjoy their last semester in college.

It may not be every marketing professor's cup of tea, but it may well be mine!

Frederick Hoyt
Department of Business Administration
Illinois Wesleyan University
P.O. Box 2900
Bloomington, IL 61702-2900
Phone: 309.556.3128
FAX: 309.556.3719
E-Mail: fhoyt@titan.iwu.edu

USING STATISTICAL ANALYSIS OF BUSINESS CASES TO ENHANCE UNDERSTANDING OF MARKETING MANAGEMENT

Ed Knight, University of Tennessee at Martin

POSITION

Traditional business students often have difficulty relating college course material to their historical environmental learning experiences. Additionally, the material that is covered may be perceived as irrelevant to any future job preferences that they may have. Although experienced teaching faculty recognize that the material being taught is valuable both from a pedagogical and practical position, the student cannot be expected to have the same experienced perception. Such is especially the case in what many marketing students believe about statistics. Statistics is often viewed as an obstacle to graduation rather than a venue for improving eventual marketing skills. With this in mind, the statistics course at the University of Tennessee at Martin that services both the marketing and management majors has been designed to facilitate the students' learning of statistics through utilizing cases that seem relevant to their experiences and that is technologically current.

EXAMPLES

Pronto Pizza Case (Peters and Gray 1994). This case involves a company that desires to meet the marketing threat of the historical Domino's Pizza 30 minute delivery or free guarantee. Obviously, most all college students today order pizza and are interested in how the pizzas can be delivered in a given amount of time. Thus, the case is relevant to their historical environment and their daily activities. The case then demonstrates how a manager of a local pizza store can collect data and analyze if in fact he could competitively match the 30-minute guarantee. The most intriguing part of the case involves the development of "multiple marketing ideas" to be tested via a simple simulation. The case illustrates how the development of multiple problem solutions improved the marketing managers probability of finding a solution that is in fact cost efficient and provides the highest rate of return on any idea's investment. Students are challenged to integrate the concepts of statistics with the generation of multiple solutions and incremental rates of return and operating efficiency.

Easton Realty Case (Peters and Gray 1994). Students are interested in their own personal dreams and aspirations and show interest in information that will help them improve their odds at achieving those hopes and dreams. One such dream that most students have is a "dream house." In the Easton Realty case, the students are enticed into the statistical and marketing case with the claim that the proper understanding of the statistical analysis of housing market data can lead to the best investment that one can make (or alternately, the dream house can turn into a nightmare). Thus, by first enticing the student into the concept of leveraging mortgages and the tax free status of profits on home sales, the student becomes interested in studying the marketing, selling, and buying of real estate – something again about which students have some familiarity. Most students have seen their parents buy and sell homes as they move from one job to another. Learning how this task can be done with a profit is of great interest to the student.

Other example cases have been adapted from other texts and some by the instructor. These cases cover a variety of marketing management scenarios. For example, the Avalon Cosmetics case covers the problem of a cosmetics company that was facing declining sales and they analyzed the sales to selected customers. At least half of the students buy cosmetics and the other half like to look at the other half that uses them. The Keels Agency case covers a marketing company making a market profile of customers that desire to sell bicycles. Many college students use bicycles for their campus transportation.

Finally, some marketing cases that demonstrate the effectiveness of proposed marketing strategies are introduced using Plackett-Burman screening designs (Koslka 1996). Design of experiments become quite interesting when they are interwoven in material already presented. First, the methodology for designing an experiment for improving cosmetic sales is hypothesized by the students as a method of solving the Avalon Cosmetic case. Since the collected data in the original case provided little evidence on what strategies to follow, the use of design of experiments seems rational in proposing 10 to 20 "marketing" ideas and putting them to the test via a designed experiment.

CONCLUSION

The use of statistical data and statistical analysis is invaluable to marketing managers. Unfortunately, students hope that their statistics course is the last that they will see of statistics. Most marketing managers know that statistical analysis of large databases and then the design of marketing tests is invaluable in real life marketing success. Thus, the student must be exposed to topics of inherent interest and familiarity in their background with statistics as a vehicle to understand those interests better.

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Ed Knight
Department of Management and Marketing
University of Tennessee at Martin
Martin, TN 38238
Phone: 901.587.7351
FAX: 901.587.7231
E-Mail: jknight@utm.edu

USING THE WEB TO ENHANCE A CLASSROOM-BASED COURSE

John Bennett, Stephens College

INTRODUCTION

Since its emergence in the early 90s, the World Wide Web has had a substantial impact on education. Indeed, some educators have argued that the introduction of the Internet technologies such as the Web have caused a paradigm shift in the field of education; the rejection of one set of values and ideas about education and the adoption of a new set with regards to what constitutes effective pedagogy (Roberts 1997). University and college administrators exhort their faculty to integrate the Web into lecture-based and other types of academic courses. As students' competencies with Internet usage increase they, too, place pressure on educators to revise their educational methods. Unfortunately, those faculty desiring or being exhorted to move toward technology-mediated instruction are not always given sufficient guidance on how this should be done. Consequently, many respond by either disdaining technology and holding steadfastly to the status quo or, worse, using a haphazard approach in incorporating technology in their teaching without any real understanding of its pedagogical value. What they and others sometimes fail to realize is that while the Internet *is* a significant tool with which to enhance the teaching/learning process, *effective use* requires careful consideration (McManus 1996).

This session will suggest some interactive instructional strategies that instructors can use to enhance a classroom-based course. These strategies recognize that the key to effectively using the Web in any course is to fully exploit the interactive properties of this new medium. Otherwise, educators will continue to struggle in their efforts to use Web technologies to enhance learning and to meet instructional objectives and the trend toward the greater use of technology in education will be seen not as a progressive trend but as a regressive one.

