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</tbody>
</table>
# Active Learning through Marketing Simulations

<table>
<thead>
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<th>Course</th>
<th>Suggested Courses</th>
<th>Description</th>
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I would like to thank those who have put in much time and effort to make the conference a success. Larry Zigler served as conference chair, Michelle Kunz and John Cherry helped to facilitate the session technology set-up, and Marie Steinhoff has worked very hard to coordinate registration and compile the conference proceedings.

Thank you to the many refereed paper reviewers and session chairs, listed separately in this publication. Your assistance has helped to make the conference a valuable experience for everyone. Thanks to all of you who took time out of your schedule and made the commitment to attend the conference even with limited travel funds to share your ideas and help us all grow professionally as marketing educators.

Next year holds some exciting opportunities with the Spring Conference in Chicago March 23-25, 2011 and then the Fall Educators’ Conference next fall in St. Louis September 21-23, 2011. I hope to see you again soon!

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</tbody>
</table>
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>vi</td>
</tr>
<tr>
<td>BEST PAPER AWARDS</td>
<td>vii</td>
</tr>
<tr>
<td>REVIEWERS</td>
<td>viii</td>
</tr>
<tr>
<td>SESSION CHAIRS</td>
<td>ix</td>
</tr>
<tr>
<td>MMA PUBLICATIONS AND EDITORS</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
</tbody>
</table>

## REFEREED PAPERS

- **Learning by Doing: A Comparative Study of U.S. and International Students**
  - Robert D. Green, Farideh A. Farazmand
  - Page 1

- **Using Social Media as a Doorway to Business Networks**
  - Don Jones
  - Page 7

- **Using Personality Profiling to Create Project Teams**
  - Deidre M. Pettinga, Jerry Flatto
  - Page 12

- **Graduate Student versus Undergraduate Student Differences in Simulation Satisfaction and Learning: A Proposed Research Agenda**
  - Bradley W. Brooks, Timothy E. Burson, Steven M. Cox
  - Page 19

- **Enhancing Marketing Courses with Live Case Consulting Projects**
  - Jeffrey B. Conner, John C. Riddick, Jr.
  - Page 22

- **Assessing Critical Thinking in a Principles of Marketing Course**
  - Lisa M. Lindgren
  - Page 28

- **Faculty Internships: Who Is Most Interested?**
  - Lori Lohman, Samantha Gerhardson, Greta Thorsgard, Amanda Sorenson, Allison Grams
  - Page 33

- **Ten of Your Friends Like This: Brand Related Word-of-Mouth on Facebook**
  - Ryann Reynolds-McInlay, Zinaida Taran
  - Page 37

- **Student Perceptions of Peer Evaluation in a Marketing Capstone Class**
  - Maggie McDermott, Gwen Achenreiner
  - Page 43

- **UAIDAS: Approaching the Class with a Little Marketing**
  - Paul M. Lane, John P. Farris
  - Page 50

- **On-Line Survey Software and Teaching Marketing Research**
  - Philip M. Hurdle
  - Page 55

- **Integrated Pricing Strategy: A Corollary to Integrated Marketing Communications**
  - Brian A. Vander Schee, Timothy W. Aurand, Sylvia Suszek, Air Bastarrica, Chidi Asiegbe, Brian Butler
  - Page 60
Making the Most of an International Faculty Development Program
Rama Yelkur, Brenda Bailey-Hughes, Laura Alderson ................................................................. 61

Blending Academia and Experiential Learning: Developing a Career Intervention for the
Millennial Generation
Chris Dennison, Leigh Ann Waring .................................................................................................. 63

Teaching Wally: A Theoretical Discussion of the Role of Apathetic Motivation in the Use
of Business Technology
Aneela Kahn, Michael A. Levin, Bruce C. Bailey ........................................................................... 65

The Disappearing Undergraduate Business Marketing Course
Ellen S. Novar ........................................................................................................................................ 67

The Effect of Rating Scales on Systematic Differences Between Students and Non-Students
in Survey Research
Tao Guo, Robert E. Mark, Junhong Min ............................................................................................ 69

A Tri-Continental Global Collegiate Marketing Project-Reflections and Recommendations
Peter Knight, Ina Freeman, Irfan Butt ............................................................................................ 70

Bridging the Training Gap: College-to-Corporation Business Simulations
Richard Rocco, Melissa Markley Rountree .................................................................................. 73

A Qualitative Examination of University “Engagement” Through the Lens of Business Executives
Chad Milewicz, Sudesh Mujumdar, Mohammed Khayum ............................................................ 75

The Case of the Compromised Case: How the Online Posting of Case Solutions Killed off
Black and Decker (A) and Other Great Marketing Cases
Mike McCardle, Western Michigan University ............................................................................. 77

Reinventing the Old Kiosk as the New Interactive: Student Case Writing
Brian A. Vander Schee, Timothy W. Aurand, Jennifer Iacovelli, Jerry Jednoroz,
Jeffrey Bergren, Lisa Keller, Matthew Taylor .................................................................................. 79

Implementing Experiential Learning Through Inter-Disciplinary Collaboration
Sandipan Sen, Peter Chanthanakone ............................................................................................ 80

Higher Education Branding: Importance of and Differences Between Private and Public
University Students’ Views
Deborah F. Spake, Eileen Wall Mullen, Mathew Joseph, Simon Wilde ......................................... 82

POSITION PAPERS

Integrating Teaching, Scholarship, and Service with Consulting Research
Larry DeGaris, Deidre Pettinga ........................................................................................................ 84

Using Applied Course Projects at International Universities: Experiences in Two Countries
Robert D. Green ............................................................................................................................... 86

A Design Guide for Your Online Course
Michelle B. Kunz ............................................................................................................................ 88

Service Learning and Community Partners in the Finance
Michelle C. Reiss, Frances Ann Ford ................................................................................................ 91
A Three-Phase Approach for Effective Internships
    Jeffrey B. Conner ................................................................. 93

Fostering Team Building Through Creative Branding
    Michael R. Luthy, Patricia P. Carver ........................................ 95

Personal Brand Marketing
    Michael R. Luthy, Patricia P. Carver ........................................ 97

The Value of Service-Learning: Providing Meaningful Educational Experience Post-Katrina
    Pamela A. Kennett-Hensel .......................................................... 99

Making Connections: Building Community-Campus Partnerships Through Service Learning in a Management Course
    E. Anne Christo-Baker .............................................................. 101

Active Learning: Meeting the Needs of Employers
    Jean M. Scheller-Sampson .......................................................... 103

Using Live Marketing Projects to Make Connections That Benefit Students, Local Organizations, and University Reputation
    Lynn Dailey .................................................................................. 105

Advantages in the Marketing of For-Profit vs. Non-Profit Higher Education Institutions
    Katherine A. Reynolds, Melody Alexander, Rod Davis ....................... 107

Student Perceptions of Using Mind Maps in Higher Education
    Dave Dulany .................................................................................. 109

Student Marketing Presentations in a Symposium Format: A Value-Added Resume Builder for Tough Economic Times
    Ethan Christensen ........................................................................ 110

Students Improve Sustainable Thinking or the Five P’s of Sustainability
    Paul M. Lane .................................................................................. 112

Active Learning Initiatives: Enable Competitive Success
    Roscoe Hightower, Jr., Shannon Kirk, Phillips Adebimpe ....................... 114

The Impact of an Experiential Simulation Exercise in a Principles of Marketing Class on the Knowledge of Basic Accounting/Finance Principles
    William J. Wellington, A. J. Faria, David Hutchinson, Maureen Gowing ......................... 116

Role of Universities in Market, Product, and Business Development: An Entrepreneurial Macro Approach for Community Development by Adopting Micro Strategies
    Zafar A. Bokhari ........................................................................ 118

What Engineers Need to Know about Marketing to Bring Successful Products to Market
    John P. Farris, Paul M. Lane .......................................................... 120

Business Ethics Instruction Innovations: A Transformational Leadership Approach
    Lawrence S. Ruddell ........................................................................ 122

The Leaderless Organization, Change in Constant Motion: A Strategic Case Study
    Dennis M. Kripp ........................................................................ 124
Constructing a Meaningful Internship
Rick Saucier, Margrette Newhouse ................................................................. 126

PANEL POSITION PAPERS

Using Simulations Successfully for Integrative Learning
David Dulany, A. J. Faria, Janie Gregg, William J. Wellington ......................... 128

The Use and Assessment of an Interactive Computer Simulation in the Business Capstone
Michelle C. Reiss, David Hudson ................................................................. 131

A Description and Anecdotal Assessment of Student Learning Derived from Participation in a Competitive Marketing Simulation
Ellen S. Novar .............................................................................................. 133

Sustainability: Define then Integrate
Scott Thorne ................................................................................................. 135

Bringing Sustainability to the Classroom
Richard J. Vaughan, David Gordon ............................................................ 137

Teaching Sustainability: the Heart of Matters
Debbie DeLong ............................................................................................ 139

Marketing and Sustainability: Perceptual Incongruity or Strategic Fit
Patricia R. Todd ........................................................................................... 142

Engaging and Active Learning in the Classroom
Joanne Leoni ............................................................................................... 144

Realistic Active Learning Competitions: Lessons Learned
Deborah L. Owens ....................................................................................... 146

Active Learning Competitions: Moving from the Left Brain to the Right Brain
Brian J. Taillon ............................................................................................. 148

Business Ethics: How to Teach and Evaluate
John Fraedrich ............................................................................................ 150

Spreading the Responsibility for Ethics Education Across the Curriculum: Is Anyone Watching the Store?
Paul J. Hensel ............................................................................................. 153

Teaching Ethics in an Ethical Way at an Ethical Institution
Frederick B. Hoyt ....................................................................................... 155

Student Evaluations or: How I Learned to Stop Worrying and Embrace the Analysis
Michael A. Levin ........................................................................................ 156

Technology and Information Literacy
Pamela L. Mickelson .................................................................................... 158

Making Connections: The Search for Best Practices to Build a Learning Community with Technology
Dorothy S. Pisarski ...................................................................................... 161
Making Connections with Business
Jeff Conner, Don Jones, Chad Milewicz ................................................................. 163

Making Connections with Business in Your Business
Tim Scales .................................................................................................................. 165

Emerging Trends in Teaching Entrepreneurship
Brian P. Hanlon ......................................................................................................... 166

Clay, Marshmallows, Spaghetti, Rock, Paper, Scissors
Paul M. Lane ............................................................................................................. 168

Community Connections That Foster Entrepreneurship and Innovation
Dena Lieberman .......................................................................................................... 170

Approaches to Building and Sustaining Entrepreneurial and Innovative Business Community Connections
Stanley J. Osweiler .................................................................................................... 172

From Supply Chains to Value Chains Interface of Marketing and Operations Management
Cigdem Z. Gurgur ...................................................................................................... 174

Michael J. Messina, Gannon University .................................................................. 176

Using Value Chain to Integrate Coursework: An Example from an Integrated MBA Program
Rebecca Hochradel, Garret Ross .............................................................................. 177

Chasing an Elusive Brand: A Library or Learning Center?
Jim Fisk .................................................................................................................... 179

Using the Brand Builder Matrix for Marketing and Management Education
Pamela L. Mickelson ................................................................................................. 181

AUTHOR INDEX ......................................................................................................... 185
LEARNING BY DOING: A COMPARATIVE STUDY OF U.S. AND INTERNATIONAL STUDENTS

Robert D. Green, Lynn University
Farideh A. Farazmand, Lynn University

ABSTRACT

Service-learning is a teaching strategy that provides students an opportunity to increase knowledge and skills as well as further improve their personal development. The workplace and marketplace continues to be more diverse, as does the college population. This study includes a highly diverse international student sample. Significant differences are found between United States and international students’ performance in courses that include service-learning, or learning by doing projects.

INTRODUCTION

Two critical factors have evolved for university graduates’ employment—globalization and career preparation. As observed of this importance, “The impact of both the marketplace and AACSB accreditation has resulted in a substantial interest in ‘internationalizing’ the business curriculum and encouraging student experiences in schools of business across North America and throughout the world” (Gordon et al. 2009, p. 133). Furthermore, with preparing students for successful careers, specific standards must be met, e.g., assurance of learning (AACSB International Accreditation Coordinating Committee 2007). Service-learning teaching-learning strategies have been used to achieve such learning outcomes. For example, “effective learning occurs when students are actively involved with an experience and then reflect on that experience” (Frontezak and Kelly 2000, p. 3). As universities provide diversity opportunities for student learning, e.g., recruiting and admitting international students, there is a pedagogical need to determine, “how the diverse student populations perform in service-learning assignments” (Geringer, Stratemeyer, and Canton 2009, p. 9). Therefore, the purpose of this study is to examine the differences between United States and international students’ performance in courses that include service-learning, or learning by doing projects.

OVERVIEW OF SERVICE-LEARNING

Service-learning is an instructional method that integrates theoretical learning with real life experimentation and community service. Literature supports the positive impacts of service-learning pedagogy in enhancing students’ learning and personal growth (Dudderar and Stover 2003; Easterling and Rudell 1997; Mastrangelo and Tischio 2005; Petkus 2000; Soslau and Yost 2007; Steinke and Fitch 2007; Sternberger, Ford, and Hale 2005). In a service learning course explicit classroom learning objectives are supplemented by an experiential service project and a reflection assignment for students to bridge theory and application (Dudderar and Stover 2003). This integration of education, experiment, and service not only enhances students’ learning, but also provides each student with a sense of achievement, satisfaction and effectiveness as a community member, in addition to fulfilling degree requirements (Easterling and Rudell 1997; Holland 2001; Titus and Petroshius 1993). The continuity of classroom learning to the real world opens up a broader perspective to the students with insights, awareness, involvement and positive change in attitude, behavior, self-esteem and personal growth, which all constitute solid foundation for future career success (Easterling and Rudell 1997).

Butin (2003) indicates that high schools have been first to adopt service learning pedagogy to their curriculum. Steinke and Fitch (2007) point to the importance of service-learning integration to higher education curricula in the development of student’s skills. Sternberger, Ford, and Hale (2005) refer to service learning as a powerful teaching method for promoting “personal and cognitive development of undergraduate students” (2005, p. 77) in which students practice decision making, communication, critical thinking, interpersonal and leadership skills and personal development such as personal efficacy and social responsibility.
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Zlotkowski (1996) points out that service-learning pedagogy has been mostly adopted by social sciences and liberal arts academics. Campus Compact (2004) reports that most of the service-learning courses offered on university campuses are linked to the most vocational or soft disciplines such as education or social work. The St. Mary’s College of Maryland is an example of incorporating service-learning pedagogy into a sequence of courses in teacher education curriculum (Dudderar and Stover 2003). Students of the education department participated in the Reading Tutoring Project at local elementary schools. Dudderar and Stover (2003) indicate that the college students’ writing assignments and journals showed an in-depth understanding of the educational contents of the courses resulting from real life experience of reading, tutoring and mentoring at local elementary schools. The college students also demonstrated developing skills such as problem-solving, time management, teamwork, tolerance, and reflective abilities. On the personal level, they developed a sense of appreciation for teachers and self, motivation, involvement, discovery and enjoyment of serving and being able to serve. Mastrangelo and Tischio (2005) describe how a year-long service learning project integrated to first year writing-intensive courses offered at University of Albany, SUNY provided the students with the opportunity to apply the classroom theoretical learning through participation in a year long pen pal project at local elementary schools. The authors, who were also the course instructors, report the positive impact of the pen pal project on SUNY students’ learning and personal development.

Business schools have been slow in integrating service learning pedagogy to their curricula (Geringer, Stratemeyer, and Canton 2009; Klink and Athaide 2004). Business programs have been also criticized for the competency of business school graduates, especially for skills such as decision making, problem solving, team work and written and oral communication (Geringer, Stratemeyer and Canton 2009; Lamb, Shipp and Moncrief 1995). Business schools curricula are more focused on dissemination of knowledge and less concerned with the development of students’ skills (Chonko 1993; Lamb et al. 1995). Klink and Athaide state, “Relative to other business disciplines, marketing may be particularly well suited for service learning, given its longstanding interest in social causes” (2004, p. 146). Marketing departments have begun to incorporate service-learning to their curricula (Andrews 2007).