When searching for technologies to enhance teaching and learning in a classroom-based course, educators should consider technology-assisted solutions that are interactive and evoke student motivation. Using communication technologies that increase access to faculty members, help them share useful resources, and provide for joint problem solving and shared learning can usefully augment face-to-face contact in the classroom By using the interactive components of the World Wide Web, educators are able to utilize several interactive instructional strategies that can facilitate the development of intellectually motivated students (Rasmussen and Northrup 1999). These interactive components of the Web can help engage students in active application of knowledge and provide them with feedback that allows their understanding to grow and evolve (Hazari and Schnorr 1999). This interaction can with content, other students, or the instructor.

INTERACTIVE INSTRUCTIONAL STRATEGIES

The author has successfully used the interactive instructional strategies presented in this session over the past four years in his classroom-based, undergraduate marketing courses. The underlying purpose of the strategies was to facilitate student interaction with course content, peers, and the instructor. While used in undergraduate marketing courses, the strategies are general enough to have applicability in any classroom-based course.

Several strategies were used to facilitate student-to-content interaction. For each course, a comprehensive Web site was created to facilitate access to all course materials such as the course syllabus, class assignments, review exams, readings, assignment schedule, PowerPoint presentations and lecture notes. To introduce students to the potential of the Internet as an information source and to encourage them to use it as a research tool, links to external resources were provided in many of these Web documents. For example, the lecture notes include links to Web sites containing additional information on topics covered in the notes, the syllabus has links to the online publications used in the course and the class assignments have links to Web sites with information pertinent to the assignments. In addition, a directory of Web sites with information relevant to the course is maintained on each course's Web site as is a directory of Web sites offering guides designed to be helpful to students. These include guides on writing a research paper, developing a marketing plan, creating an advertising campaign, giving a formal presentation, etc.

Critical to fostering student-to-content in a Web-assisted course is the design of the Web site. The Web pages were aesthetically pleasing and appropriate for the learning situation and followed appropriate screen design/layout principles. For example, each page was no more than 3 – 4 screens long to avoid excessive scrolling. Graphics were used sparingly to ensure that pages downloaded quickly. Links to outside sources were tested frequently. Because each site was developed using the course management program, Blackboard, the pages shared the same basic layout grids, graphic themes, editorial conventions, and organizational hierarchies, which ensured design consistency.

To encourage student-to-student interaction outside the classroom, an electronic bulletin board was used in each course. On a weekly basis, the students are required to post to the electronic bulletin board responses to questions from assigned readings and to respond to at least two of the postings of their peers. These bulletin board assignments are meant to augment in-class discussions and to improve the students' written communication skills. Requiring students to participate in an online discussion has been found to improve their ability to write coherently (Karayan and Crowe 1997). In the process of contributing to the online discussion, students are using a mode of expression that is a form of writing: composing their ideas at the keyboard, editing their comments, and then "publishing" their comments to the class bulletin board. Their peers then provide feedback, commenting on the quality of the message, objecting to the ideas expressed, asking for clarification, and so on. This public nature of the writing and public exchange of ideas causes students to take their work more seriously. They make a greater effort to ensure that their messages are clearly conveyed and that their claims are adequately substantiated. They also begin to take pride in writing well, especially when others commend them on what they have written. By participating in an online forum, students learn how to think through ideas, how to anticipate and respond to objections, and how to express themselves with clarity and power all of which improves the quality of the responses to the discussion (Karayan and Crowe 1997). It also provides a means of participation for those students who are reluctant to participate in traditional class discussions (Partee 1996). It is often easier for these students to discuss values and personal concerns in writing than orally, since inadvertent or ambiguous nonverbal signals are not so dominant (Chickering and Ehrmann 1996)

In order to facilitate online communication on a one-to-one basis, a directory of student e-mail addresses was maintained on each course's Web site. If a student wanted to send an email message to another student, he/she only had to access the Web page with the class e-mail directory rather than search for that student's email address. Increasing opportunities for students to work together increases their involvement in learning. As Chickering and Ehrman (1996) note, being able to work collaboratively with one's peers improves thinking and deepens understanding. It also allows students a more real-world experience that contributes to an enhanced educational setting.

Perhaps the most significant advantage of using the Web in a classroom-based course lies in its potential to enable instructors to develop one-to-one relationships with their students that may not be possible in a traditional course. Developing this one-to-one relationship is critical in assessing the effectiveness of the learning environment in meeting learning outcomes (Riel and Harasim 1994). Consequently, several strategies were used to encourage and facilitate student-to-instructor interaction. One simple but highly effective strategy was to provide a link to the instructor's e-mail address on all online documents like the course syllabus, lecture notes, class assignments, and review exams. To encourage students to use this link, all email messages were answered promptly (usually within a 24 hour time period).

In each course, a HTML form was used collect student feedback during the course on teaching effectiveness, clarity of course content, appropriateness of assignments, as well as the content, format and design of the course Web site. In order to motivate the students to provide feedback and to ensure that they were forthright when doing so, the form was designed so that it could be submitted anonymously. To facilitate access to the form and encourage students to use it on a regular basis, the form was included on the menu made available on every page of the course Web site.

A formative evaluation is well suited in a Web-based environment because of the advantage of instructor intervention in a timely manner. By collecting formative data during the course, the instructor can more readily identify and take corrective action on issues that affect learning. Furthermore, by cooperating in assessment, students reinforce their grasp of course content and strengthen their own skills at self-assessment (Angelo and Cross 1993).

CONCLUSION

As is true for all forms of instructional technology, it is not the technology itself that enhances the quality of a course but rather how that technology is utilized. This session has offered some strategies that utilize the interactive components of the Web. Based on course evaluations and the author's experiences over a four-year period, these strategies have proven successful in encouraging active learning, promoting greater interaction among students, improving communication between the instructor and students, providing students with access to outside resources, and facilitating collaborative learning. Thus, the use of strategies that take advantage of the interactive components of the Web does hold the potential to enhance a classroom-based course.