Titus and Petroshius (1993) discuss the beneficial impacts of adding an experiential project to an undergraduate consumer behavior course. Both students and instructor’s evaluations of the learning outcomes of the course and implications of the project reveal several benefits to students’ learning, including hands-on experience, analytical skill in the market place, synthesizing theory and practice and relating marketing concepts to real world application, design and execution of a marketing project, and appreciation for marketing research. Klink and Athaide (2004) discuss the challenges of implementing service-learning into the principles of marketing course because of limited marketing backgrounds of students. However, their assessment of learning and personal outcomes of the principle of marketing courses with a problem-based service learning project indicated positive outcomes. Assessment of the students’ project reports and a short questionnaire with semantic differential and open-ended questions indicated enhancement in students’ perception of learning, implementation of concepts to real world problems, team work and communication skills, and social responsibility. Klink and Athaide (2004) recommend incorporating service learning projects not only to the principles of marketing courses but also to other relevant marketing courses.

Geringer, Stratemeyer, and Canton (2009) expand on Klink and Athaide recommendation by requiring, “the students to look beyond marketing related problems” (2009, p. 4) and allowing for individual work as well as team work in a service project. The learning objectives of the service-learning project included academics, skills, attitudes, career development, and civic responsibilities. Geringer et al. state that assessment of the learning outcomes of the service learning project indicated that, “all objectives or student learning outcomes were achieved to some extent” (2009, p. 6). Awareness, civic responsibilities and commitment to volunteering of students were impacted the most and career development was impacted to some degree. Assessment results showed enhancement of students’ knowledge and understanding of the principles of marketing and leadership and communication skills. However, Geringer et al. (2009) point to relatively large standard deviation of the enhanced learning item on the questionnaire indicating variation in the effectiveness of the service-learning method of teaching for different students. The authors recommend further research on, “how the diverse student populations perform in service learning assignment” (Geringer et al. 2009, p. 9).

Furthermore, multi-course integrated applied projects have been found to be a successful teaching-learning strategy. Bobbitt, Inks, Kemp and Mayo (2000) describe integration of three courses, principles of marketing, personal selling and sales management with an experiential project. The authors explain that a trade show organized and presented by the students applied to all three
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courses, but different classes had to develop different projects based on the trade show, such as a new business-to-business product and a marketing strategy, sales training video, and sales calls. The assessment of the integrated experiential project indicated favorable responses of the students to the project, the positive motivational impacts of class rivalry and peer pressure and a more effective teaching and learning method.

THE STUDY

Lynn University is an independent, coeducational, residential institution with 2,410 (2,032 undergraduate and 378 graduate) students from 44 states and 81 nations. The University has a 16:1 student to faculty ratio and offers baccalaureate, master and doctoral degrees. Lynn has six colleges of which the College of Business and Management is the largest (Lynn University 2009).

During the 2009-2010 academic year, Marketing Communications, Global Marketing, Business Marketing Management, and Marketing Research courses were offered. Both semester’s courses were structured exactly the same with the exception of the type of experiential marketing project. Examinations were approximately 30% of the course grade, course project 40%, and other 30%.

The first part of the semester was focused on textbook assignments and the last six weeks were only for developing the course-learning project. The Fall and Spring semester courses had a different applied project. While the same semester courses had the common project concept, they had very different project assignments. For the marketing communications course, teams selected different target audiences, and completed an integrated marketing communications plan. Global marketing teams identified different countries, and developed an international marketing plan. For the marketing research course, teams chose different target markets, and developed a research proposal and did a market research study. Finally, business marketing teams selected different target markets, and developed a business marketing plan.

During both semesters, all participants (N=116) were traditional students. There were 70 United States (U.S.) citizens (60.3%) and 46 international students (39.7%). Of the 46 international students, over 60% were from either Latin America (32.6%) or Europe (30.4%) while the remaining were from the Middle East (15.2%), Asia (8.7%), Caribbean Islands (6.5%), Africa (2.2%), and other (Bermuda, Canada with 2.2% each). The sample (two-group) size is large enough to compare U.S. and international students’ perceptions of the applied learning projects (Hair, Anderson, Tatham, and Black 1998).

Each course had instructor-developed guidelines. These were detailed but were flexible enough for student teams to be adaptive and innovative to complete their experiential learning project. During the field research and project development period, there were no class sessions. However, the teams used the classroom for meetings and the instructor was available for assistance. In addition, required business/project meetings were held with the businessperson and the instructor in an auditorium on Tuesdays from 12:30 to 1:20 PM for all students in the courses. These meetings were to report (project status) and for informational (ask questions) purposes. For the last week of the semester, each team made an oral presentation using PowerPoint and submitted a written plan to the instructor and businessperson. At the time of written submission, each team individually rated or evaluated (based on a total of 100%) all team members as to their contribution to the project with no two members having the same rating (percentage). The projects were evaluated (graded) and returned to students during the scheduled Final Week class session. This provided an opportunity for students to ask questions and/or make comments and for timely feedback.

At the end of the semester, each student completed the researchers’ developed seven-question survey using a 5-point Likert-type scale (1 = Strongly Agree to 5 = Strongly Disagree). The items were developed as knowledge, skills, personal development, or learning (knowledge and skills) classifications. These are included in Table 1. The mean scores for both groups were less than the mid-point of the 5-point scale for all items. Therefore, students indicated favorable perceptions of the experiential project. On the average, international students’ responses were lower (more favorable) for all statements than the U.S. students.

Of particular interest to this study are the differences between the two student groups. Responses for four of the six items reveal significant differences (p < 0.05). International students showed the highest motivation for doing another service-learning project (personal development) than U.S. students (p < 0.001). Furthermore, international students felt that they learned more (knowledge) and developed better or new skills in the course with an applied project than without one (p < 0.01). Lastly, international students perceived doing better in the course that included examinations and a course project (learning) than the U.S. students (p < 0.05). The results found no significant differences between the two groups.
as to looking forward to doing another team-based project (skills) and the project meeting their career goals (learning).

CONCLUSION

As business education learning expectations continue to increase, service-learning for one (stand-alone) or multiple (integrated) courses has become a more utilized teaching strategy to meet specific learning standards. Furthermore, diverse project teams create a “real world” experience (Steigner, Coulson, and Balasubramnian 2009). As schools of business encourage, communication, leadership, critical thinking (Easterling and Rudell 1997). The findings support having diverse project teams, by either members assigned or have well-defined guidelines, to maximize the learning experience. While U.S. students should have the advantage of knowing local business practices, the international students are more likely to realize (and influence the U.S. students of) the benefits of a service-learning project, e.g., increased learning (knowledge and skills), improved personal development – with learning by doing experiences.

Table 1. Comparison Results between United States and International Students

<table>
<thead>
<tr>
<th>Item</th>
<th>U.S. Students Mean</th>
<th>International Students Mean</th>
<th>Mean Difference</th>
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<tbody>
<tr>
<td>Learned more about Marketing in this course than a Marketing course</td>
<td>1.89</td>
<td>1.50</td>
<td>0.39**</td>
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<td>without a service (applied) learning project. (Knowledge)</td>
<td></td>
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<tr>
<td>Developed better or new skills in this course than a Marketing</td>
<td>1.94</td>
<td>1.52</td>
<td>0.42**</td>
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<tr>
<td>course without a service (applied) learning project. (Skills)</td>
<td></td>
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<td></td>
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<tr>
<td>Look forward to doing another service (applied) learning course</td>
<td>2.47</td>
<td>1.59</td>
<td>0.88*</td>
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<tr>
<td>project in the future. (Personal Development)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look forward to working in a team in the future. (Skills)</td>
<td>2.46</td>
<td>2.09</td>
<td>0.37</td>
</tr>
<tr>
<td>Did better in this course that had both examinations and a service</td>
<td>2.24</td>
<td>1.89</td>
<td>0.35***</td>
</tr>
<tr>
<td>(applied) learning course project than without such as project.</td>
<td></td>
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<td></td>
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<tr>
<td>(Learning)</td>
<td></td>
<td></td>
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<tr>
<td>A service (applied) learning project has benefited me more in</td>
<td>2.06</td>
<td>1.81</td>
<td>0.25</td>
</tr>
<tr>
<td>meeting my career goals than a course without such a project.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(Learning)</td>
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</tbody>
</table>

Note: * (< 0.001), ** (< 0.01), and *** (< 0.05) indicate significance differences.

REFERENCES


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Graduating students are facing a rapidly changing and challenging job market. Over 93% of seniors are using social media in their career search but less than 6% of them are receiving any contact from potential employers. As social media continues to evolve our students still need to develop a professional network built on personal interactions.

This presentation is on the development of a seminar course for juniors and seniors with a goal of building professional networks. The course used social media as the study topic and then used that knowledge as a key to develop relationships with marketing and communication professionals.

As found in the 2010 NACE Survey, while 91.3% of seniors have a social profile, less that 6% have been contacted by a prospective employer through their site. Our students need to follow the advice of a Chicago politician and learn to “shake hands and kiss babies” as they begin to campaign for their careers.

This paper will be an examination of how a specific course was developed that brought the students together with various marketing professionals. First, we will look at the content and pedagogy techniques used in the classroom. Next, we will review the networking steps and events that occurred off campus during a weeklong immersion in Chicago, Illinois. Last, we will put forward a discussion of course evaluation and what benefits the students have received to date from their new professional associations.

Every institution gains advantages and disadvantages solely because of its location. Some are rural and some urban with a continuum for population densities ranging from sparse to dense in each segmentation. The institution used in this presentation is a small, private, liberal arts college located in a rural area of the Midwest. The community hosting the college for 150 years has a population of approximately 8,100. The college’s student population is 2,700.

Located in an area of beautiful bluffs and clear, meandering trout streams, the college’s location provides a unique, scenic atmosphere for its students. Additionally, the institution’s size and execution of its mission
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fosters a strong internal community with many alumni maintaining close connection with the school. This strong alumni support greatly aides the college’s Career Center in the placement of students into internship and entry level positions.

While being located in a scenic area provides unique cultural opportunities, the fact remains that Minneapolis is three hours to the north and Chicago is five hours to the east. For many pursuing professional careers in areas that tend to be concentrated in urban areas, such as marketing or communications, this remoteness can be a disadvantage. Job fairs, as held at most of schools, do bring students in contact with recruiters. Job Fairs while valuable do not foster professional network development that can greatly increase the number of career opportunities.

Two last items need to be brought up. First is the unique structure of college’s academic calendar. The school operates under a 4-1-4 system. This is two semesters of approximately 16 credit hours each.

The “1” is called January -Term (J-Term) and provides month long concentrated seminar opportunities for specialized study including Study Abroad, specialized topic studies, or various independent projects for the students. Each J-Term course has a total of 18 days of study.

Students have a diverse selection of courses during J-Term including subjects as the Holocaust, Shakespeare to a History of Jazz. Recent departmental courses included Creativity and Innovation, Ethics and Computing, and Negotiations and Conflict Resolution.

Secondly, for the 20 past years I worked at a Fortune 500 company directing marketing activities. Yes, that did give me an advantage in having contacts that presented to the class. Is this situation unique? No. All readers no doubt have professional connections that, as we will discuss, might be willing to assist in a class development. If not, your college will in all likelihood have an agency of record where you can build a speaker program just as was accomplished in this situation.

COURSE CONTENT AND TECHNIQUES

When location creates disadvantages the situation can be minimized through use of professional networks and the use of technology, specifically social media tools. Businesses, as John Viola of the Chicago Bulls noted in his presentation to the class and found in research for the course, know they need to be involved in social media, they just don’t know how. So a twofold advantage is given the student through this type of course. They can develop networks through social media with professionals and the truly successful students will also create their futures by developing successful applications of social media for the “old guard.”

The course was conducted during the 2010 J-Term and titled Social Media Marketing to Generation Y. Social media was the key that would be used to open the doors for the students to a professional network. The core concept was to build the course around social media and to use that as a key to open up the door to professional networks. The area of social media has enough depth and breadth to be a standalone valuable course, but here the content gave a common point of discussion so the students could begin building their networks.

“The course was promoted as an examination of how Gen Y will be marketed to concentrating on the use of Web 2 technology and communication strategies.” The course was open to junior and senior level students that had completed the introductory marketing course, Principles of Marketing. Class size was limited to fifteen and was predominantly Management majors. There were also students from the Theatre, Dance and Communication departments. The student’s cost for the course was $550.00, covering all travel, and was supported by department grants to lower total cost.

The class used the following learning methods. The first was formal class lecture. The lectures were a survey of some of the various tools currently being used in Web 2.0 (or whatever Web generation the reader believes we are currently in). Syllabuses from a variety of other institution’s courses were examined and a general topic was specifically patterned from a social media course at UC Berkley. During class lecture and discussions there were extensive use of videos with the majority found on YouTube under the specific topic of study for that day. A video example would be for mashups the class watched 10 Things I Hate About Commandments.

The class did extensive readings using available topical books and relevant blogs and wikis. A list of specific books used is listed in the concluding notes section. Using the material presented, the class was divided into four working groups. Each group was assigned a topic to research. Topics were:

- Overview of Web 2.0,
- Consumer Generated Media,
- Targeting and Segmentation of Social Media,
- Web 2.0 Metrics and Analysis.
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Each group contributed to a class community wiki. This tool was familiar to many of the class and allowed all to review and edit not only their group’s contribution but also the other work groups. To further define the research project the “wiki” paper specifically applied each area to how it applied to Luther College.

The student’s evaluations were very positive on the use of a community wiki. Comments were directed on how this tool could be used to better facilitate group/team projects in other classes.

There are a variety of free sites available to open a wiki such as PBWorks, which we used in this class. Students were evaluated for the course based on:

♦ Quality of contribution to class wiki,
♦ Participation in class – knowledge of readings, interaction in Chicago sessions,
♦ Peer and course evaluation (individual submission).

Two items should be noted here. First, one does not need to be a technological expert in Web 2.0 to lead this type of course. In fact the instructor’s technological skills were at best average.

What is important is an understanding how the Web 2.0 pieces all move together. “First, the technologies change rapidly. And second, the technologies are not the point. The forces at work are. Like the jujitsu master, you must understand how bodies move, not just learn a single block or throw.”

Second, do not assume all students are well advanced technology. You may safely assume they are ahead of you in some, but not all areas. The evolution of social media will continue and we all will watch the growth of consumer content in a variety of applications.

NETWORKING IN THE WINDY CITY

With a common skill set for the class of social media tools the course ended with a week in Chicago meeting with a variety of marketing professionals. As previously noted an advantage to the instructor was that for the previous 20 years was involved with marketing at a Fortune 500 company. In reviewing the agenda many of the businesses represented were from past associations.

While past associations made the initial planning easier, it by no means that it cannot be duplicated using your network, and/or agencies used by your school or through alumni. The cornerstone of the presentations was selecting one agency to build on. In this case, it was the LoSasso Agency, a progressive, interactive agency that went way beyond expectations for the students. Their president, principal partners and creative directors all gave engaging presentations along with leading open ended, exploratory conversations.

Two important events occurred as the agenda was formed. First was the agencies involved brought more to the students in material than was hoped for. Notably every presenter from every company offered their contact information and gave sincere invitations to the students to communicate with them.

Next, as the agenda was forming the agencies and businesses involved brought more speakers and contacts into the mix. The Chicago Bulls were added to the agenda, along with Life Fitness, and Anheuser-Busch brought event specialists to share with the class. The agenda for the presentations can be reviewed in the Appendix.

COURSE EVALUATION AND STUDENT’S RESULTS

The measurement of success of the course first and foremost is applying the knowledge gained in regards to social media and using it to develop a professional network. Simply, what was the ROI for the students?

First let’s look at the impact on the four graduating seniors in the class. All four students used social media as the central topic for their senior papers or projects. In review of their projects they took the material gained from the course and during the Chicago presentations and applied it in each of their projects.

Most important for the seniors have been that each of them found employment and are beginning their professional lives. The fields they are now involved with are a political campaign, financial, technology sales and small family owned retail operation.

Did the students build on their professional networks? Again the answer is yes. All of the Chicago speakers (agenda is in the endnotes) supplied contact information to the students and have made themselves available many times since their presentations. One excellent example is from Jim Frisch, Vice President of Personix. Mr. Frisch offered his services to mentor interested students on finding a career. As of this writing Mr. Frisch has mentored three students and is willing to continue in the future. There have been many more examples of the students receiving this type of unique benefit from other presenters.
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The students rated the course very high. Course evaluations (IDEA Short Form) placed the course in the top ten percent. All students submitted a five page evaluation of the Chicago presentations and all comments were extremely favorable. A student comment example was *when someone has actually done it and can speak with detail about it, people listen and it is very rewarding.*

CONCLUSIONS

Conclusion #1: “We needed this course our first year!” This was the opinion voiced by the class in discussing the course wiki. The wiki project concentrated on all the social media tools and uses available on campus. The list was extensive and much more than any of the students had thought. So as we work to bring “community” to our campus it should be considered to be a part of the orientation process a review of social media tools.

Conclusion #2: “Clean up your Facebook page.” This advice is becoming very common, but at the time delivered very bluntly by the presenters, came across clearly to the students. Many though pushed back citing various privacy tools they assumed controlled who had access to the pages. The presentation given by an Ethical Hacker (yes that is the job title) quickly changed their view here. Following that presentation most of the students went directly back to the hotel and did quite a bit of deleting and password changing.

Conclusion #3: Professionals, at least in marketing, want to have this contact with your students. The group of presenters we used was in no way unique. It was surprising how much effort they all put into their presentations. It was more rewarding watching them continue contact with the students. Every school has an agency they use and additional contacts. Ask them and you will find they will bring others into the mix.

Conclusion #4: You do not need to be a technology expert to lead this type of course. The social media tools will change and neither you nor the students will be on top of all of them. Six months before this was written we were asking if MySpace was dead and Facebook taking over. Now Facebook is being challenged by MyYearbook. It will continue to change even faster. What is important as referenced earlier by Charlene Li, is an understanding of how the parts are moving in relation to each other.

Social media is about communities and passion. Using it as a tool can bring your students closer to the business contacts they will need to successfully start their careers. Leverage your contacts and your students will benefit from the personal interactions they gain with prospective employers and future colleagues.

REFERENCES AND NOTES:


7. Syllabus for Management 339; Social Media Marketing to Generation Y; Luther College, D. Jones.


10. Books used in class:


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> Wiki class used was from PBWorks. http://pbworks.com/

12 Li, *Groundswell*, 18.

APPENDIX

The agenda with the speakers for the week was:

<table>
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<tr>
<th>Monday, January 18</th>
<th>Tuesday, January 19</th>
<th>Wednesday, January 20</th>
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<th>Friday, January 22</th>
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<td>LoSasso Office</td>
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<td>Email Service</td>
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Using Personality Profiling to Create Project Teams

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Jerry Flatto, University of Indianapolis

Abstract

Amato (2005) used the Myers-Briggs Type Indicator to examine the relationship between personality composition of student teams and the resulting communication styles found on student evaluations. They concluded team composition was tied to the nature of the task. This research builds on Amato’s, using the Keirsey Temperament Sorter personality profile as the basis for team formation. It further introduces a performance measure, in addition to a self-evaluation gauge, to assess student group effectiveness. The results show a trend in keeping with Amato’s findings that complementary groups out-perform compatible teams on a marketing-related task.

Introduction

Recognizing that people do not operate in a vacuum—that they work and interact with those around them—many organizations have utilized personality typing to evaluate the work and decision-making styles of their members. This is especially true within business organizations, which have used the Myers-Briggs Type Indicator (MBTI) or the Five Factor Model of Personality to examine the trait differences between workers in various departmental functions, such as marketing or information systems, as well as to identify the traits of existing or potential leaders. More recently, research in this area has focused on the impact of personality on group dynamics and functioning. Questions arise as to whether performance is better when team members share a similar personality make-up or when the composition of personalities is mixed. Associated with this is the situation when teams self-select so as to work with their friends or peers with similar work styles. In these circumstances, solutions developed may be sub-optimal because members agree with decisions based on friendship or similar perspectives on the project.

Background

In an effort to prepare students for the interaction they will likely encounter in the workplace, many business schools require students to complete group projects. The effects and benefits of group projects for students have been addressed by a number of researchers. For example, Chickering and Gamson (1987) found that students are better able to develop critical thinking skills, while Qin, Johnson and Johnson (1995) demonstrated a link between group experiences and the development of problem-solving skills. Group projects also can help improve communication skills which are crucially important to students’ future careers (Hackbarth 1996).

In the same way that teamwork can complicate matters in a business setting, problems can arise in creating and managing teams within the classroom. A range of effort, conflict and success can be found when students work in teams. However, recognizing that students not only gain subject-matter knowledge but develop interpersonal skills as well, Daigle, Doran and Pardue (1999) stressed the importance of improving group problem solving by engaging students in collaborative projects that challenge them to understand and manage the psychological variables at play in a group setting.

To appreciate the work styles of individuals when they work in groups, an improved understanding of personality types and social interaction is important. Social psychologists and personality researchers have long been interested in explaining how people perceive, infer, or assign causes to their own behavior and that of others. Such causes are thought to be rooted either in an internal, dispositional factor or an external, situational factor. Jung believed people have a predisposed, dominant personality tendency that guides their thoughts and behaviors (Bell 1999; McCaulley and Moody 2001). Jung proposed two attitudes: extraversion and introversion, along with four functions—sensation, intuition, thinking, and feeling (Singer and Bonanno 1990; Stricker and Ross 1964). Jung’s personality theory is credited as...
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the foundation of two personality profiling systems – the Myers-Briggs Type Indicator (MBTI) and the Keirsey Temperament Sorter (KTS).

The MBTI is a well-known and widely-used personality questionnaire, based on Jung’s four bipolar dimensions (Bell 1999; Maddi 1989). The four facets are then combined into 16 types, based on the scoring pattern represented by the basic four types: extroversion/introversion, sensing/intuition, thinking/feeling, and judging/perceiving (Stricker and Ross 1964).

The Keirsey Temperament Sorter (KTS) is also thought to be loosely based on the Jung and the MBTI. Keirsey’s model of temperament is based on a person’s core needs, such as a need for freedom or a need to be useful. Keirsey defines temperament as “a configuration of observable personality traits, such as habits of communication, patterns of action, and sets of characteristic attitudes, values, and talents” (www.keirsey.com). According to the theory, there are four basic temperament groups which describe human behavior: Artisans, Guardians, Rationals, and Idealists. These four temperaments can be further subdivided by character types. Table 1 (www.keirsey.com) shows the four KTS personality types and their subtypes. Keirsey’s 1998 book Please Understand Me II explains his theory of personality, “There are

Table 1. Description of the KTS Types

<table>
<thead>
<tr>
<th>Guardians Character Types</th>
<th>Idealists Character Types</th>
<th>Artisans Character Types</th>
<th>Rationalists Character Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspector (ISTJ)</td>
<td>Champion (ENFP)</td>
<td>Composer (ISF)</td>
<td>Architect (INTP)</td>
</tr>
<tr>
<td>Super-dependable; responsible; rule-followers; community-minded, not showy.</td>
<td>Pass out extraneous details to others; enthusiastic, outspoken; vivid, inspiring.</td>
<td>In tune with their senses; spontaneous; creative; not verbally expressive; sensitive and kind; long for the outdoors.</td>
<td>Theoretical thinkers; strategic, analytical, precise, pragmatic; curious; reserved.</td>
</tr>
<tr>
<td>Provider (ESF)</td>
<td>Counselor (INF)</td>
<td>Crafter (ISTP)</td>
<td>Field Marshal (ENTJ)</td>
</tr>
<tr>
<td>Highly cooperative; team-players; detail-oriented, highly social; sympathetic; self-conscious.</td>
<td>Interactive, nurturing; quiet influence.</td>
<td>Masters of tool work; love action; spontaneous; thrive on excitement; let actions speak for them.</td>
<td>Organizers; leaders; goal-driven; visionary; good communicators; tireless; respected.</td>
</tr>
<tr>
<td>High social, community-minded; cooperative; demand respect from others; hard-working; dutiful, leaders.</td>
<td>Hostel (INFP)</td>
<td>Performer (ESFP)</td>
<td>Inventor (ENTP)</td>
</tr>
<tr>
<td>Highly outgoing, caring, passionate; great sense of right and wrong; dreamers; welcoming of new ideas and information.</td>
<td>Outwardly calm, caring, passionate; great sense of right and wrong; dreamers; welcoming of new ideas and information.</td>
<td>Full of good humor; skilful at music, comedy and drama; centre of attention; pleasure-seeking; generous.</td>
<td>Innovative; entrepreneurial; pragmatic; fast thinking; bold; easily going; pioneers.</td>
</tr>
<tr>
<td>Supervisor (ESTJ)</td>
<td>Teacher (ENF)</td>
<td>Promoter (ESTP)</td>
<td>Mastermind (INTP)</td>
</tr>
<tr>
<td>Highly social, community-minded; cooperative; demand respect from others; hard-working; dutiful, leaders.</td>
<td>Motivating; good communicators; charismatic; enthusiastic; organized, intuitive, sincere, leaders.</td>
<td>Action-oriented; fun and clever; have a theatrical flair; demand challenges; charming; confident; bold.</td>
<td>Complex thinkers; contingency-minded; reluctant to lead; aim for maximum efficiency; self-confident; strong-willed; fact-driven.</td>
</tr>
</tbody>
</table>
two sides to personality, one of which is temperament and the other character. Temperament is a configuration of inclinations, while character is a configuration of habits. Character is disposition, temperament pre-disposition” (www.keirsey.com).

In their examination of personality types working in the information systems design and user functions, Kaiser and Bostrom (1982) noted that Jung’s personality framework does not rank one type superior to any other. Rather, each type offers its own set of strengths and weaknesses. “The essential question is: what design is most appropriate for a given organizational environment?” (Kaiser and Bostrom 1982, p. 56).

The personality composition of groups and team effectiveness has also been examined more closely. Muchinsky and Monahan (1987) described two models of team personality fit: heterogeneous and homogeneous (Neuman, Wagner, and Christiansen 1999). Heterogeneous groups exhibit a high degree of team personality diversity, while homogeneous teams display a low level of personality variety. The supplementary model of personality environment relates to a homogeneous team composition. This model predicts higher job performance based on the compatibility of team members – suggesting that communication and motivation will be improved based on the comparable nature of the personalities of the team members. Conversely, the complementary model suggests that team performance is improved when the personalities are more diverse, indicating that the team’s success will result from the unique talents and contributions of dissimilar members.

Neuman, Wagner, and Christiansen’s (1999) examination of complementary versus compatible groups found that a diverse or complementary team composition – where each member contributes unique attributes to the team – performs at a higher level than a compatible squad. However, they were careful to qualify that their results apply to the particular job examined in their study.

Amato (2005) examined compatible and complementary team composition using the MBTI with undergraduate-level business students. They compared the performance of teams in an upper-level Marketing Strategy course and an introductory-level Macroeconomics course. Using the MBTI, they compiled complementary and compatible groups in both courses. They measured their results with a survey on team members’ perceptions about the experience on key features including specialization of labor, collective action, teamwork skills development, and student administrative problems with group work scales developed by McCorkle et al. (1999) (Amato 2005). Interestingly, the project yielded split results which were tied to the nature of the work. For the Macroeconomics project, teams with a compatible make-up worked better and contributed more equally than complementary groups. However, for the Marketing class, complementary groups were more likely than compatible groups to collaborate well.

**METHODOLOGY AND DATA**

A project similar to that of Amato (2005) was the subject of the present study, which took place during the winter semesters of 2009 and 2010. Students from an Information Systems (IS) and an Advertising class at a small private university in the Midwest were combined to form teams to work on projects for the Google Online Marketing Challenge. The Google Online Marketing Challenge is a global student online marketing competition open to any institution of higher education worldwide. Each team was assigned to work with an actual small business to improve the organization’s visibility in Google’s search engine. The teams had to analyze the existing company’s web site, develop keywords applicable to the organization and then create Google AdWords campaigns associated with the organization. Google provided each team with $200 to run the ads in Google AdWords (modern equivalent of an organization paying for an ad in the yellow pages).

During a three-week competition window, the teams had the opportunity to optimize and refine their campaigns. Each team had to submit two competition reports – one before they began and one after the campaign ended. The final report had to include specific metrics that determined the effectiveness of the campaigns. In 2010, more than three thousand students from seventy countries competed in the competition (http://www.google.com/onlinechallenge).

In this research project, students were placed into groups based on two criteria: results of a KTS personality profile and, to a lesser degree, the course in which they were enrolled. The Keirsey website provides information about the percent of each temperament type found in the general population. Table 2 shows the percentages of each temperament type found in the general population, along with an estimate of what should have been anticipated among the student segment for each year. The composition of the students involved in the project did not mirror the Keirsey guidelines for the general population. This could have been due to the small numbers involved in the project or to the fact that the personality types of students enrolled in business classes may not be consistent with the personality types of the general popu-
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lation. However, given the complete lack of Rational types among the students in 2009, a decision was made to form four groups of three students comprised of one of each of the Keirsey types represented in the student participant population. In 2010, an increase in the number of students enrolled in the two courses and an increase of the diversity of Keirsey types permitted more complementary groups to be formed. Typically, four students comprised each group. Compatible groups were defined as any group in which all the members were of the Guardian type. Complementary groups were defined as any group in which two or more members were not a Guardian type.

The analysis compared the results of compatible versus complementary groups. Based on Amato’s (2005) work, it was hypothesized that complementary groups would outperform the compatible, measured both on performance metrics and team member perceptions. While Amato (2005) had split results, the task in the Google Online Marketing Challenge was likened to that of the Marketing Strategy project outlined in Amato (2005), which revealed greater results for complementary MBTI groups.

The current project used comparative results to measure team performance as well as group dynamics. As Amato (2005) observed, “The effectiveness of group projects both in terms of the quality of the project produced as well as student perceptions regarding the learning experiences is most likely related to the personality characteristics of the individuals who comprise the group” (Amato 2005, p. 42). However, Amato (2005) based the results on ease of communication and student perception measures. In other words, there was no evaluation made of the actual quality of the work produced by the team.

Table 2. KTS Types in the General Populations. Actual KTS Types Among Student Participants

<table>
<thead>
<tr>
<th>Temperament</th>
<th>Percent in Population</th>
<th>Anticipated 2009</th>
<th>Actual 2009</th>
<th>Anticipated 2010</th>
<th>Actual 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guardians</td>
<td>40 – 45%</td>
<td>12-14</td>
<td>23</td>
<td>24-27</td>
<td>41</td>
</tr>
<tr>
<td>Idealists</td>
<td>15 – 20%</td>
<td>4-6</td>
<td>4</td>
<td>9-12</td>
<td>9</td>
</tr>
<tr>
<td>Artisans</td>
<td>30 – 35%</td>
<td>9-11</td>
<td>4</td>
<td>18-21</td>
<td>6</td>
</tr>
<tr>
<td>Rationals</td>
<td>5 – 10%</td>
<td>1-3</td>
<td>0</td>
<td>3-6</td>
<td>3</td>
</tr>
<tr>
<td>Total Students</td>
<td></td>
<td></td>
<td>31</td>
<td></td>
<td>59</td>
</tr>
</tbody>
</table>

This research provides both an evaluation of group performance as well as of team member perceptions.

Criteria for evaluation for this research project were tied to the independent conditions for assessment which were established by the organizers of the Google Online Marketing Challenge. The contest rules required each team to file a structured final report containing – among other items such as background explanations and strategic planning information – a Google Analytics and a learning component, which includes self-reported group dynamics. The Google Analytics are generated for any Google AdWords account, based on the results of the bidding strategy and ad creation. The Analytics report four key metrics: Total Clicks, Total Impressions, Click Through Rate, and Cost Per Click (www.google.com/support/googleanalytics). The self-reported group dynamics are a function of the criteria for the final project.

Table 3. 2009 and 2010 Google Competition Analytical Results

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Clicks</td>
<td>217.75</td>
<td>150.00</td>
<td>299.71</td>
<td>256.00</td>
<td>269.91</td>
<td>215.23</td>
</tr>
<tr>
<td>Total Impressions</td>
<td>270116.25</td>
<td>264719.60</td>
<td>484443.00</td>
<td>165814.75</td>
<td>406506.00</td>
<td>203855.08</td>
</tr>
<tr>
<td>Click Through Rate</td>
<td>0.202%</td>
<td>0.100%</td>
<td>0.517%</td>
<td>0.198%</td>
<td>0.402%</td>
<td>0.160%</td>
</tr>
<tr>
<td>Cost per Click</td>
<td>$1.50</td>
<td>$1.64</td>
<td>$1.23</td>
<td>$0.89</td>
<td>$1.33</td>
<td>$1.18</td>
</tr>
</tbody>
</table>
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report outlined by Google. These include the team’s reflection on such items as learning objectives and outcomes, as well as group dynamics.

DISCUSSION

In 2009, a total of ten teams – four complementary and six compatible – were entered into the Challenge; in 2010, a total of fifteen teams – seven complementary and eight compatible – were entered into the Challenge. In both years, all teams used websites from the same industry, to control for any seasonal fluctuation in the level of online searching, based on the nature of the business. The websites were either day or residential camps from across the United States; all camps were affiliated with the American Camp Association.