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John Bennett
Department of Business
Stephens College
Columbia, MO 65215
Phone: 573.876.2307
E-Mail: jbennett@stephens.edu

TECHNIQUES FOR USING THE SMALL BUSINESS ADVANCEMENT NATIONAL CENTER IN STRATEGIC MARKETING, MANAGEMENT AND ENTREPRENEURSHIP COURSES

Don B. Bradley III, University of Central Arkansas

ABSTRACT

The Small Business Advancement National Center's web site, www.sbaer.uca.edu, is an excellent resource to serve as an electronic library for the needs of your marketing and entrepreneurial students. The web site has primary and secondary research pertaining to all functions of the business environment; however, the site's main focus is on marketing and management. The purpose of this paper is to look at the various ways the Small Business Advancement Electronic Resource can be utilized in the classroom for business and academic research.

ON-LINE RESOURCES

The Small -Business Advancement Electronic Resource – *www.sbaer.uca.edu*

Instant up-to-the-moment electronic small business information is provided to small business clients through our Small Business Advancement Electronic Resource. This connection serves as an extensive electronic link among small business owners, entrepreneurs, foundations, educational institutions, associations, international partners, and local, state, and federal government.

This World Wide Web site offers an endless supply of valuable information that is geared towards helping both academic researchers and established or new businesses. At the present time, the electronic resource is servicing the United States and its protectorates as well as over eighty nations worldwide. Examples of information provided include industry profiles, business plans, marketing and management research articles, international and domestic contact databases, and loan information.

The Small Business Advancement Electronic Resource:

- Houses research information on all aspects of small business and entrepreneurship, including articles from conference proceedings, industry profiles, and publications from other pertinent sources.
- Has software that will produce cash flow reports, profit/loss statements, a business plan, and provide a user with the probability of obtaining a loan.
- Provides a means for electronic consulting and training.
- Provides on-line databases that can be queried on programs such as Service Core of Retired Executives, Small Business Institute, international small business contacts, Small Business Development Centers, Small Business Institute Directors Association, congressional contacts, Small Business Administration, and International Council for Small Business.
- Offers a weekly electronic newsletter to provide "helpful hints" to small businesses and entrepreneurs.
- Serves as a source for important news and information concerning small business such as conferences, educational resources, government programs and issues, and small business programs.
- Provides links of other small business and entrepreneur sites on the World Wide Web.
- Serves as a clearinghouse for small business advocacy information.
- Provides a Web server that is accessible through the Internet with any Web client software. (http://www.sbaer.uca.edu)

The Small Business Advancement Electronic Resource is available around the clock. Staff members are available to answer questions from 8 a.m. to 4:45 p.m. (Central Time)

Monday through Friday. All data is updated daily with information that is received from many sources concerning small business and entrepreneurship.

RESEARCH AND DISSEMINATION

Small Business and Entrepreneurship Research

Small Business Advancement National Center staff and University of Central Arkansas students and College of Business faculty conduct primary and field research to further Arkansas economic opportunities. This research is disseminated, shared, and exchanged with various small business related entities around the world to promote the development and globalization of Arkansas businesses.

The Center provides the Small Business Institute program with needed information and data. SBI is conducted at approximately 475 colleges and universities nationwide assisting over 6,000 small businesses annually. The Center also supports the efforts of the Small Business Institute Directors' Association by providing some operational and archival support on a mutually acceptable basis.

Information Clearinghouse

SBANC serves as a central information point for up-to-date knowledge, skills, and techniques on small business and entrepreneurship. This information keeps Arkansas businesses on the leading edge of business practices and techniques.

A weekly newsletter is made available to over 48,000 readers interested in small business. This provides small business and entrepreneurial articles, snippets of academic and business information, announcements of conferences, calls for papers and hot topics.

CLASSROOM USAGE

Ways to Use the Web Site in the Classroom

The web site is utilized as an electronic library to help students find current and pertinent information dealing with small business and entrepreneurial issues. A business plan provides a good basis for the start of an innovative marketing plan exercise. The links section provides an avenue to over 700 other web sites that host information dealing with small business and entrepreneurial related needs. These links act as a "one-stop-shop" for information from government, business, foundations and other academic research. The web site is international in scope. The information can be used along with the live case model in the classroom. Students can actually go out and work with businesses to solve marketing and management challenges. In some cases, the students have actually taken lap top computers to the business and utilized sections of the web site at the business location.

Don B. Bradley III
Small Business Advancement National Center
University of Central Arkansas
UCA Box 5018
Conway, AR 72035
Phone: 501.450.5345
FAX: 501.450.5360
E-Mail: donb@mail.uca.edu

USING THE WEB AS A TEACHING AID IN MANAGEMENT

Neal F. Thomson, Columbus State University

Over the past several years, interest in the World Wide Web as a vehicle for learning has increased. Many universities around the country are shifting emphasis to web-delivered, or web supported courses. Over the past two years, I have begun using the web as supplement to my traditionally delivered courses, and have taught one completely online, except for the midterm and final. I will discuss some of the problems I have encountered, highlight some of the ways in which I have found the web useful, as well as discussing some concerns I have heard about web delivered courses, and why some of these issues are not serious problems.

Teaching a course with on online component is, in my opinion, far easier than teaching one completely online. Primarily, this is because the students will be on campus, and able to speak directly to you if they have any problems. I usually schedule one class period during which the class meets in a computer classroom, and all students log on to the website (WebCT). They are also required to send an e-mail (with a file attached), post a message, and enter and chat in the online chat room. By the time this session is finished, they all have a rudimentary understanding of the software, which almost completely eliminates problems. In a web-delivered course, this is not an option. I provided students with two entire days during which they could receive tutorials for the course, and had two takers (of 48 students registered for the course.) During the first two weeks of class, I received over 100 e-mails (to my regular e-mail account), asking questions about logging in to the course, or using basic course functions. By midterm, I had worked out nearly all problems with the course, except for those of two students who became frustrated, and switched to the traditionally delivered version of the class. Some of the problems included; failure to read and follow log-on instructions properly, confusion regarding the proper point to use their password, and when to use the book publisher's pin code), people who had older computers with outdated web browsers (inadequate security, or unable to support JAVA); panic on the part of students when a link in an assignment was temporarily unavailable, and low-end word processors that didn't support the file type I required for assignments (rich text). All of these problems were able to be worked out fairly easily.