A breakout of the 2009 and 2010 teams was completed to explore the hypothesis that complementary groups would perform better on a marketing task than compatible teams. Table 3 shows the 2009 / 2010 Analytics from the complementary versus compatible groups.

Of the metrics shown in Table 3, the Click Through Rate provides the best measure of the group’s effectiveness in the Google Competition. Total Impressions is the number of people who see the ad as a result of their Google search. Total Clicks is the number of people who actually click on the ad and go to the corresponding website. Click through Rate is the ratio of Total Impressions divided by Total Clicks. The higher the Click Through Rate, the more effective the campaign can be considered in “driving” traffic to the camp’s website.

Looking at the results in Table 3, for both 2009 and 2010, the complementary groups averaged a higher Click Through Rate than the compatible groups. Additionally, the results improved from 2009 to 2010. Based on the results, it appears that complementary groups which combined the different personality types are more effective that compatible groups having the same personality types. However, the results in this study, while generally agreeing with the results of Amato (2005), were not found to be statistically significant. Two tailed T-Tests of the results from the various student teams in 2009 and 2010 did not result in statistically validated differences, most likely due to relatively small sample sizes and high variances associated with the individual team results.

One part of the requirements specified by Google for the final campaign report was for the inclusion of a “Learning Components” section. This section required the group to discuss how well the group felt it functioned as an effective group. The results from this self-reported group dynamics are shown in Table 4.

The self perceptions reported in the final papers of the complementary teams show a positive group dynamic, while the compatible groups were more likely to report a negative group dynamic in the learning component of their papers. Theses self-reported perceptions support the hypothesis that complementary teams would report more positive self perceptions than compatible teams on a marketing task.

LIMITATIONS AND FUTURE STUDY

The trended findings provide general support for the hypotheses and demonstrate the viability of the KTS as a foundation for forming complementary teams, especially for groups charged with performing marketing-related tasks. Further testing of the KTS on other projects would be valuable to test Amato’s (2005) MBTI findings regarding complementary versus compatible groups where task type is concerned. In addition, further research using groups comprised of a full complement of the Keirsey temperament types is advised, in order to fully support the claim made regarding the effectiveness of complementary groups on marketing-related tasks. The addition of the results of more groups would further enhance the validity and generalizability of the findings.

Table 4. 2009 and 2010 Self-Reported Group Dynamics

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorable Group Dynamics</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>6</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Unfavorable Group Dynamics</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>
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CONCLUSIONS

This paper has shown the value of using personality profiles to create either complementary or compatible groups and examined more specifically how groups comprised of complementary KTS types perform relative to compatible groups on a marketing project. While the Keirsey Temperament Sorter may lack the empirical support given to the MBTI, the results of its use in the study outlined in this paper are similar to results of similar studies which have used the MBTI, thus lending a degree of confidence in the reliability of the KTS for projects of this nature.

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Graduate Student Versus Undergraduate Student Differences in Simulation Satisfaction and Learning: A Proposed Research Agenda

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Steven M. Cox, Queens University of Charlotte

Abstract

Marketing academicians face multiple decisions when incorporating a simulation into a marketing course such as choosing a specific simulation, determining a simulation format, and deciding to require any supplemental activities to go with the simulation such as a competitor profile, customer analysis, or internal financial analysis (among other options). This research calls for a new research stream to offer insights into these decisions based on measuring two objectives for utilizing a simulation: student learning and student satisfaction. In so doing, the research proposes hypotheses regarding the relationship between these variables regarding two student populations: undergraduate and graduate students.

Introduction

Many marketing academicians have shown increasing desires to enhance active learning experiences (Zych 1997). (See Cannon and Feinstein 2005, for a list of advantages of experiential learning tools as compared to traditional.) In response to those desires, Burns and Gentry (1992) point to computer simulation experiences as offering a particularly robust experiential learning environment. Such simulations can be used to complement or even to substitute for a traditional lecture-based classroom setting. (See, for example, Brooks, Burson, and Rudd, 2006 for an extensive review of the value of utilizing simulations within marketing curriculum.)

As electronic simulation games gain increasing adoption within marketing curriculum, increasing numbers of professors face a variety of decisions that accompany the utilization of a simulation exercise. Incorporating a simulation into a course requires the instructor to select the specific simulation option; to determine the decision format (such as students competing (as individuals or as groups) against other students or against computer); to design any supplemental assignments in conjunction with the simulation exercise (supplemental assignments would include activities such as requiring students develop a customer analysis, a competitor profile, or an internal financial analysis); to determine any debriefing methods; and to determine how (or if) students will be graded. Previous researchers have illustrated the instructor’s needs to consider course objectives and specific student groups in selecting a simulation game (Gentry, Burns, and Fritzsche 1993; Peach and Hornyak 2003). These research studies, however, offer little understanding of how the differences between various student groups would likely impact the objectives.

Two such objectives, perceived learning and student satisfaction, have each been measured in numerous research studies within marketing education literature. The relationship between these variables, however, has not received significant attention. The purpose of this research, therefore, is to call for a research agenda to examine the relationships between student perceptions of learning and student satisfaction levels of a computer simulation exercise. This call for research extends beyond the primary simulation activities to include the relationships between satisfaction and perceived learning of supplemental assignments as well. In so doing, this research also proposes a starting point by providing hypotheses regarding variances in the relationship between these variables based on undergraduate versus graduate student populations. To the extent undergraduate students and graduate students differ in these out-
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comes from a marketing simulation experience, marketing instructors should benefit from understanding those differences before making the required decisions in utilizing a simulation (Brooks, Burson, and Rudd 2006).

**MAIN EFFECTS ON STUDENT SATISFACTION**

As anyone who has spoken to today’s college students can attest, many of them feel pressed for time. To the extent that students do not believe a course required activity has enhanced their learning, they will become dissatisfied with the activity. The students’ perceived extent of learning from the simulation, therefore, will be an important determinant of their satisfaction with the simulation. Likewise, the students’ perceived extent of learning from any supplemental activities will be an important determinant of their satisfaction with those supplemental exercises. Conversely, students who believe they have learned important concepts from a simulation experience should be more satisfied with that experience than students who do not hold such beliefs. As before, a similar effect of perceived learning on satisfaction should be found on students’ perceptions of supplemental activities.

H1: Satisfaction with the overall simulation experience is positively correlated with perceptions of learning.

H2: Satisfaction with additional simulation activities is positively correlated with perceptions of learning.

**INTERACTIVE EFFECTS ON STUDENT SATISFACTION**

While the main effects proposed in Hypotheses 1 and 2 are expected both in graduate and in undergraduate students, the relationship should be more pronounced within graduate students than within undergraduate students. Being more experienced, graduate students should have more formally defined learning objectives than undergraduate students and they should have a greater ability to apply information than is learned within a course. (See Wellington, Faria, and Nulsen (1996) for examples of these differences.) As such, they should derive additional satisfaction from a positive learning experience than should undergraduate students.

H3a: Satisfaction with the overall simulation experience will be higher for grad students who rate the simulation as contributing to learning than for undergrad students who rate the simulation as contributing to learning.

H3b: Satisfaction with additional simulation activities will be higher for grad students who rate the activity as contributing to learning than for undergrad students who rate the activity as contributing to learning.

Graduate students, furthermore, tend to be older, have more demanding work requirements, and often have additional (i.e., nonschool-related) time pressures than do undergraduate students. Such a combination leaves them with little tolerance for any time intensive activities for which they do not perceive educational benefit. If they are required to participate in a class project or exercise that they do not believe contributes to learning they will likely view such an activity as being a waste of their time and will not only derive very little satisfaction, but they will actually experience great dissatisfaction.

H4a: Satisfaction with the overall simulation experience will be lower for grad students who rate the simulation as not contributing to learning than for undergrad students who rate the simulation as not contributing to learning.

H4b: Satisfaction with additional simulation activities will be lower for grad students who rate the activity as not contributing to learning than for undergrad students who rate the activity as not contributing to learning.

As a group, undergraduate students, while appreciating learning, would not have the same professional experiences as graduate students. With less developed learning objectives and with a lower basis for applying business knowledge gained from education, they would be likely to find greater satisfaction in other aspects of a simulation experience than their graduate student counterparts.

To the extent that student performance measures (profitability, market share, ROI, etc.) are accessible by other students, these measures can serve as a competitive barometer for students within a simulation industry. Performing well in a simulation exercise, therefore, offers a student satisfaction relative to competing groups. Being relatively unsophisticated, undergraduate students should place a greater emphasis on their own perceptions of success relative to their perceived learning than would graduate students. Their satisfaction with the simulation
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experience, therefore, would be higher for undergraduate students who perceived themselves to be highly successful than for graduate students who perceived themselves to be highly successful. Conversely, the opposite effect would hold for students who perceived themselves to have been highly unsuccessful. These effects would not be as likely in comparing student satisfaction with any supplemental activities since these activities would not typically provide measures for easy comparison with other students.

H5a: Satisfaction with the overall simulation experience will be higher for undergrad students who perceived themselves to be highly successful than for graduate students who perceived themselves to be highly successful.

H5b: Satisfaction with the overall simulation experience will be lower for undergrad students who perceived themselves to be highly unsuccessful than for graduate students who perceived themselves to be highly unsuccessful.

DISCUSSION

Utilizing an electronic simulation within a marketing course requires the instructor to make several interrelated decisions. Selecting an appropriate simulation and determining the use of any supplemental activities should be decisions based on the students’ needs and on the instructor’s objectives. As electronic simulations become increasingly more utilized within marketing curriculums, greater numbers of marketing instructors are facing these decisions; thereby, furthering the need for additional research into this topic.

The research agenda proposed here should prove very beneficial for instructors when making simulation decisions. The fundamental objective for this research stream should be based on providing conceptual and empirical insight for instructors. The hypotheses provided in this specific research proposal would serve only as a starting point from which new insights could arise in a variety of currently unexplored perspectives.

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ENHANCING MARKETING COURSES WITH LIVE CASE CONSULTING PROJECTS

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John C. Riddick, Jr., Hanover College

ABSTRACT

There are a number of pedagogical benefits of using live case consulting projects to complement traditional written cases for teaching marketing. The benefits include increased student motivation, greater integration and retention of concepts, and more realistic engagement with real-world situations. This paper provides examples of live case projects used by the authors in marketing courses and proposes a framework for considering which, from a range of live case types, is most appropriate for a particular course and situation. The framework considers the level of ambiguity along with the trade-off between student motivation and the instructor’s level of control.

INTRODUCTION

For purposes of this paper a “live case” is defined as a student consulting project for a real client, addressing a real client situation, the results of which will be presented to and evaluated by the client. Typically, the client provides an up-front briefing, offers opportunities for students to ask questions and gather additional information, and receives and reacts to the analysis and recommendation. The students gather information, analyze the situation, develop alternatives, and recommend and support a recommendation.

Several characteristics differentiate live cases from most written cases:

♦ Students work directly with a real client, on a real situation, in real time, and present their recommendations to the client in a way that raises the stakes.

♦ There can be real results – The client will act on the recommendations if persuaded.

♦ Students deal with the complexity and ambiguity inherent in the real world in a way that is difficult to capture in a written case.

♦ The students must figure out what information is needed and how and from whom to collect it. This often includes conducting primary research.

GROUNDING IN EDUCATIONAL THEORY

In thinking about ways to enhance our use of cases, it is important to begin with why cases are so valuable as a pedagogical tool. In the book, Teaching at Its Best, Linda Nilson (2003) suggests a number of pedagogical benefits of case-based teaching:

Aside from the fact that students enjoy the case method, good cases are rich educational tools.

♦ They require student’s active engagement in and use of the material.

♦ They help make up for students’ lack of real-world experience.

♦ They accustom students to solving problems within uncertain, risk-laden environments.

♦ They foster higher-level critical thinking and cognitive skills such as application, analysis, synthesis, and evaluation.

♦ They demand both inductive and deductive thinking, compensating for higher education’s lack of focus on the latter. (p. 169)

In considering the use of live cases, the benefits come in enhancing the strengths of traditional cases. We summarize the benefits below and then consider each
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benefit and the importance ascribed to it in the learning literature:

- Increase student motivation through practical application in authentic and meaningful work.
- Encourage better integration of knowledge and greater retention of concepts.
- Better capture the uncertainty and messiness inherent in real-world situations that involve real people, and require students to dig deeper when the information is not handed to them.

Motivating students to put in the depth of thought and analysis necessary to get the most from a course is a common issue in higher education, even when using well-written case studies. In describing the characteristics of a good case, Nilson suggests “the decisions students make must have some importance, even if only hypothetical…” (Nilson 2003, p. 171). By taking decisions out of the realm of the historical or hypothetical, live cases can be more motivating. John Tagg in his book, The Learning Paradigm College, talks about the importance of “authentic performances” to provide the higher level of motivation that can help students get the most out of courses. Authentic performances are “complete tasks that are visible and meaningful to others” (Tagg 2003, p. 155). They are “the kind of work people do in real situations, situations where their actions will have significant consequences” (Tagg 2003, p. 157). He differentiates those from the typical assignments that students view as having meaning only as a means to a grade.

Our experience is that when students have a real project for a real client, they dig deeper, think harder and prepare more. Live cases are particularly meaningful and relevant because the situation and issues are real and the analysis and recommendations can make a real difference for the client. Students realize that at the end of the project they will face the client, and they really don’t want to look foolish or unprepared in front of the client.

The literature suggests some real benefit in terms of enhanced, “deep” learning from greater levels of motivation. In How the Brain Learns, David Sousa (2003) describes the importance in terms of retention of learning:

- Working memory is a temporary memory, so items have limited time for processing. But the longer an item is processed (or rehearsed), the greater the probability that sense and meaning may be found, and therefore, that retention will occur. One way to increase processing time is through motivation, which is essentially an emotional response. Not surprisingly, recent research has validated long-standing beliefs that motivation is a key to the amount of attention devoted to a learning situation (p. 65).

Retention is more than a function of time spent processing, however. The use of cases in general and more realistic live cases in particular requires students to work with and apply knowledge so that it goes beyond rote learning. What students remember and, more importantly, what they will have readily available in the future to use is also a function of the extent to which new knowledge is connected with other knowledge and integrated into a bigger picture:

- Some of the things we learn we remember for a while and then forget. Some things we learn we integrate into our permanent conceptual scheme and simply know. Fully integrated knowledge is more reliable than the knowledge that has not been so integrated. And the way we learn things appears to have an effect on the speed and efficiency with which they integrate learned material (Tagg 2003, p. 67).

A final benefit provided by live cases derives from the enhanced realism of the actual process of information collection and analysis. A written case may challenge students by providing inadequate information or by making the situation quite ambiguous, but students are largely given the information they have to work with. Real-world situations are messy, and information must be sought or created, evaluated and processed.

With live cases, students must identify what information is needed and how to get it, whether it comes from interviewing the people at the organization, from sifting through price data, or from conducting their own market research. In Learning That Lasts, Mentkowski and Associates (2000) suggest students learn through performance “by pursuing analytical enquiries in a problem-solving context, using their knowledge base to frame useful questions, seeking needed information, drawing conclusions, and persuading others (p. 230).” This is particularly strong when students must develop the information and persuade an actual client to pursue their recommendations.

Getting as close as possible to the reality students will face in the business world after college pays dividends. According to John Tagg (1995):


**Refereed Papers**

- Expertise in any field consists of the ability to perform authentic tasks effectively. If we want students to become expert at anything, they must eventually do the sorts of things experts do. It is precisely the quality of having a practical context and purpose that generates both the motivation and the deep approach. (p. 158)

**LIVE CASE EXAMPLES**

The authors use live cases in two types of undergraduate marketing courses in addition to other business courses. One course is Marketing & Promotions, an introductory marketing course that also includes greater than typical coverage of advertising and promotion. The other course is Professional Selling. We will provide two examples of live cases for each course:

A major assignment in our Professional Selling course is a live case working with organizations on a sales-related challenge. These student-led projects have produced measurable benefits for clients. In one recent example, the instructor and students partnered with a regional newspaper, the News & Tribune of Southern Indiana, to develop the sales strategy for a new business journal, Southern Indiana Business Source. The region had been devoid of any major business publication. After a project kick-off meeting with senior management at the newspaper and the introduction of a few basic sales concepts – prospecting, client qualification, relationship management, and question-based selling – students were split into four functional teams focused on advertising, content, product development and pricing/distribution.