The areas that I found web delivery, or supplementation improved course quality are numerous. First, the ability to post grades online, in a secure fashion, available to only the individual student, was very popular with my students. In addition, it allowed me to post grades very quickly, in many cases before the next class. Our university has a policy prohibiting public posting of grades, even by Social Security Number, or part of SSN. Second, a small group of students seemed to like the use of virtual office hours using the chat rooms. While this was less than 1/3 of the class, they were fairly regular visitors. The primary advantage to web delivery, or web supplementation is the ability to use the vast array of resources available online. For example, my Organizational Behavior classes take the Keirsey Temperament Sorter online, and are required to research their results prior to class. This allows us to use class time in an intelligent discussion about personality in the workplace, rather than using the class taking a personality inventory. My Human resources class does projects using the government Sites O-Net, and the occupational outlook handbook online.

I have heard several concerns about online teaching posed by colleagues, and would like to respond to them. First, a popular comment is: "how do you know the person registered for the course is the one doing the work?" My reply: it's no different than written term papers. Students can purchase them, have friends write them, etc. The same precautions need to be taken. Second concern: Are the students actually learning the material? My response : The majority of students are doing as well on my tests in the online course as they do in my traditional courses. Their written work also is of similar, or in fact, better quality. Concern three: what about participation and interaction? I use discussion threads in my online courses, and find that students are active participants (they get a participation grade) and that their comments are often better thought out than those of classroom students. In addition, I have found that students that I have had in a classroom, who were quiet, are willing to participate in an online setting. I find it helps increase active student involvement. I will note that I am not comfortable with online tests, and while I do give pass/fail quizzes online, the midterm and final exam are administered on campus, or in one instance, in a U.S. Army testing center (for a student on deployment).

The bottom line to my position is: while online technologies for teaching still have problems, they can be as good as, or better than, traditional classroom instruction, in some cases. The teaching environment online is not inferior to classroom instruction, it is just different, and while not necessarily always appropriate, in some cases it is excellent.

Neal F. Thomson
Abbott Turner College of Business
Columbus State University
4225 University Ave.
Columbus, GA 31907-5645
Phone: 706.562.1674
FAX: 706.568.2184
E-Mail: Thomson_Neal@colstate.edu

A REPORT FROM THE TRENCHES: A FIRST EXPERIENCE TEACHING A COURSE ON THE INTERNET

Sharon Wagner, Missouri Western State College

INTRODUCTION

Every year, more colleges and universities are offering courses online. If you intend to be in the teaching profession for the foreseeable future, you will probably be called on to develop and teach a course on the Internet. It's an opportunity to work with students in a new and exciting environment, and frankly can make you a more marketable teacher.

WHAT'S NEEDED?

Just like every marketing text that states that no business is going to adopt the marketing concept if it does not have the support of top management, no distance education program is going to succeed without the full support of top administrators. We were fortunate that Continuing Education was able to provide extra funding for faculty who were developing an Internet course. This was provided the semester before the course was offered. "Reassigned time" would have been a real benefit as well. Internet access for faculty and students is an obvious requirement. There are several software platforms that will support an Internet class. Our campus obtained a site license for WebCT and that is the only format that will be supported for campus distance learning. A team from the computer center that is reasonably conversant with whatever software is being used is vital. These folks need to restrain their impulses to dazzle the rest of us with their knowledge and speed, but have the ability to teach the teachers in clear, concise terms how to use the software available. Those daring souls who taught an Internet course before you do are valuable resources.

IT IS TIME CONSUMING

An Internet course often takes more time and preparation than is anticipated. First, there is the course itself. The entire semester has to be planned in advance, in detail, posted on the course web site, and then it must be adhered to. Students cling to the syllabus and schedule much more so than they do in a regular classroom, where they depend on the instructor to communicate when assignments are due, dates of exams, etc. This fall will be my second time teaching Principles of Marketing on the Internet, and I have spent a significant amount of time this summer changing the course by making more materials available for the students as well as developing methods of communication.

The second use of time is learning to use the software that is available. Our campus adopted WebCT, and the text I chose has material available on a WebCT platform, so that has simplified the process to a degree. Good support is invaluable. Our campus offered a series of classes for instructors who would be using WebCT, and there is prompt, clear help available when problems arise.

The third consumption of time takes place during the semester. Just because we feel as though we have learned to use the technology, it often turns out that learning how to use it well might not be the same thing. Most students are not used to a class this way and need frequent communication in order to feel comfortable "on their own." A frequent request is for my class notes. WebCT has a "Discussion" function that allows me to communicate with all of the students simultaneously. I use this to briefly introduce each chapter and try to communicate the importance of the material that the chapter covers. I then provide a study guide and the outline version of my Power Point presentation for each chapter.

SOME (SOMETIMES) SUCCESSFUL METHODOLOGY

One additional method to help students understand the material and feel more confident that they are gaining the key concepts, is to use the "Discussion" function in WebCT to present a series of questions over each chapter as well as questions over assigned cases. Students are required to respond to at least one of the questions that are posted and to respond to at least one of the comments made by class members for each chapter and case. This discussion process becomes part of their "Participation" grade for the course. There is one chapter assigned a week, so the first thing Monday morning I condense these discussions into one file and print it out for my records. This helps me keep track of who is contributing. If a student is not participating, I can contact them individually, and try to discover what the problem is. Once the questions for a particular chapter are gone, so is their opportunity to respond for that chapter. I will then immediately post the questions for the next chapter. It is vital that I read these responses frequently during each week. It is important that they know I am part of the discussions; it allows misunderstandings be cleared up quickly, or that a question be clarified or examples given in order to encourage students to feel more confident in answering a question. Responses are to be thoughtful and complete. The instructor needs to monitor the responses for any comments that might be taken the wrong way. Without the benefit of facial expressions, body language or tone of voice, jokes or kidding comments often fall flat. It is vital that the instructor comments on the disagreement quickly and defuses any potential tension for the class. An understanding of "netiquette" is important, and students are encouraged to carry on a conversation as if everyone was in the room together. Usually the anonymity of this format is positive, and encourages a shy student to participate where they might not in a regular classroom. It also allows students time to form an answer so they don't feel so "put on the spot" about the questions.

Students also have homework assigned each week. I have found the best way for me is not to use the WebCT mail function, but to ask students to do the homework in Word, then send it to me as an attachment using my regular campus mail. I use a filter on my Eudora so that students' assignments (using a common "subject" word when sending homework) all go into a separate file. I can then set aside a time each day to deal with the homework. When the homework attachment is opened, I click on "tools", then "track changes" and type my comments and grade on the student's paper. I can then send the homework back to the student as an attachment. When they open it, my comments are in red, and they can read why I allotted the number of points I did for that assignment. Cases are handled the same way, with the same guidelines for participation. Promptness in returning the homework is reassuring to the student.

Students tend to miss class interaction. Many course platforms have a way for students to create a "home page" within the course page. This is an opportunity for students to have some kind of an idea who they are "talking to" in the threaded discussions. With some help from your computer support, you might even be able to add a picture to each web page.

WHERE CAN I LEARN A LITTLE MORE?

A search of the web can lead to courses being taught on the web. Read the syllabi and see how others are handling issues you have encountered. One of the first places to start is the World Lecture Hall at http://www.utexas.edu/world/lecture. This site offers examples of courses that are taught entirely on the Internet, as well as courses where instructors use the Internet to supplement their course offerings. One other resource to investigate is http://www.distancelearn.about.com/cs/facultyresources/index.htm

IT'S HERE TO STAY

Many institutions are finding that distance learning is a good thing. It allows working parents, busy professionals and those who live significant distances from the campus to participate in college courses. One student who was studying in Spain during the spring semester took the Internet section of the Principles of Marketing course, allowing her to keep up with her graduation plans. With a little marketing, schools may be able to draw students from a broader geographic area, thereby increasing enrollment and diversity. Keep up with the new technologies: perhaps someday we will be projecting ourselves as a holographic image to a distant classroom – on in someone's living room.

Sharon Wagner
Department of Business
Missouri Western State College
4525 Downs Drive
St. Joseph, MO 64507
Phone: 816.271.5824
E-Mail: wagner@mwsc.edu

TEACHING COURSES ON THE WEB: HINTS & KINKS

Gene C. Wunder, Washburn University

- You Have Agreed to Teach . . . , Now What?
- System Limitations, Yours and Theirs
- Planning and Setting Up the Course
- Dealing With the Unexpected, Part I
- Student – Instructor Communications
- Grading and Other Requirements
- Monitoring and Fine Tuning the Course
- FAQs
- Questions, Questions, and More Questions!
- Selecting the Textbook/Software Package
- Test Drive, Will Everything Really Work?
- The Student – Instructor Learning Curve
- Assignments and Examinations
- Dealing With the Unexpected, Part II
- Course Evaluation and Post Audit

Gene C. Wunder
School of Business
Washburn University
Topeka, KS 66621
Phone: 785.231.1010
FAX: 785-231-1010
E-Mail: gcwunder@washburn.edu

WILL THE INTERNET OBSOLETE SALES PERSONNEL?

James R. Maxwell, Wilkes University
Donald L. Westerfield, Webster University

ABSTRACT

Technology has advanced the development of everything that touch's our daily lives and continues to drive up the standards in the 21st century. These living standards have created several workplace trends that have a profound effect of the marketing mix. In the 40's, 50's, and 60's, outside sales personnel, in particular were considered tire kicking, cigar-chomping, martini drinking, back slapping people who were good-ole-boys that customers did business with. That image has changed today with sales personnel being a key ingredient to profitable business success. Sales personnel must be highly specialized in their area of expertise with the technological and innovative products and services required by today's market place. This paper examines the possibilities for sales personnel, outside sales personnel in particular, being replaced by the Internet.

INTRODUCTION

Markets have changed, recreating themselves, changing the holders of wealth from time to time. These exchanges are occurring at break-neck speed because of the Internet. The Internet is a virtual place of exchange in real-time creating in the market an exchange between buyer and seller. This market place on the Internet is referred to by many names such as, E-market, Electronic commerce, Internet market (I-market), and many other labels.

The Internet eliminates market friction, which is generated by the barriers of time, geography, form utility, and many other marketing mix functions as we have historically known them. By utilization of the Internet businesses can focus on relationships with their customers explicitly. It is about ten times more expensive to secure new clients than lose an existing client, businesses must focus on the importance of relationships.

Market business practices utilizing the Internet, allows businesses to cut marketing costs. By providing catalog management, order processing, fulfillment, and settlement they can increase their value to the customer, while reducing costs. In the business-to-business markets, businesses can provide information boundaries, workflow/process management, data/process integration, searching and information filtering, event notification, promotions, and trading services to name just a few.