Each team had major deliverables associated with the live case. The advertising team met with the sales team at the newspaper, conducted market analysis of prospective advertisers, and created prospect information in ACT! customer management software. The pricing/distribution team developed a pricing model, while the content and product development teams created a mock-up of the final product to be used by the newspaper’s sales team.

Over the course of the term, students conducted project updates with the instructor/client who acted in a sales management role. The entire project was geared toward the final sales meeting at the end of the term. Students briefed the newspaper’s management on their vision and accompanying sales model. The majority of the student’s recommendations were implemented by the newspaper, and Southern Indiana Business Source has gone on to be a highly successful media outlet for the region.

In another Professional Selling live case, students worked with development executives at Junior Achievement of Kentuckiana (JAKY) to help the organization expand its presence in a Southern Indiana county. At the time, the biggest bottleneck was JAKY’s inability to secure qualified volunteers from major area businesses. The class became the sales team with the objective of making sales calls on businesses in the area to expand JAKY’s programs. A “sale” in this case was the commitment from a company to provide volunteers to run a JAKY program. Students were split into two teams focused on market research/reporting and development. The market research team entered all prospect contact information into the ACT! software and linked each contact with a specific opportunity. Within each opportunity the team was required to establish a sales stage and probability of close. Finally, the team was required to research the local market beyond the “starter” list of contacts provided by the instructor.

The development team acted as the core sales group. They called on prospects at local businesses and asked for an appointment to explain the JAKY program and ask for volunteers. Once the students successfully scheduled an appointment, they were responsible for developing a sales presentation to be delivered during the meeting. The objective was to obtain a commitment for volunteers while allowing students to hone their “closing” skills by asking for the business. At the conclusion of the effort, students briefed JAKY executives on their progress and were successful in soliciting commitments for volunteers from a large number of companies in the area. Within six months, JAKY had its programs up-and-running in the county.

In our Marketing & Promotions class we replaced a final written case with a live case. To make it easier to manage the case and for the students to conduct research, the professor uses projects internal to the college. One project was to help the money-losing campus pub find ways to increase its business. The student board that manages the operation presented the situation and issue to the class early in the term. Working in teams of five to six students (which makes it more manageable and creates some competition), the students conducted their own market research, analyzed the situation and developed alternatives. Each team presented its recommendations to the board at the end of the term.

Another project was for student teams to recommend a communication strategy and supporting promotional elements for the College. The starting point was an extensive market research study among prospective students and parents that had been commissioned by the
College. This project was particularly effective in that students had real research to work with, had to deal with a particularly challenging aspect of advertising development, and had to present the results to non-student clients – the Director of Communication and Admission staff members.

Knowing this was likely to be a challenging assignment, the author scheduled a class period later in the term for student to conduct a work session and ask questions. As often happens with live cases, the students had a lot of questions about the process they were going through and the particulars of the assignment as they struggled with it. And those questions were of a depth and quantity students seldom get to when doing more conventional cases or assignments. The clients seemed quite surprised at the depth of analysis and the quality of the ideas, and the students had quite a sense of accomplishment.

**CHALLENGES**

While live case projects can offer real benefits, there are reasons they are likely to be best used sparingly and later in a term or course of study.

**Student Time Commitment**

Live case projects usually require more time from students, which can take away from time spent on content. The trade-off of content in favor of application may be worth it, however. The literature suggests students fail to retain a great portion of the content they are taught by more traditional means, and live cases can lead to better connection and retention.

**Student Stress**

As experienced by previous authors (Keller and Otjen 2007, p. 243), students accustomed to grades based on tests and well-defined projects often find these larger and less-structured projects very stressful. They can struggle with where to get started and with identifying how to obtain the information they need.

That type of stress is part of the learning process, but it can (and should) be mitigated. Student can gain confidence through practice on progressively more challenging written cases and exercises. Professors can also hold class sessions that allow students to raise the issues they are facing and consider ways to address them (a bit of “reflective observation” to connect experience to concepts).

**Control and Coverage**

It can be more difficult for professors to control the path of live case inquiry and ensure a good fit with course learning objectives and coverage than with written cases. This will be considered in more detail.

**PROPOSED FRAMEWORK**

There are different types of live cases just as there are many variations in written cases. Pedagogical needs vary depending on such factors as students’ experience with the subject matter and with the process of case analysis, as well as the particular subject matter of the course. To help professors consider which approach might be most appropriate to a particular situation, we propose the conceptual framework in Figure 1. The framework classifies case types on two dimensions that are in tension – “Motivating/Relevant” and “Controllable.” A third dimension is “Level of Ambiguity” that is not shown on the framework.

- Motivating/Relevant – Higher stakes (e.g., the more it is meaningful work for an outside audience) should lead to greater benefits in terms of motivation and deep learning.

- Controllable – This dimension has to do with the extent to which the professor can control the elements of the project – the issues and types of information provided (and therefore the types of analysis possible) – to best support their learning objectives.

These two dimensions create a trade-off. Generally, the more “real” the experience, the less control the professor has over its exact content and direction. With written cases, professors can select from a myriad of available cases for one that has the right learning objectives, scale and scope for the course. Additionally, the complete situation and all information are contained in a written case, so the students and professor are working from the same information. With live cases it can be a challenge to find client situations of the right scale and/or scope. Also, to the extent that students are expected to seek out additional information, the information can lead them in unanticipated directions.

The two extremes/end points in Figure 1 were arbitrarily assigned either one or minus one on each of the two dimensions. The lower-right point (-1 on Motivation and +1 on Controllable) we defined by a fictional prob-
Refereed Papers

A third dimension that can be considered in choosing a case is the level of ambiguity. The choice, however, is somewhat independent of whether the case is a live or written case. While more “motivating” and more “controllable” are preferable, the ideal level of ambiguity depends of the learning objectives of the course and stage of student development.

We plotted some different types of live cases to show how they might map on the conceptual framework. The examples suggest ways to move above the trade-off line. These examples are considered in the order in which they fall on the framework moving from bottom right to top left:

♦ Fictional Problem – Fictional problems can be written to exactly match the professor’s needs,
but there is nothing real or motivating about them.

♦ **Historical Case** – The typical written case about a real organization and situation brings more reality to the problem, likely without much loss of control.

♦ **Internal Live Case** – An example is the Marketing & Promotion course project for a college client. It is easier to locate and get the right scope with internal clients, yet issues relating to the college may be quite relevant to students.

♦ **External Live Case** - The Professional Selling projects outlined in this paper can be classified as external live cases. Presenting recommendations that have real implications to an outside client makes it motivating. The projects and the process the student go through are more controllable in scope than an open-ended consulting project. However, a project for an external client is likely less controllable than one for a college client.

♦ **Comprehensive Consulting Project** – This type of project requires that students define the real issue and decide where their analysis leads. It is the most comprehensive and realistic form of live case, but is very challenging to manage. The authors only use this type of live case as the core project in our program’s capstone Business Strategy course.

**CONCLUSION**

The authors use written cases extensively for all the benefits discussed. They serve critical and well-established pedagogical purposes and are essential for preparing students for the types of experience-based live case projects discussed in this paper.

Live cases, however, can serve an important role by providing more realistic, deeper and more meaningful learning experiences. The challenges involved and the need for students to be well-practiced in case analysis before tackling these more open-ended and messy experiences suggest they are likely best used as the culminating project in a course or overall program.

In addition to the types of projects discussed in this paper, it is worth considering other variations of live cases. A particularly valuable area for consideration might be more easily managed experiences than those used as examples in this paper. It is certainly worth our while as teachers to consider ways to get students more directly involved with the actual subject of their studies.

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ASSESSING CRITICAL THINKING IN A PRINCIPLES OF MARKETING COURSE

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ABSTRACT

Critical thinking is an important skill to be taught and assessed in the marketing curriculum. CLA in the Classroom has an approach, the CLA Performance Task, designed to assess the critical thinking skills of analytic reasoning, problem solving, and persuasive writing. A performance task was created for a Principles of Marketing course designed around the topic of television advertising of presweetened cereals to children. Students analyzed ten documents, ranging from pro to con on the subject, and arrived at a recommendation. The results are discussed.

INTRODUCTION

Business and marketing educators have long recognized the importance of explicitly including the lifelong skill of critical thinking in the marketing curriculum (Celuch and Slama, 1998; Celuch and Slama 2002). Critical thinking requires students to demonstrate some of the higher-order skills in Bloom’s taxonomy: comprehension, application, analysis, synthesis, and evaluation. It is recognized that Bloom’s taxonomy is a useful tool for evaluating student mastery of marketing subjects and critical thinking (Manton, English, and Kernek 2008).

The author had an assignment that had been refined over a number of semesters that had a goal of eliciting critical thinking from students. The assignment was given fairly early in the semester; it was the first individual writing assignment in the semester and counted for 10% of the overall course grade. This weighting was meant to signal to students the relative importance of the assignment. Each student was asked to select an ethical issue in marketing that had personal relevance to the student, research the various sides of the issue, analyze the arguments using a selected ethical theory, and arrive at their own opinion of what the correct ethical action or response should be for marketing practitioners. In the first semesters using the assignment the results were often disappointing: the research was thin and facile, and the arguments of the various sides of the debate not thoroughly examined. A basic rubric was developed and refined over time that conveyed to students the criteria for validity and depth of research, in-depth analysis of arguments, and application of ethical theory. Although the papers seemed to improve over time, the author was still unsatisfied.

The week before the beginning of the Spring 2010 semester, the author was sent to attend the CLA in the Classroom Performance Task Academy. After two days it was clear that this approach held promise as a better approach for assessing critical thinking and problem solving in the Principles of Marketing course. This paper describes the CLA Performance Task approach, describes the assignment for a Principles of Marketing course, analyzes the effectiveness of the Spring 2010 experience, and makes recommendations to future implementers of the approach.

CLA IN THE CLASSROOM AND PERFORMANCE TASKS

CLA in the Classroom is an organization associated with its parent, the Collegiate Learning Assessment (CLA). The CLA is involved in assessing the effectiveness of undergraduate education through the direct measurement of student outcomes (About CAE). CLA in the Classroom was formed recently as the education arm of the CLA. One of the three programs that the organization supports is the Performance Task Academy. The Academy is a two-day, hands-on training workshop that introduces the concept of the CLA Performance Task to educators, teaching or learning center staff, and others interested in pedagogy and assessment (About CLA in the Classroom).

A CLA Performance task is an exercise in which students are introduced to a hypothetical but realistic scenario. They are given some open-ended questions that they must answer within a set amount of time. They are also given a set of documents that contain a range of
**Refereed Papers**

Information about the scenario. These documents may be memos, letters, articles, charts, newspaper articles, summaries of research reports, photographs, interview notes, tables, diagrams, or transcripts. The scenario used in the workshop is that the student works for an organization that provides non-partisan analyses of claims made by politicians. In this case, the student must analyze the arguments of two mayoral candidates on the topic of crime reduction. One candidate favors increasing the number of police officers, and the other favors an increase in drug prevention programs. Each offers their own evidence to support their arguments; of course, some of the evidence is misleading, anecdotal, or otherwise flawed. Student responses are evaluated using a detailed rubric that describes three levels of mastery (emerging, developing, and mastering) for four skills: analytic reasoning and evaluation, problem solving, persuasive writing, and writing mechanics (CLA in the Classroom, 2008).

**ASSIGNMENT FOR PRINCIPLES OF MARKETING, SPRING 2010**

The author decided to substitute the ethical analysis paper described earlier with a performance task in three sections of Principles of Marketing (for a total of 90 students). The paper was due during the fourth week of class, which meant that the assignment could not require detailed knowledge of marketing content. So a scenario was chosen that reflected a common experience shared by all – television advertising targeted to children.

The assignment scenario stated that the student is employed by a cable TV company that is creating a reality show targeted to children aged 6 to 12. The overall theme of the show is health and fitness. The advertising agency responsible for recommending advertisers for the program is enthusiastically recommending General Mills as a sponsor and the company’s most popular kid cereals – Lucky Charms, Cocoa Puffs, and Trix – as subjects of the commercials. The company offers its report, “Benefits of Cereal,” as evidence that this line of advertising is entirely consistent with the health and fitness theme of the show. The student’s boss had compiled other evidence, both supporting and refuting the company’s main claims about the health benefits of presweetened cereal. In the scenario, the student was asked to evaluate all of the evidence, which consisted of ten documents from a variety of sources, and make a recommendation regarding the sponsorship of General Mills. In particular, they were asked to consider three options: reject the sponsorship of General Mills, accept advertising of the three cereals, or accept advertising of the three cereals plus product placement of the characters representing the cereals in the show. They were also invited to recommend another option.

The ten documents selected and provided to the students were intentionally contradictory. The documents were labeled with letters (A through J), and were organized so that the early documents supported the General Mills stance and the later documents were critical of presweetened cereal. Document A was the 16-page “Benefits of Cereal” document produced by General Mills, which referenced 53 scientific studies in support of the company’s argument that all cereal, even presweetened cereal, is good for kids. This was followed by a nutrition label for Trix. Next were two articles from advertising industry publications that were generally supportive of presweetened cereal and the companies producing them and advertising them. These were followed by a *Time* article that contained facts about the high rate of advertising of the least healthy cereals. The remaining documents were from or about consumer advocacy groups or centers studying childhood obesity and were critical of the industry and the presweetened cereal products.

This assignment required students to demonstrate mastery of the higher-order critical thinking skills in Bloom’s taxonomy: comprehension, application, analysis, synthesis, and evaluation. They needed to comprehend the various points of view, analyze those points of view, and apply them to the scenario described to them. They had to synthesize the various points of view, and evaluate them in order to arrive at a rational recommendation that was supported by facts. In addition, they needed to evaluate the validity and biases of different sources of information.

The assignment was made available to students about one week before the written paper was due as a single Adobe Acrobat file posted on the institution’s course management system (Moodle). The author spent approximately ten minutes of class time to explain the assignment. Students were warned that there would be a number of contradictory claims, and that their grade would be based on the completeness of their analysis. A detailed rubric, based largely on the rubric provided at the Performance Task Academy, was provided as the final page in the file and briefly explained in class.

**ANALYSIS OF THE SPRING 2010 RESULTS**

The rubric greatly facilitated grading; in particular, it forced the author to be consistent in evaluating 90 papers over a period of about one week. The four skills (analytical reasoning, problem solving, persuasive writ-
Refereed Papers

ing, writing mechanics) were evaluated for each paper and received a range of points from one to five. These were then multiplied by a weighting factor (three for analytical reasoning, problem solving, and persuasive writing; one for writing mechanics) to arrive at a total score out of 50 possible points. The phrases on the rubric that best described the student’s work on that dimension were circled so that the students would understand the rationale behind each score. An abridged version of the rubric is presented in Table 1.

Although there were many very good or excellent papers, there were a great many that were disappointing. In these papers, a student’s opinion about cereal plus a few facts drawn largely from the pro-cereal material was enough to enthusiastically recommend the General Mills sponsorship. In these papers, it was usually impossible to determine whether the student read or processed the later, more critical material. The rubric contained three or four statements in each of the four skill areas to be evaluated. As an example, one set of statements in the analytical

### Table 1: Abridged Rubric

<table>
<thead>
<tr>
<th>Skill</th>
<th>Emerging (1)</th>
<th>Developing (3)</th>
<th>Mastering (5)</th>
<th>Score</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Reasoning</td>
<td>• Does not identify strengths/weaknesses of major arguments</td>
<td>• Identifies some strengths/weaknesses of major arguments</td>
<td>• Identifies major strengths/weaknesses of major arguments</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Disregards or misinterprets information</td>
<td>• Demonstrates incomplete understanding of viewpoints</td>
<td>• Demonstrates complete understanding of viewpoints</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does not evaluate quality of evidence or source</td>
<td>• Some evaluation of quality of evidence</td>
<td>• Explicitly evaluates the quality of evidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Additional sources lacking or weak</td>
<td>• Incorporates additional sources</td>
<td>• Incorporates additional sources and credible sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td>• Arguments misapplied to case</td>
<td>• Applies some analytical reasoning to case</td>
<td>• Correctly applies analytical reasoning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Options are unclear or absent</td>
<td>• May discount options</td>
<td>• Explicitly addresses options</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Decision or rationale unclear</td>
<td>• Decision clear, some issues with rationale</td>
<td>• Clear decision and rationale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ethical theory absent</td>
<td>• Ethical theory analysis is incomplete</td>
<td>• Ethical analysis complete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persuasive Writing</td>
<td>• Convincing, evidence-based arguments lacking</td>
<td>• Arguments generally apparent</td>
<td>• Clear arguments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Disorganized or confusing writing</td>
<td>• Organization clear but sometimes confusing</td>
<td>• Clear organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Supporting details or source citation lacking</td>
<td>• Generally valid evidence, source citation good</td>
<td>• Valid supporting details and source citation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Mechanics</td>
<td>• Many grammatical errors or typos</td>
<td>• Generally grammatically correct, some typos</td>
<td>• Grammatically correct, free of typos</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Paragraphs and sentences unclear or confusing</td>
<td>• Some structural issues</td>
<td>• Writing flows naturally, well-constructed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does not meet format or length requirements</td>
<td>• Generally meets format and length requirements</td>
<td>• Appropriate format and length</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from CLA in the Classroom Academy 101: Introduction to Performance Tasks
reasoning skill was: the low (or emerging) statement is “disregards or misinterprets important information,” the mid (or developing) statement is “demonstrates an incomplete understanding of all documents and viewpoints,” and the high (or mastering) statement is “demonstrates understanding of all documents and viewpoints.” So the papers that didn’t acknowledge the other viewpoints scored low on this one dimension within the analytical reasoning skill set.