With the advantages that the Internet provides businesses, it also provides anxieties. The Internet will certainly increase competition, lower prices, and employment due to vertical changes. Yes, the Internet has increased employment opportunities for those that are qualified or trained in this specialization. Because of the market economy, firms are under pressure to reduce costs to increase shareholder value. They are constantly evaluating the market to seek strategies to achieve competitive advantage. Sales personnel in particular are vulnerable. Businesses that are utilizing the Internet now view their sales as personnel as liabilities, not human assets as they at one time did. Many businesses believe that they no longer need them due to the way in which the Internet, organizational Web sites and automated electronic mail replace the traditional sales person. The Web site can provide many of the functions that sales personnel have historically provided. Web sites can provide product offerings, pricing information, promotion, such as sales, discounts, advertising and countless other promotional capabilities. Even place convenience can be offered to clients on the Web. Brick-and-mortar stores, such as Barnes & Noble, Best-Buy, Gateway Computers sales personnel are threatened. These brick-and-mortar stores are being supplemented with virtual Web sites. The channels of distribution and the entire value chain are questionably at risk as well.

The use of the Internet can be looked at from a positive perspective with regard to sales personnel. The Internet could be used to enhance a sales force and free them up to do more face-to-face selling, especially in the technical product selling arena. The time wasted by sales personnel preparing quotations, searching through catalogs, can now be replaced with effective Web sites on the Internet. Let's face it there are still many things that you cannot get on the Internet.

Another consideration for utilization of the Internet is with credit card fraud, immediate credit checks, a downturn in the economy, innovative-technological related downsizing, right-sizing, terminations, and lay-off's continues to discourage customers from embracing new innovative-technologies to purchase goods and transact their business.

As a result of all of the insurmountable threats, maybe sales personnel will be a precious business asset in the short-term, but will they become obsolete in the near not-so distant future or will their need or position be redefined?

James Maxwell
Division of Business and Accounting
Breiseth Hall #315
Wilkes University
137-159 South Franklin St.
Wilkes-Barre, PA 18766
Phone: 570.408.4718
E-Mail: jmaxwell48@hotmail.com

Donald Westerfield
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
E-Mail: westerdn@mvp.net

A RETAILING CAREER ANYONE?

Linda S. Pettijohn, Southwest Missouri State University

For over 15 years I have been asked by students, "Why should I pursue a career in retailing?" My typical comments as a retailing professor have included: "the fun of a fast-paced environment, no two days are the same, being on a career track that will give you the keys to the store without requiring you to invest thousands and thousands of dollars in startup costs, getting to learn and hone management skills related to managing people, operations and strategy, and the pleasure of welcoming customers to your business. If you are the type of person who would enjoy these challenges and opportunities then retailing could be a career choice for you."

In recent years my "spiel" has been challenged by the very students that had chosen the retail field as a career. Their comments when they finally decided to leave retailing have included: "I am working 60-80 hours per week on a trainee's salary, my boss doesn't care about anything or anyone – only the bottom line." "The company wants me to transfer me again and I've only been here three months. My wife is ready to divorce me." "I might have the keys to the store, but I never make any major decisions because they are all made for me at corporate. I can't even change the air conditioning temperature, it's done at corporate." "I hate most customers because they have an entitlement attitude." "I'm so tired by the end of my shift from working extra hours because staff didn't show up or the truck was late that I can't remember the last time I actually went on a date. Even if I get some time off, the store's staff is still calling my house to ask me questions." And finally, "I didn't even need a degree to get this job." Remember, I'm sitting in the ivory tower and am now faced with former students that are unhappy with their careers in retailing. Now what?

During the summer break, I decided to work for an independent retailer who sells everything to organize one's home, office or garage. My first day was spent helping to unload merchandise from two delivery sources. I opened boxes and checked the merchandise, stacked boxes outside the back door, loaded two days of broken down boxes in the back of an SUV (it had rained the night before and many of the boxes were wet) and took them to the "cardboard only" dumpster at the other end of the strip center. I also moved merchandise to the floor. I thought, "no problem," because I had been lifting weights for a year – wrong! However, I did assemble pieces of furniture with a power tool without incident. By the end of my four hour work day I was hot, sweaty, dirty, bruised, and exhausted. "Welcome to retail," my boss smiled and said.

As the weeks pass, my responsibilities have expanded but, I am still hot, sweaty, dirty, sometimes bruised and not quite as exhausted at the end of the day. Yet, the question still lingers – what will I tell the next student who says to me, "Why should I pursue a career in retailing?" I'm not sure what my answer will be when I get back to the ivory tower.

Linda S. Pettijohn
Department of Marketing
Southwest Missouri State University
901 S. National
Springfield, MO 65804
Phone: 417.836.5574
E-Mail: lsp481f@smsu.edu

PRACTICE VERSUS THEORY: A STUDY OF THE TRANSITION FROM COLLEGE TO WORKPLACE

Michael D. Wiese, Anderson University

What do new college graduates with degrees in marketing face when they transition from the classroom to the profession? Students are taught in the marketing curriculum to be "market oriented" and to be "market-driven." As they move from this teaching to their first job, is what they are taught consistent with the situations they find in their initial interaction with the practice of marketing? What are the implications to marketing education from the experiences of the new marketing professional?

This panel discussion for the 6th Annual Fall Educators' Conference reports on a study that tracked 90 graduates of the researcher over a six-year period as the students transitioned from college education to business professionals. Most of the students started their career in sales or entry-level marketing positions. Using both mail questionnaires and phone interviews, the study was designed to achieve the following objectives.

1. To assess whether the theory regarding the "marketing orientation" that is commonly taught in marketing programs is applicable to the experience of young marketing professionals.

2. To determine what elements of the marketing orientation (as taught through the marketing course work) remain in the professional's working philosophy of business.

3. To explore the factors which foster or discourage the marketing orientation in practice.

4. To access student recommendations for how marketing education should respond to the experience of new marketing professionals.

Definitions of the "marketing concept" or a "market orientation" were taken from Philip Kotler's (1997) *Marketing Management: Analysis, Planning, Implementation and Control*. The basic tenets of the theory as taught by this author include: (a) the organization should have a clear definition of its organizational mission, in light of the market(s) it has selected to serve, (b) the primary goal of the organization is to concentrate efforts on providing value which serves the needs of the target market, (c) profit will result from the organization's efforts to effectively and efficiently meet a consumer need, (d) the organization should strive to stay aware of trends shaping the needs within the target market(s), (e) the firm should coordinate all organizational functions to effectively respond to consumer needs and to maximize consumer value and (f) persons within the organization should be rewarded on the basis of their contribution to the effort to profitably maximize consumer satisfactions.

Respondents endorse the teaching and practice of a "marketing orientation," but they express that there are challenges for new professionals. Overwhelmingly, the professionals say that their organizations espouse such a philosophy of business and strive to be guided by its principles. They also maintain that such a way of conducting business will bring the greatest profitability in the long run. At the same time, the professionals report that there is significant short term pressures that undermine the ability to truly be "market oriented" or market driven." Most often cited barriers for the young professionals include (1) compensation designed to encourage short-term results and (2) a lack of coordination of all functions to effectively respond to customer needs.

The stories of recent graduates suggest that the transition from theory to practice is likely to be accompanied with a "cold water" experience that calls into conflict what has been taught and what is expected in the work world. These experiences tend to come in the form of three conflicts. First is the pressure to achieve immediate financial results. Second, office politics, bureaucratic mindsets and myopic thinking often shock graduates. Finally, the graduates share that the personal ego of managers/owners is often a significant barrier to the practice of a market orientation.

In response to the feedback from the young professionals, this instructor has become intentional in the following ways. First, special attention has been given to discussing the issues that new graduates face when entering the professional world. Second, students are required to get as many professional experiences as possible while still in college. These include internships, part-time positions and practicums. Third, students are required to network with marketing professionals and to have a mentoring experience where transitional issues are discussed. Finally, students are encouraged to relate their personal experiences to theory and practice and to develop a personal marketing philosophy that is shared as part of their professional portfolio.

Michael D. Wiese
School of Business
Anderson University
1303 E. 5th Street
Anderson, IN 46012
Phone: 765.641.4365
FAX: 765.641.4356
E-Mail: mdwiese@anderson.edu

DEVELOPING PROBLEM-SOLVING SKILLS IN THE CAPSTONE MARKETING COURSE

Sid C. Dudley, Eastern Illinois University

New marketing graduates entering the business world are expected to have certain characteristics including critical thinking/problem-solving skills. The marketing class with the greatest emphasis on developing these skills is our capstone case course, Marketing Strategies.

Students have great difficulty and experience considerable frustration in the this course. There are major contributing factors: (1) Student expectations that courses will be based on the "teacher teaches, student sits" model, combined with memorization-regurgitation testing and (2) students' leaping to conclusions rather than doing systematic analysis.

In spite of the emphasis on learning by doing and the inclusion of projects in upper-level business courses, students have been conditioned to the "teacher teaches" organization of classes throughout their schooling. They expect this approach and respond favorably on class evaluations to teachers who satisfy their expectations. This approach, of course, requires the least from the student – they just need to do what the teacher tells them to do.

Extensive research using the Myers-Briggs psychology inventories demonstrate the majority of business majors (approximately 70%) can be described as "leapers" in that they leap to conclusions rather than arriving at their decisions by following a step-by-step, problem-solving approach. In the classroom, professors reinforce the "leapers" by asking for an answer and then justification of that answer. The student's mental effort, then, becomes rationalization of their answer.

DEVELOPING PROBLEM-SOLVERS

To overcome these problems, I begin on the first day of class by stressing the business world, not the classroom. My syllabus contains the following statements:

> "The course attempts to bridge the gap between traditional college courses and on-the-job experiences of the recent graduate in marketing positions. Teamwork, communication skills, and your understanding of the subject in which you are an expert–your major–are important for you to get ahead on the job."
>
> "You may fare better if you forget about the typical college course and, instead, think of yourself as a new hire into the executive development program of a major company. It is up to you to demonstrate your competency and it is up to you to figure out how to do this. There are no "right answers" for you to memorize and repeat on a test. Rather you must demonstrate, every day, that you possess the ability and the motivation to be a successful marketing executive."

The second point that I make is the nature of problem solving in the business world. The following description conveys this reality.

"Real World" Problem-Solving

Take the messes (situations) that you are presented, organize them into problems, figure out what to do, and implement your decision—modifying it as you go.

To organize problems and develop solutions, you must ignore the irrelevant, eliminate the false, recognize the incomplete, and find the missing pieces.

Only then can you devise logical, justifiable solutions.

And you must still implement your decision, modifying it as you go, because things never work out the way you expect them to.

The next step is giving the students a chance to practice their problem solving skills. This usually occurs during the second class period of a Monday, Wednesday, Friday class or the end of the first session of a Tuesday-Thursday class. One case that I have used for this is Queztal Collections (Kerin and Peterson). Queztal is an importer of artifacts and replicas from Central America, South America, and Africa. Queztal is offered a large contact by a mass-merchandiser that wants to distribute its products. After time to read the case in class, I have my students complete 3 by 5 note cards indicating their decision. With no guidance, students almost always recommend accepting the contract. Now, I begin questioning my students about their decision.

The question that I ask is: "What steps did you work through in arriving at your decision?" I do **not** ask them to justify their decision. In fact, I never ask students to justify a decision. The closest that I ever come is to identify what they will accomplish with their decision. Then, I go back and question them about how they arrived at the decision. Students can rarely explain their decision-making process when they have "jumped to a conclusion".

With the Queztal case, questioning establishes that my students have "stumbled" through the decision-making process. Now, I provide them with a series of questions that we use in identifying the problem in cases through out the case.

Problem Identification

1. What is the problem in this case?
2. What decision factors must be considered?
3. What information must be analyzed to solve it?
4. Of the information that you need to analyze,
   a. what are the facts?
   b. what are opinions?
5. What assumptions are you making?

In following this procedure, I start with the problem definition and end with an improved problem statement. I also recognize that questions two and three overlap in the eyes of many students, so I do not make a big deal about where they list an item as long as they identify the factor or information they will analyze. They must, of course, identify all of the factors or information that needs to be considered.