The average score for the assignment in all three sections of the course was lower than the overall course score. The difference between the average score on this assignment and the average total points in the course ranged from four to nine percentage points for the three sections, or about one-half to one full letter grade. When the graded assignments were handed back, the author spent about ten minutes discussing the evidence supporting General Mills and the evidence to the contrary. The rubric was more thoroughly described. Students were encouraged to really scrutinize the rubric and their scoring. They were invited to appeal the grade if they believed that their work warranted higher scoring on any dimension or skill set. There were only two appeals, and only one earned two more points based on the student’s persuasive argument. Despite all of this, the author believes that some students were convinced that their grade, which was lower than they hoped, was based on whether the instructor agreed with their opinions or not. On the positive side, several students volunteered that they really enjoyed the assignment and found it challenging.

**RECOMMENDATIONS**

The author believes the overall score of the assignment could be improved by a more detailed discussion of the assignment at the beginning. Every aspect of the rubric should be discussed and related to the specific assignment. In particular, a discussion about source credibility and bias would be very helpful.

The detailed rubric was an essential part of this assignment. It conveyed to students beforehand how their papers would be evaluated. It allowed the grader to be consistent over 90 papers graded over a period of one week. It provided rationale for the grade to the student, minimizing complaints and appeals.

This performance task made use solely of textual information, ranging from the 16-page piece of public relations created by General Mills to one-page articles. The Adobe Acrobat file contained the assignment definition (1.5 pages), the ten documents of evidence, and the rubric; it was 33 pages in length. It could be that some students did not read the whole file. Because the evidence was ordered from pro to con, students who gave up reading would not have been exposed to the evidence critical of presweetened cereals. Some key points were also buried within articles. One could certainly argue that both the length of the file and the difficulty of discerning key points are reflective of the real world. In a world of opinion masquerading as news, it is really important for students to learn how to critically analyze the source and validity of statements of “fact”. Nonetheless, the file could be strengthened by the addition of graphical content that conveys complex information visually and efficiently.

Despite the relatively low scores and some student grumbling, the author is certain that the performance task is an effective tool in assessing students in the important higher-level critical thinking skills of analytic reasoning, problem solving, and persuasive writing. These are skills that students will need to continue to hone for both their personal and professional development. The performance task will be updated and used again, but it will be more thoroughly discussed when the assignment is made available to students.

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This study is an exploratory investigation of whether marketing faculty members would be interested in participating in an internship if the opportunity arose. Findings indicated that many respondents, especially those with less teaching and marketing-related experience, are interested in internships but would need to have them be part of a sabbatical or leave program. Respondents are also unaware of companies offering internships and whether their institutions would support funded or unfunded leaves.

Introduction

“Experience is the best teacher” is a common adage used by many marketing professors to encourage their students to participate in internship programs. Students not only get the opportunity to learn more about their field of study, but they also can also make valuable contacts with organizations that may offer them employment later on. Ironically, however, most professors do not follow their own advice. While consulting is a common practice among business faculty, structured internship programs are less common. Beck (2001) advocated the use of internships to bring the real world into the classroom, as well as to benefit organizations, a sentiment later echoed by Peacock (2005). A California Community Colleges study showed at least half of responding institutions had faculty interns, although most were involved in internships related to teaching (Klein, 1996). Bost and Haddad (1996) surveyed finance faculty on their involvement with internship programs. Their findings indicated that of 255 respondents, a majority had consulted but only 13 were involved in internships. Internship respondents tended to find the programs either through referrals from colleagues or administration, or through queries to the target organizations.

Recently minted Ph.D.s with little to no actual business experience would seem to be the best candidates for internship programs, although more seasoned professors can improve their knowledge of current business practices. Given the recent financial crisis in both domestic and foreign markets, formal internship programs would seem to be a win-win situation for both faculty members and the internship sponsors.

This study is an exploratory investigation of whether marketing faculty members would be interested in participating in an internship if the opportunity arose. Objectives of the study were to determine background demographics for respondents; whether they had ever participated in any type of internship; if colleges would offer and/or fund such opportunities, and to analyze if the benefits to faculty would outweigh potential drawbacks that could arise.

Methodology

A 17-question survey was distributed to 80 Marketing Management Association (MMA) Spring Conference attendees at the annual brunch in Chicago, IL, in 2008; thirty-three were returned. MMA participants include marketing faculty at various colleges and universities around the world. This group was targeted for an exploratory study because of their interest in marketing education practices. Questions measured their participation in an internship; its benefits; whether it was part of a sabbatical or leave program; interest in internship programs and rationale, and knowledge of organizations offering internships. Demographic questions included gender; years of teaching and non-teaching work experience; years in marketing-related positions; type of institution (public or private) and size, and number of days spent consulting. The survey was pre-tested on business faculty at a small Midwestern college.
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FINDINGS

Of the 33 respondents, only four had ever participated in a faculty internship. One of the internships was part of a sabbatical or formal leave program; the other three respondents made other arrangements. The low level of participation does not appear to be a reflection of interest in internships, as 24 respondents rated their interest at four or five on a five-point scale; however, a majority (18) would need to have it be part of a sabbatical or formal leave, and 19 would have to have adjunct faculty fill their position. Most respondents indicated that their institutions either did not offer internship programs (17), or they were unsure (12). Two-thirds of the respondents were not aware of organizations offering internships; the Advertising Education Foundation was cited most often among faculty with such awareness.

Twenty-two of the respondents work at a public college or university, versus 10 at a private school. Disregarding availability of internship programs, faculty from private schools showed slightly higher interest in faculty internships, as depicted in Graph 1:

Graph 1

Table 1. Reasons for Internship Participation

<table>
<thead>
<tr>
<th>Reason for Participation</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>10</td>
</tr>
<tr>
<td>Knowledge</td>
<td>7</td>
</tr>
<tr>
<td>Update</td>
<td>6</td>
</tr>
<tr>
<td>Enhance Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Change</td>
<td>4</td>
</tr>
<tr>
<td>Contacts</td>
<td>4</td>
</tr>
<tr>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>Challenge</td>
<td>2</td>
</tr>
<tr>
<td>Apply concepts</td>
<td>1</td>
</tr>
<tr>
<td>Money</td>
<td>1</td>
</tr>
<tr>
<td>To Be Published</td>
<td>1</td>
</tr>
<tr>
<td>Total Responses</td>
<td>44</td>
</tr>
</tbody>
</table>

Table 2 indicates the main reason faculty would not participate in an internship:

Table 2. Reasons for Not Participating in Internship

<table>
<thead>
<tr>
<th>Reason for Not Participating</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>8</td>
</tr>
<tr>
<td>Money</td>
<td>5</td>
</tr>
<tr>
<td>Logistics</td>
<td>4</td>
</tr>
<tr>
<td>Permission</td>
<td>4</td>
</tr>
<tr>
<td>Travel/Location</td>
<td>3</td>
</tr>
<tr>
<td>Inconvenient</td>
<td>2</td>
</tr>
<tr>
<td>Lack of Options/Opportunities</td>
<td>1</td>
</tr>
<tr>
<td>Retired</td>
<td>1</td>
</tr>
<tr>
<td>Total Responses</td>
<td>28</td>
</tr>
</tbody>
</table>

Respondent Demographics

Nineteen of the respondents were male; 14 were female. Respondents had an average of 8.7 years of full-time non-teaching work experience, although two respondents had over 30 years of experience, significantly more than the others. Faculty had less marketing-related experience, with an average of 5.8 years; however, they averaged 17.3 years of teaching in higher education, with an average of 15.9 years as a full-time faculty member. Only four of 11 respondents who had taught part-time had also worked concurrently outside the classroom in a marketing position. Faculty spent an average of 12.3 days annually doing consulting.

Table 1. Indicates the main reason why faculty would participate in an internship.
Interest in participating in a faculty internship was the highest, 4.50, for faculty with 10 years or less of teaching at a higher institution. The average interest levels fell continuously after year 10, as depicted in Graph 2:

Graph 2

Years of marketing experience also affected responses in a similar fashion. Respondents with four or fewer years of job-related experience were more likely to be interested in internships, as depicted in Graph 3 (5 = definitely interested). Surprisingly, the few respondents with 9-12 years of experience had also expressed strong interest in internships, perhaps because they wanted to update their marketing skills:

DISCUSSION

Because of the small response rate, this study needs to be considered exploratory research; however, the findings point to some interesting hypotheses. Respondents with less teaching and/or marketing-related work experience expressed greater interest in internships than their colleagues with more years of experience. Seasoned marketing faculty may make greater use of consulting projects for keeping up with the business world, or they may not be as interested in the latest marketing trends. Faculty from private colleges also expressed slightly more interest in internships, and perhaps because of the way their compensation packages are structured, they may be in a better position to take advantage of them. Overall, however, respondents are unsure of whether their institutions offer internship programs, and they are unaware of organizations that offer them.

Internships are a valuable tool to find out what is going on outside of the “ivory tower,” yet they are not being utilized to their full potential. Business departments could take advantage of their contacts with local businesses to promote more collaboration between their organizations, not only for their students, but for the individuals who teach them as well.
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Author’s note: The lead author wishes to thank the other authors, all of whom are recent college graduates, for their interest and help with this study.

REFERENCES


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Social networking websites such as Facebook offer interesting opportunities for brand communications and brand-related word-of-mouth, as well as the emulation of word-of-mouth by the brand. Surveys of 91 undergraduate students and 177 individuals recruited through Facebook were asked about their attitudes and behaviors with regards to their Facebook use. Facebook recruits are on average heavier users of Facebook than students, and are more likely to use various communication functions and assign higher importance to them. Word-of-mouth emulation by the brand fills a niche between traditional brand communication and word-of-mouth.

INTRODUCTION

Social networking sites such as Facebook and Twitter offer unrivaled new possibilities for communication, both individual and commercial (Trusov, Bodapati, and Bucklin 2009). In particular, the resulting leap in connectivity enabled explosive growth of the word-of-mouth communication that, even in the past, played a very important role in influencing consumer behavior (Steffes and Burgee 2008). This paper relies on the Network Coproduction Model, whereupon the marketer influences consumers through seeded word-of-mouth, and those consumers, in turn, influence each other directly (Kozinets et al. 2010).

Such developments in communication are of double interest to marketing academics since social networking sites are so popular among college students (Case, King, and DeSimone 2009). The purpose of this study is to both understand students within the context of the social networking medium of their choice and investigate the attitudes and behaviors regarding person-to-person and brand-to-person interactions.

Additionally, this study is interested in the usefulness of Facebook for research purposes, particularly as a medium for recruiting study participants. Two surveys of user attitudes and behaviors toward various functions and interaction tools and sources were conducted. One sample was of college students and the other was of Facebook users, recruited through Facebook.

WORD-OF-MOUTH AND SOCIAL NETWORKS

WOM is “the sharing of information regarding individuals’ experiences with various products and services” (Steffes and Burgee 2008, p. 43). WOM traditionally refers to face-to-face, synchronous communication in which both the message sender and receiver are known. In addition to the traditional definition, WOM also refers to internet facilitated asynchronous communication about consumer experiences. This newer form, eWOM (Steffes and Burgee 2008), is similar to the traditional form since both involve the sharing of information; however, eWOM differs in the process of sending and receiving information, the number of parties involved, and the knowledge of the sender’s identity. WOM communication is sent from one individual to another, whereas eWOM is sent from one individual and is visible to an audience of more than one. The sender of eWOM is unknown in the majority of applications, thus the receiver is unable to judge the sender’s credibility; however, users of online social networking websites may know the sender identity and may be able to judge source credibility. The sources of eWOM include sources beyond the traditional channels of friends, colleagues, professional organizations or associations to include links from Web sites, magazine or newspaper articles, and referrals from search engines (Villanueva, Yoo, and Hanssens 2008).


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Marketers find eWOM appealing due to the significantly lower costs compared to other forms of marketing, the faster message delivery through technology, and the prospect of overcoming consumer resistance (Trusov, Bucklin and Pauwels 2009). Compared to media and events, eWOM maintains significance with consumers over a longer period of time, generates more short-term responses, and generates an impact over a longer period of time (De Bruyn and Lilien 2008).

Facebook

Facebook is the medium focus of the study since it is currently the most widely used social networking website, in particular, among college students, a contention collaborated by the study data as shown further. Facebook provides several different ways in which brand information can reach consumers. Figure 1 provides a snapshot of a fictitious Facebook profile the way it would look in June 2010. An advertiser can place a banner ad on the right-hand side of Facebook page (Object 4) and a user can post his status update (Objects 1 through 3), that can include true WOM such as the Object 3 reference to Google’s homepage. If the brand has its own Facebook page or profile, the user may join it by “friending” it or “liking” it, and information about the action is automatically posted to all the user’s connections who allow such postings to be received via the News Feed. The posting then becomes in a sense a “lesser cousin” of true WOM, whereby the user sends information about their brand preferences to their recipients, albeit not in the user’s own words. The advertiser can encourage such action by placing a button inviting the user to “Like” the brand right under the banner ad, as well as provide some other means of making the ad interactive. Furthermore, the advertiser can choose to display a notice if the user’s friends already joined the brand by clicking “Like,” as presented under the Object 4 ad in Figure 1. The latter is essentially a mechanism emulating a WOM type referral, providing social context for the ad.

Figure 1. Experimental Treatment with Samsung Ad and No Samsung WOM Condition

![Facebook Profile Snapshot]
Research Questions

The purpose of the study and research questions is to gain insight into WOM on Facebook. To narrow the scope of the research, online games are mostly excluded from consideration.

Question 1. Do college students really use social networking sites?

Question 2. What is the composition of the social networks of Facebook users and college students and how do they differ?

Question 3. Are the “Like” button next to the ad and the social context provided by this WOM emulation generating the attention and interest similar to actual WOM?

Question 4. Does WOM or the advertiser’s WOM emulation result in a shift in attitudes and behavioral intentions toward the brand?

Question 5. Does the utilization of social networking websites to recruit study participants provide similar sample characteristics to those recruited on college campuses?

Methods, Analysis, and Results

Pilot Study

A sample of 91 undergraduate students from a large Mid-Atlantic University was asked to complete a survey related to students’ attitudes and behaviors regarding social networking. The median age was 20 years old, 46 (50.5%) were women, 72 (79.1%) were white and 9 (9.9%) were Asian. Of the 91 students, 81 (89%) indicated that they use Facebook, 24 (26%) use MySpace, 13% (14.3%) use Twitter, and 3 (3.3%) use LinkedIn. 7 students (7.7%) indicated not using any social networking websites. 49 (53.8%) of the students use social networking websites at least once a day. 39 out of 87 indicated having 250 to 500 Facebook friends; 20 students have 500 to 1000 friends, and 2 have more than a 1000 friends. 45 students are at least somewhat likely to become a friend or a fan of a public profile, and 40 of a business or brand. For 22 students, becoming a fan or a friend of a business or brand was important (at least 5 on a 7 point scale). 23 students indicated already having businesses or brands on their lists of friends, while 81 (100% of students using Facebook) have close friends, 76 have acquaintances, 75 have relatives, and 20 have random strangers as Facebook friends.

Students were randomly assigned to one of two experimental condition groups. Both groups received a printout of a hypothetical Facebook page. The page was identical with one exception: the Samsung ad in the right-hand column was presented by itself in one group and with the interactive WOM emulation element in the other. The element was created by adding a “Become a fan” button and “3 of your friends are fans of Samsung” WOM emulation under the ad. Students were asked to imagine it was their page and their friends. They were asked to underline elements on the printout that “caught their eye” to address research questions 2 and 3. While statistically significant difference between the two groups in their attention to the Samsung ad was not found, the 3 students who indicated interest in the ad came from the experimental condition.

Additionally, purchase intention questions related to television brands to address Question 4 were asked with the hypothesis that students who saw the interactive version of the ad were more likely to consider Samsung in the future. However, evidence of such an effect did not exist.

Students also had a chance to respond to WOM for a different brand, an update from “Lindsay” reading “heading out to old navy to check out their sale” as opposed to an update from “Carrie” reading “On the road headin home.” Interestingly, some students attempted to interact with the printout by writing out the responses they would post.

Online Study

Participants for an online survey were recruited through Facebook and some limited posting on Craigslist, with Facebook as the primary recruitment medium for this study. Of the 177 responses, 94 (69% of valid responses) are women and 42 are men, 93% are white, 5.2% are Hispanic, and 23 (16.9% of valid responses) are college students. Ages range from 19 to 67, with 29 (21%) age 25 and below, 76 (56%) 26 to 35 years old, 20 (15%) 36 to 50 years old, and 11 (8%) older than 50. 87 (49% of valid responses) are employed full time. Median income is $40,001 to $60,000. 170 (96%) use Facebook and 141 (84.9% of valid responses) use Facebook at least once a day or more. This prevalence does not depend on whether one is a college student and is quite higher than the 53% in the pilot study.

Online friends received messages asking for help with the survey and asking to share the survey link with their network of friends. Invitations were also posted on Craigslist in several cities. An interesting observation
was made concerning particularly active Facebook users with large numbers of friends. Contrary to the intuition that they are particularly good disseminators of information and WOM, including the promotion of the survey, their high level of activity and large number of friends may have actually limited the impact of any particular posting. Typically, a Facebook user sees either the most recent posts or the ones that generated a relatively large discussion. As newer posts appear, they push the older ones out of immediate view, drowning out most posts within hours, if not minutes, depending on the activity level.

Respondents were assigned to one of the four conditions at random in the $2 \times 2$ experiment. The two factors were the presence of a Samsung advertisement complete with the WOM emulation of the “Like” button and “3 of your friends like Samsung TV” and a genuine WOM element, a fictitious update from “Carrie.” Since the Pilot Study, Facebook changed the option of “Become a fan” into “Like.” To strengthen the condition with both the ad and WOM element present, the third factor, Ad-Related Update shown as a “Lindsay likes Samsung TV” was added, thus confounded with the Ad*WOM interaction effect. Figure 1 presents the experimental treatment with the ad but no Samsung WOM condition.

Evidence of the impact of the experimental treatments on the intent to purchase a Samsung TV was not found. Additionally, the stated intentions with regard to the ad have no correlation with the stated intention to consider a Samsung TV nor with the intended timeframe of a new TV purchase among those who were exposed to the Samsung ad; however, the number of valid responses to the former question was less than 25% of the sample, yielding a rather small number of responses in each condition.

Regardless of condition, “Carrie” had a message relating to a brand, either Samsung in the WOM condition or Google, and “Kenny” had a personal-sounding update. There was no significant difference on average between the incidence and expressed likelihood of following up on either one of the personal messages, whether or not brand-related.

Table 1 presents the statistically significant at .05 level decrease in the willingness to act upon “Lindsay’s” comment with the switch to “Lindsay likes Samsung TV.” In general, personal comments such as “Lindsay” in the personal condition, “Kenny’s” or “Carrie’s” enjoyed higher likelihood of follow-up, each exceeding 4, while all the other items with the exception of the “message” section were below 3.

<table>
<thead>
<tr>
<th>Status Update</th>
<th>N</th>
<th>Mean</th>
<th>St Dv</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Kira’s coming home with us this weekend”</td>
<td>42</td>
<td>4.33</td>
<td>1.734</td>
</tr>
<tr>
<td>“likes Samsung Televisions”</td>
<td>36</td>
<td>3.53</td>
<td>1.732</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>3.96</td>
<td>1.769</td>
</tr>
</tbody>
</table>

Correlations among the expressed likelihood of following up on the elements on the page are presented in Table 2. The majority of correlations are statistically significant, although not very large.

Several differences emerged when comparing the two samples. As stated earlier, there were fewer heavy Facebook users among the students than among the Facebook recruits. In regard to the expressed attitudes to using various aspects of Facebook and the importance assigned to various activities, Facebook recruits ranked statistically significantly higher on a great majority of aspects (Hotelling’s Trace .486, $p = .000$; 10 out of 15 in likelihood and 13 out of 15 in importance), including the likelihood and the importance of staying connected to friends, colleagues and family members.

Additionally, the composition of the social networks differs in several respects, as illustrated in Table 3. Networks of Facebook recruits have more close friends, relatives and coworkers and significantly fewer “random strangers.” However, no difference was observed with regards to number of respondents who reported “friending” businesses, whether or not a personal connection such as being owned by or employing friends or relatives existed.

DISCUSSION AND CONCLUSIONS

Brand-related WOM from a typical Facebook friend generates the interest and the desire to follow up with WOM whether it relates to brands or to personal issues. Less personal notification that a person likes or is a fan of a brand, such as emulated WOM, generates more interest than an advertisement by itself, but less interest than a true WOM update. Such notifications fill a niche between a commercial message and WOM that is not addressed by
Table 2. Correlations Among the User Expressed Likelihood to Act Upon the Presented Facebook Elements

|                | N   | Mean | St Dv | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    |
|----------------|-----|------|-------|------|------|------|------|------|------|------|------|------|
| Left: Messages | 1   | 77   | 3.870 | 2.214| 1.000| 0.223| 0.638| 0.440| 0.540| 0.583| 0.426| 0.092|
| Left: Groups   | 2   | 78   | 2.321 | 1.820| 0.223| 1.000| 0.425| 0.093| 0.130| 0.087| 0.296| 0.460|
| Left: Chat     | 3   | 78   | 2.885 | 1.780| 0.638| 0.425| 1.000| 0.030| 0.314| 0.336| 0.520| 0.315|
| Lindsay        | 4   | 78   | 3.962 | 1.769| 0.440| 0.093| 0.304| 1.000| 0.697| 0.767| 0.270| 0.294|
| Kenny          | 5   | 78   | 4.179 | 1.734| 0.540| 0.130| 0.314| 0.697| 1.000| 0.880| 0.373| 0.286|
| Carrie         | 6   | 78   | 4.051 | 1.705| 0.583| 0.087| 0.336| 0.767| 0.880| 1.000| 0.366| 0.345|
| Right: News    | 7   | 77   | 2.883 | 1.769| 0.426| 0.296| 0.520| 0.270| 0.373| 0.366| 1.000| 0.514|
| Right: Ad      | 8   | 77   | 2.091 | 1.416| 0.460| 0.315| 0.294| 0.286| 0.345| 0.514| 1.000|
| Right          | 9   | 77   | 2.494 | 1.570| 0.322| 0.369| 0.468| 0.439| 0.310| 0.415| 0.516| 0.666|

Note: Correlations above 0.227 are statistically significant at 0.05 level and shown in boldface.

Table 3. Composition of Facebook Friends

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Facebook Users</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Yes</td>
</tr>
<tr>
<td>Close Friends</td>
<td>91</td>
<td>81</td>
</tr>
<tr>
<td>Acquaintances</td>
<td>91</td>
<td>76</td>
</tr>
<tr>
<td>Businesses of people you</td>
<td>91</td>
<td>40</td>
</tr>
<tr>
<td>personally know</td>
<td>91</td>
<td>26</td>
</tr>
<tr>
<td>People who share your interests</td>
<td>91</td>
<td>75</td>
</tr>
<tr>
<td>but you have not personally</td>
<td>91</td>
<td>30</td>
</tr>
<tr>
<td>met</td>
<td>91</td>
<td>70</td>
</tr>
<tr>
<td>Relatives</td>
<td>91</td>
<td>23</td>
</tr>
<tr>
<td>Coworkers, colleagues,</td>
<td>91</td>
<td>20</td>
</tr>
<tr>
<td>peers</td>
<td>91</td>
<td>70</td>
</tr>
</tbody>
</table>

the Network Coproduction Model (Kozinets et al. 2010). Significant numbers of respondents indicate desire to interact with the brand, thus including the brand into the circle of their connections and making it a part of their conversations.

Recruiting subjects through Facebook, in this study, resulted in a bias with the sample containing more heavy Facebook users who are more involved in most aspects of online interaction than college students are in general. While the two groups did not differ in their estimate of the number of businesses or brands on their friends list, the Facebook recruits were more likely to interact with brands and placed more value on being able to do so. Although Facebook is rather widely used among college students (Case, King and DeSimone 2009), metrics regarding the attitudes of college students may be quite significantly upward biased if obtained by using Facebook as the recruitment medium.

Limitations of this research include convenience sampling, inadequate sample size for measuring such a small effect as response to the banner ad, and somewhat suboptimal tools for determining whether and how often
people would follow up on links. Registering clicks directly instead of asking a survey question would provide more accurate responses. The pilot was conducted with available undergraduate students. Facebook recruitment efforts were subject to social networking connection limitations and resulted in a heavy self-selection bias.

Further research directions lie primarily in employing methods that would allow for recording and analysis of actual user click-through and follow-up behavior. Theoretically, a question that arises from the investigation of the activities that brands undertake online is whether by doing so they are changing their role from the traditional sender of commercial messages to essentially a “friend” among other friends, perhaps not as important as a close friend, but more important than a “random stranger.” Such a change in roles would mean a significant shift in the nature and process of brand-to-consumer discourse.

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STUDENT PERCEPTIONS OF PEER EVALUATION IN A MARKETING CAPSTONE CLASS

Maggie McDermott, University of Wisconsin LaCrosse
Gwen Achenreiner, University of Wisconsin LaCrosse

REFereed paper

ABSTRACT

The purpose of this research study is to examine to determine students’ perceptions of the value and fairness of peer review and if these perceptions vary by grade point average or gender. Students enrolled in a Marketing Capstone course were required to peer review 2 papers and their perceptions were evaluated after the review. It is clear from the research that students find value in the peer review process. The majority of students thought the peer review should be required, graded, and anonymous. Gender nor grade point average does not appear to affect students’ perceptions of the value associated with peer review.

BACKGROUND

Peer rating, a system of lateral performance evaluation in which persons of equal or near equal positions within the system perform the evaluation on one another (Dancer 1992), has long played a significant role in leader nomination and performance measurement among business, education, medical and research professionals (Kramer 1990). The idea behind using peer evaluation is that it allows for a more valid or complete assessment of an individual’s performance. Some studies suggest that over one-third of all business and almost 90 percent of Fortune 500 firms utilize some form of multisource feedback (cited in Maylett 2009). In the academic environment, faculty members commonly have participated or been subject to the peer evaluation process. Peer evaluation is used in higher education to evaluate everything from teaching effectiveness to research. In a classroom environment, student performance has been traditionally assessed unilaterally by professors. In recent years, however, there has been a move to include students in the appraisal process—as raters of their own and their peers’ performance.

Benefits of Peer Review

There are numerous benefits associated with peer review in the academic environment. For faculty, use of peer evaluations reduces the time associated with evaluating papers, and are a valuable source of assessment information (Borman 1974; Kane and Lawler 1978; Klimoski and London 1974) with a significant level of feedback detail (Chen and Lou 2004). Peerevaluations also provide significant benefits to students. First, if students are aware that peers will be evaluating their work, they may be motivated to perform better themselves (Peckham 1978). A second advantage of peer evaluation is that students will be exposed to a greater variety of course content as a result of reading other students’ papers (Mercoulides and Simkin; Orpen 1982). Mercoulides and Simkin (1991) also suggest that learning to evaluate peers helps to prepare students for their professional careers given that multisource feedback, or 360 degree feedback as it is often called, is commonly used in business. As Aurand and Wakefield (2006) discuss, adopting a more student-engaged approach to student evaluation not only addresses key AACBS standards but better prepares students for a work environment that is likely to include peer evaluation.

Validity of Peer Review

While there is a relative lack of research regarding the reliability and validity of peer evaluations in universities (Kane and Lawler 1989; Reilly and Chao 1990), many faculty believe that the validity of grading is improved if based partly upon students’ assessments of the performances of their peers (Bok 1990). Halo error exists when peer graders are consistently lenient compared with a reliable grader such as the instructor (Farh, Cannella, and Bedeian 1991). Kerr and Park (1995) found that the halo effect was present in that students graded their peers about one full point higher than did the instructor. However, in their study peer scores were positively and significantly related (at the 5% level) with the scores given by the instructor. This suggests that
students are able to differentiate good papers from ones not so well executed. While Mercoulides and Simkin (1991) found no evidence of halo error for students grading a computer science writing project, they found consistency in grading among students.

**Best Practices**

**Grading.** In regard to grading of peer review, Chen and Lou (2004) found that one of the most satisfying outcomes to students in conducting peer evaluations is the ability to impact peer’s grades. Kerr and Park (1995) recommend restricting student grading to a relatively small portion of the total grade. In their study, two peer-reviewed papers accounted for 10 percent of the final grade and peer scores were weighted for 50 percent of that portion.

**Anonymity.** Mercoulides and Simkin (1991) recommend designing a peer grading system that provides greater objectivity, such as a blind or double-blind review, helps to minimize opportunities for students to “reward” friends or otherwise cheat during the peer grading process.

**Grading Rubrics.** Smith (2008) found that over 60 percent of students preferred feedback using a grading rubric that evaluated individual portions and paper traits on a 5-point Likert-type scale and then making short comments on some of the traits. The use of a grading rubric makes the feedback easy to follow and demonstrates fairness.

**Multiple Reviewers.** Research suggests that better students, as defined by grade point average, are more proficient at grading (Adler 1991). While ability to adequately evaluate peer work may develop with experience, it highlights the importance of using two or more reviewers due to differences in reviewer ability and standards.

**Student Perception of Peer Evaluation**

Several studies have found that students feel they learn more by grading other student papers (Mercoulides and Simkin 1991), evaluating other marketing plans (Aurand and Wakefield 2006), and achieved personal growth (Sherrard and Raafat 1994). In addition, students felt more engaged in the learning and evaluation process (Aurand and Wakefield 2006). Students also felt peer evaluations were a fair grading process because “everyone in the class will be peer evaluated at one time or another during the course,” and welcomed that part of their grade was determined by a group as opposed to a single individual (Sherrard and Raafat 1994). Thus, the scant research on student attitudes suggest that students see learning value in the use peer review and perceive peer reviews to be relatively fair; however, very little research has examined if attitudes or perceptions vary by personal characteristics of students.

**Personal Characteristics**

**Grade Point Average.** Research by grade point average found that students with higher grade point averages tend to be more proficient at peer grading (Adler 1991) but students with higher English ACT scores tended to give lower average peer scores. Students with lower English ACT scores experienced greater difficulty in grading their peers; however, the students with lower English ACT scores were more likely to increase their overall paper scores (Kerr and Park 1995). This suggests that students with lower grade points may benefit more from the peer evaluation and see more improvement in their work.

**Gender.** Research in industry has found that managers tend to be rated differently on leadership skills based on gender of the manager (Manning and Robertson 2010). In the educational environment, Gharpade and Lackritz (2001) found that gender of the student being evaluated was not a significant factor in peer ratings received. They also found that gender of the rater was not a significant factor in peer ratings assigned. In contrast, Sherrard and Raafat (1994) found that peer ratings given by women tended to be much higher than those given by men.

The peer evaluation research by gender and grade point average tends to focus on the peer evaluation grade received and if it varies by gender or grade point of the student being evaluated or the peer evaluation grade given and if it varies by gender or grade point average of the rater. The purpose of this exploratory study is to determine if the perceived value of peer evaluations, use of feedback, perceptions of fairness and preferred weighting of the peer evaluation activity varies by gender or grade point average.

**METHOD**

**Sample**

The sampling frame consists of 58 students in a Marketing Capstone course at a Midwestern public university. Of the 58 students, now graduates, 27 students responded resulting in a 46.6 percent response rate. Of the respondents, 19 were female (70.4%) and 8 were male (29.6%). Only 5 (19.2%) reported a 3.5 or higher G.P.A.,
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While 21 (80.8%) reported having a G.P.A lower than 3.5, with the lowest reported G.P.A being 3.02.