I believe that it is very important for students to recognize what are facts and what are opinions. Information in many cases is presented as fact when, in reality, it is just someone's opinion. Most important of all are the assumptions that students will be making with their problem statement. Once students identify their assumptions, they will recognize that they have incorrectly defined the problem and must work through the procedure a second or a third time.

In Queztal Collections, analyzing the correct factors leads to good decision. The other steps are very straight forward. In other cases, a different step will be the key to a good decision. By mid-semester, students are routinely following this problem identification process. I no longer emphasize the process unless students go off on a tangent.

PROBLEMS WITH USING THIS APPROACH

Students resist this approach. They want the teacher to tell them just what they need to know and let them memorize. Thinking requires effort and students do not like to work very hard. At least until you establish your reputation, you must be unyielding in following the approach.

Student evaluations of your class will be less than the best and you will not be the most popular professor. You will, however, know that you are truly educating your students; and you will hear from some of your students after they graduate. They will tell you how much they appreciate your class **now**.

Sid C. Dudley
School of Business
Eastern Illinois University
600 Lincoln Avenue
Charleston, IL 61920-3099
Phone: 217.581.6903
E-Mail: scdudley@eiu.edu

HOW MANAGEMENT LINKS TO TEACHING/LEADERSHIP

Joseph B. Mosca, Monmouth University
David P. Paul III, Monmouth University

The study of management takes in a great deal of territory, both conceptually and geographically. Teaching today demands smart, altruistic people. The trend is toward involving teachers more and more in decisions about management, instructional planning, and organizing. A critical role of educators is to prepare students to meet the demands of a global economy in a continually changing environment.

Teaching is difficult because the classroom environment is complex, requiring teachers to serve in several roles. They need to serve as coach, activities director, supply master, and confidante. As these challenging roles increase, teachers need to employ the concept of management.

In today's classroom, there are interrelationships among management, the physical, sociocultural, and historical settings of the classroom, and the teacher's role. Managers work in organizations with people to accomplish a specific purpose. Teachers work in schools with students to accomplish a specific purpose. Managers direct the activities of others, and teachers direct the activities of students. When comparing the role of the manager to that of the teacher, it becomes evident that each play the roles of figurehead, leader, liaison, monitor, conflict manager, allocator of resources, and finally the role of negotiator.

Then the question becomes: What skills do managers and teachers need to be successful? The following list is certainly non-exclusive, but does include some important items (1) Conceptual Skills (the mental ability to analyze and diagnose complex situations); (2) Interpersonal Skills (the ability to work with, understand, mentor, and motivate others): (3) Technical Skills (the ability to apply specialized knowledge required within the area in which they work; and (4) Political (the establishment of the right connections, taking into account the reality that both managers and teachers work in a competitive environment and need good evaluations to succeed).

WHY LINK MANAGEMENT TO TEACHING?

Managers have an interest in improving how well their organizations work. Teachers want a well-managed classroom. Understanding management gives one an insight as to why administrators exist, for management is the process of getting things done effectively, and efficiently, through and with other people. Teachers and managers want to be efficient, for they want to do the task right, and they strive for effectiveness by doing the right task. One might ask, How does a teacher get things done through other people and attain efficiency and effectiveness? When a teacher asks a question, what is actually happening is that the teacher often knows the answer, but wants to prompt a response. When a student responds with the correct answer, the message is carried to the other students. Why is this effective and efficient? Because the teacher allows the student to respond in his or her own words, and the other students are receiving a message at their level.

TEACHERS PLAN AND ORGANIZE

Planning from a teacher's perspective is defining the learning objectives, and developing a strategy to integrate and coordinate activities to achieve the objectives. The teacher must plan to set standards, provide direction, minimize waste, and reduce the impact of change. Teachers are in the organizing stage when arranging and grouping class materials, allocating time for instruction, and assigning home- work. In other words, organizing is providing structure by dividing, coordinating, and allocating work. Managers do the same when they arrange and group tasks, allocate resources, and assign work. The teacher's organizational tool is the lesson plan, which breaks down subject matter into learning components.

LEADERSHIP TEACHERS AND MANAGERS

Leadership is influencing others to work willingly toward achieving objectives. The basics of teaching and management are achieving objectives. Leadership requires critical thinking to identify and account for what is happening, understand and accept what is happening, and/or accept mistakes. All of this leads to motivation. In order to motivate, a leader needs to understand the role of individual's personalities, their abilities, employees and student's perceptions, and individuals' behavior patterns.

Good teachers are aware that everyone is different and the world revolves around who we are and what we want. Teachers who employ the leadership approach are aware of how people differ in their values, personalities, abilities, and needs. Therefore, teachers act as filters to add to and detract from how students perceive material being presented, by influencing against distortion, and providing the correct stimulus. Contemporary managers have transformed from managing to motivational leaders, seeking out individual abilities.

Abilities influence behavior, for there are many underlying types of abilities that employees and students have, such as: (1) mental abilities which vary in intelligence (important to teachers who utilize the building block approach to build on memory, reasoning, and influence comprehension) and (2) mechanical ability (important in order to understand students' ability to visualize how things work). Most importantly, teachers utilizing the leadership approach are constantly monitoring a student's psychomotor abilities. A teacher/leader is aware of his or her student's dexterities, manipulative abilities, eye-hand coordination's, and student's motor abilities. All of these abilities will affect the most important student behavior - comprehension. An effective leader is one who takes time out to coach and influences performances.

Joseph B. Mosca
Department of Management and Marketing
Monmouth University
West Long Branch, NJ 07764-1898
Phone: 732.571.3495
E-Mail: mosca@monmouth.edu.

David P. Paul III
Department of Marketing and Management
Monmouth University
West Long Branch, NJ 07764-1898
Phone: 732.571.5336
E-Mail: dpaul@monmouth.edu

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