Research Method

An 18-question survey was created electronically. The survey link and request to participate was distributed to former students in the class via e-mail. The survey took 2-3 minutes to complete and students were allowed one week to respond.

Course Description

The Marketing Capstone course, in which the peer evaluation is used, is intended to provide graduating seniors with an opportunity to develop an in-depth understanding of a specific topic in marketing. The choice of topics and the methodology of the investigation are up to each individual student, subject to the instructor’s approval. For example, some students study the use of social media, internet marketing, website design and creation, or sports marketing, to list only a few. The project itself can take many different forms. Options students may consider include experimental research, empirical studies of secondary data, career exploration, comprehensive bibliographic reviews of literature, industry studies, case writing, field studies, software development, survey research, and business plans for new ventures. Consistent with the mission of the College of Business Administration, the course is designed to prepare students for their professional futures by helping them to become independent learners. Grading of the course is typically weighted as follows: research proposal – 20 percent; professionalism – 10 percent; final paper – 70 percent. In the semester in which the peer evaluation study was conducted, the peer evaluation of the rough draft of the final paper accounted for 10 percent of the student’s class grade and the instructor’s evaluation of the final paper accounted for 60 percent of the class grade.

Peer Evaluation Procedure

Students were made aware of the peer evaluation exercise on the first day of class; even though it was not going to take place until much later in the semester. One day prior to the scheduled peer evaluation, students were required to submit two hard copies of their most up-to-date draft. Similar to the review of research submitted for publication, student anonymity was attained by numbering each paper as opposed to names being attached. At the beginning of class, reviewer slips were passed out in a random order. Students were given a paper to review along with two evaluation sheets; one was a rubric which was later used by the instructor to assign grades. The other was an open-ended evaluation sheet asking for qualitative comments in terms of what was good and what could be improved. Reviewers were also encouraged to write comments on the hard copy of the paper. Students were given 30 minutes to review the paper. To keep students from rushing through the review, students were not allowed to leave their desk if they completed the review early. The process was continued a second time. Final papers were due one week after the peer evaluation.

Dependent Variables

The variables being studied included: (1) Value of peer evaluation activity, (2) Use of feedback, (3) Fairness of peer evaluation exercise and (4) Weight of activity in class structure.

Value. Value of the peer evaluation activity is measured using a 3 item, 5 point scale. The specific items asked if the exercise was helpful, worthwhile, and if it resulted in a stronger paper. Students were also asked using a single item, 5 point Likert scale, if the peer evaluation exercise should be continued in future semesters.

Use of Feedback. Use of feedback was measured using a single item, 4-point scale that ranged from, “I used most, or a lot, of the suggestions/comments” to “I didn’t use any of the suggestions/comments” to strengthen my final paper.

Fairness. Fairness was measured using a 2 item, 5 point Likert scale that asked the degree to which the respondent thought the peer review was a fair process and the peer review grade reasonably reflected the quality of their rough draft.

Weight of Activity. Along with being asked if the peer review exercise should be continued, students were asked 2 dichotomous questions regarding whether the peer evaluation exercise should be required vs. optional and graded vs. ungraded. They were also asked 3 scaled questions using a 5-point Likert scale. The three scaled questions asked, if the peer evaluation exercise had no impact on their grade, would: (1) Students work just as hard to have the rough draft complete or nearly complete before the review; (2) The process still be effective for helping to strengthen students’ final reports; and (3) The student still participate in the peer review activity.

Other Variables. The literature also discusses such topics as preference for anonymity, confidence of the student in evaluating peers’ work, and anxiousness cre-
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ated by having work reviewed by peers. To compare our research to previous findings in the literature, these 3 variables were also measured.

Independent Variables

The independent variables, gender and grade point average, are self-reported with gender being a closed-ended question and overall grade point average being open-ended.

FINDINGS

Value

The majority of students found the peer evaluation exercise to be valuable. As shown in Table 1, over 92 percent of students agreed or strongly agreed that the peer evaluation process should be continued. Likewise, more than two-thirds of students thought it was helpful, worthwhile and resulted in a stronger paper. When these scale items were combined to form a composite value score, the mean on a 5 point scale, with high scores being positive, is 3.83. The composite value score, individual items within the value score, and agreement rating that the exercise should be continued also did not vary significantly by gender or grade point average.

Use of Feedback

Almost all of the students, 88.9 percent, incorporated at least some of the comments. More specifically, 26 percent incorporated most or a lot of the suggestions, 48 percent incorporated some of the suggestions, and 15 percent incorporated just a few of the comments. Only 3 of the respondents, or 11 percent, did not use any of the suggestions. While use of the peer review feedback did not vary significantly by grade point average, it is marginally significantly by gender (p-value - .062) with women incorporating more of the feedback into their final paper.

Fairness

As shown in Table 1, over two-thirds of the students thought the peer evaluation was fair in terms of process and their grade reasonably reflected the quality of their rough draft. When the two scale items were combined to form a composite fairness score, the mean on a 5-point scale, with high scores being positive, is 3.63. Likewise, the composite fairness score did not vary significantly by gender or grade point average. However, on the scale item that asked if the peer evaluation grade reasonably reflected the quality of the rough draft, there is a significant difference by grade point average (p-value - .026). Students having higher grade point averages are more likely to agree that the peer evaluation averages are more likely to agree that the peer evaluation assignment was fair. When asked if students would work just as hard to have the rough draft complete or nearly complete if the peer evaluation is not graded, only 11 percent thought they would. The majority of students (89%) thought the drafts to be peer reviewed would not be as complete if the peer review had no impact on grade. Although over half of the students (54.6%) thought the peer evaluation would still be effective in strengthening students’ final papers and over 70 percent said they would still participate if the peer evaluation was ungraded, if the rough drafts are not very close to completion, the value of the peer review is minimized.

Weight of Activity

While it is clear from this research that peer evaluation in the classroom has value, issues instructors must decide in regard to using peer review is whether or not the peer review should be a graded or ungraded and if it should it be mandatory or optional. The majority of students in this study (85.2%) thought the peer evaluation should be required and almost three-fourths thought it should be graded and these findings did not vary by gender or grade point average. When asked if students would work just as hard to have the rough draft complete or nearly complete if the peer evaluation is not graded, only 11 percent thought they would. The majority of students (89%) thought the drafts to be peer reviewed would not be as complete if the peer review had no impact on grade. Although over half of the students (54.6%) thought the peer evaluation would still be effective in strengthening students’ final papers and over 70 percent said they would still participate if the peer evaluation was ungraded, if the rough drafts are not very close to completion, the value of the peer review is minimized.

Other Variables

Anonymity. Previous research suggests that peer evaluations work better and there is less favoritism and potential for embarrassment if the peer evaluations are anonymous. In this study, double blind peer review was used. Students did not know whose paper they were reviewing or who reviewed their paper. When asked if the paper being reviewed and the reviewer of the paper should remain anonymous, all, but one, of the respondents (96.3%) agreed.

Confidence. In this study, 88.9% of respondents agreed or strongly agreed that they were confident in their ability to review a fellow students’ paper. It should be
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Table 1. Student Perceptions of Peer Evaluation

<table>
<thead>
<tr>
<th>Variable</th>
<th>Percent Agree or Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue Peer Review</td>
<td>92.6%</td>
<td>4.04</td>
<td>.85</td>
</tr>
<tr>
<td>Value of Peer Review</td>
<td>66.6%</td>
<td>3.74</td>
<td>.94</td>
</tr>
<tr>
<td>Helpful</td>
<td>84.6%</td>
<td>3.88</td>
<td>.99</td>
</tr>
<tr>
<td>Worthwhile</td>
<td>69.3%</td>
<td>3.85</td>
<td>1.12</td>
</tr>
<tr>
<td>Use of Feedback(^a)</td>
<td>88.9%(^b)</td>
<td>2.11</td>
<td>.93</td>
</tr>
<tr>
<td>Fairness of Peer Review</td>
<td></td>
<td>3.63</td>
<td>.79</td>
</tr>
<tr>
<td>Reflects Quality of Rough Draft</td>
<td>69.2%</td>
<td>3.58</td>
<td>.86</td>
</tr>
<tr>
<td>Fair Process</td>
<td>76.9%</td>
<td>3.69</td>
<td>.88</td>
</tr>
<tr>
<td>Required(^2)</td>
<td>85.2%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Graded(^2)</td>
<td>74.1%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>If Not Graded:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft - Just as Complete</td>
<td>11.1%</td>
<td>1.93</td>
<td>1.00</td>
</tr>
<tr>
<td>Evaluation - as Effective</td>
<td>54.6%</td>
<td>3.26</td>
<td>1.02</td>
</tr>
<tr>
<td>Would Still Participate</td>
<td>70.4%</td>
<td>3.70</td>
<td>1.03</td>
</tr>
<tr>
<td>Anonymous(^2)</td>
<td>96.3%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Confident in Ability to Review</td>
<td>88.9%</td>
<td>4.11</td>
<td>.70</td>
</tr>
<tr>
<td>Anxious about Peer Review</td>
<td>37.0%</td>
<td>2.85</td>
<td>1.23</td>
</tr>
</tbody>
</table>

1\(^a\) – 1 = Used most/a lot; 2 = Used some; 3 = Used just a few; 4 = Didn’t use suggestions/comments
1\(^b\) – Includes respondents who reported using most, some, or a few comments/suggestions
2\(^2\) – Dichotomous scale

noted, though, that the students surveyed were graduating seniors and the confidence level may not be as high as underclass students. Confidence in ability to review peer’s work did not vary significantly by gender but was marginally significant (p-value = .057) when students were grouped by grade point average (3.5 and higher versus less than 3.5) with students in the higher G.P.A. category being slightly more confident in their abilities. Anxiety - It has been suggested in the literature, that peer evaluation can be an effective tool in improving the quality of student work because students are more anxious or concerned about a peer seeing and evaluating their work. In this study, 37 percent of students agreed that knowing other students would be reviewing their work made them anxious; however, scores did not vary significantly by grade point average or gender.

DISCUSSION

The use of multisource ratings for feedback and performance appraisals has been common in the business environment since the early 1990s. Peer review is also commonly used in education to evaluate faculty teaching and research. In recent years, there has been a move to include students in the evaluation of student work. Much of the research on the use of peer review in the classroom focuses on the validity of peer review and differences in ratings given or ratings received based on personal characteristics such as grade point average or gender. The purpose of this research study is not to examine the validity of peer evaluations, but rather, to determine students’ perceptions of the value and fairness associated with peer review and if these perceptions vary by grade point average or gender.

It is clear from the research that students find value in the peer review process. Over 90 percent said peer review of papers should be continued in future semesters and 89% incorporated at least some of the peer comments into their final paper. The majority of students also thought the peer review should be required (85.2%); graded (74.1%); and anonymous (96.1%). These finding
support Kerr and Park’s (1995) assertion that peer review should be graded. Mercoulides and Simkin (1991) suggest that blind review helps to provide objectivity and less bias in the peer review process and this study suggests that students also prefer a process that provides for anonymity. Although over half of the students (54.6%) thought the peer evaluation would still be effective in strengthening students’ final papers and over 70 percent said they would still participate if the peer evaluation was ungraded, only 11 percent thought students would have the rough draft nearly complete if the peer evaluation is not graded; thus, the value of the peer review could be compromised.

In this study over a third of students agreed that having other students review their work made them anxious. This supports Peckham’s (1978) position that peer review may provide motivation to do better work. This study also found that most seniors (88.9%) feel confident in their ability to evaluate their peers’ work.

Gender does not appear to affect students’ perceptions of the value associated with peer review; however, women may be more likely than men to incorporate the feedback into their final papers. Grade point average also does not appear to influence students’ perceptions of the value associated with peer review; however, the findings in this study suggest that students with higher grade point averages may be more likely to participate in an ungraded peer review session, may have more confidence in their ability to review peers’ work, and were more likely to believe their peer review grade reasonably reflected the quality of their work.

Research is necessary to further validate the findings in this study due to the small sample size. Research should be conducted with larger sample sizes and across multiple disciplines. In addition, students’ perceptions of the value of peer review should be examined by year in school, traditional versus non-traditional students, and across projects. Much of the previous research is based on peer review of writing assignments, but peer review can be incorporated into many different types of projects such as marketing plans, promotional plans, or production plans. It would also be interesting to examine differences in perceptions of peer review by culture or ethnicity.

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UAIDAS: APPROACHING THE CLASS WITH A LITTLE MARKETING

Paul M. Lane, Grand Valley State University
John P. Farris, Grand Valley State University

REFEREED PAPER

ABSTRACT

Using a marketing tool to design your classes can make teaching a lot more fun for you and more relevant for your students. In this paper the authors explore ways to use the AIDA model often taught in the promotion section as a framework for designing each class. The millennials in your classrooms are looking for application and why it is important to them. Here is one way to get at that change. It is about you as a professional practicing what is in the text you are selecting for your students.

INTRODUCTION

What the heck is UAIDAS? It is a modified version of the AIDA model in many text books (Perrault, and Peter). Some authors have added the S for satisfaction but these authors have added the U to represent unawareness. It is this simple marketing model that you can work through to think about each class session. For the students of today each class session is a marketing job. Technology is pulling away and they are seeking relevance to help them with their job, career and life.

This is about using marketing in practice in the classroom to stimulate and interest students. Why should students be any less of a customer than anyone else? Why not show them as well as tell the students what is going on. Are you practicing what you teach? It takes a little reprogramming of you but the intrinsic rewards are huge. The extrinsic rewards will depend on how much your university values its students and their contentment.

USE YOUR MARKETING IN YOUR CLASSROOM ASSUME UNAWARENESS

You should start with the idea that they do not know much or anything about that which you are talking. Why is that the case?

1. You have studied it for years and talk about it all the time?

2. Why are you students taking this course? Have you asked them why they are taking your course? Are they interested in the topic of the day?

3. If you are lucky they read about it once with some questionable video playing in the background.

4. Ask you students how many cell phone messages they get in a 24 hour period. And divide by some number of presumed waking or sober hours. When you figure out that this is between five and 10 per hour ask yourself how much you would retain if interrupted that often?

5. Ask the how many Facebook friends they have – you may be amazed at some of the numbers and wonder how they have time to be in school.

6. How many hundreds of distractions have your students had in this electronic age since they read your assignment?

7. Ok, so now with their favorite caffeine laden product in hand forty of them sit in front of you. How will you create awareness? How will you grab their attention? How will you engage them in a dialogue, or problem solving?

8. How will you grab their attention and make them aware of the knowledge you wish to impart? Do they have any reason to be interested?

9. What is the benefit of getting to class on time to the students? What makes it fun and interesting?

First of all just realizing that you need to stop and do something dramatic to get their attention can help you.
Do not start in your lecture notes from the chapter, or worse yet your power point. Do not be afraid to have some fun as fun is involving and involvement can lead to awareness and that can lead to learning. Come prepared with a bag you cannot see through with some item that represents the days topic in it. If you are doing Maslow’s needs for example you could have items that represent each need level. The best items are ones you pick off your own shelves or that are edible. An accounting professor once told me that, “you have to make accounting edible,” as she went off to her class with her bucket of wrapped crackers, candies, gums and so forth. Edible sounds good to your authors what about you? Another idea is start in a different position in the room. That’s right just for to a different corner of the room and the students want to know what is going on. Another idea is having them sign in with a big sheet stuck on the door and a space for their name and a question relevant to the day’s assignment. Suppose you are doing something on aging the question might be how old is the oldest person in your family? That day there were two families with members over 105 and two families with no one as old as the professor. Makes you think before you start talking about how they might perceive age. They also like seeing that their information is important as someone who is bored and on email is asked to calculate the class average and compare it to the national average which someone else is asked to find on FactFinder.

Think of the class room as theater in the round. Get off the stage in the front. Avoid flicking the mouse all over the screen in the front of the room – unless this is a class in hypnosis! When you finish a class try and have something colorful or interesting on all four walls. The authors use big post it notes but you can use sheets of paper with masking tape. Whatever it is to get out of the front and turn the whole place into a fiesta of ideas and interaction. Also as you walk around the room doing all these things you will have a chance to see what students are really doing. Are they focusing on the class, their email, or their favorite casino site? If you are losing out to the casino and email you may have to try something more dramatic to get the students awareness. Remember these are millennial children and many do not even remember the 20th century and many of them are not interested in it. It is your job to create the excitement and interest.

Try something that is engaging to the students. So you want to teach social class. Log on to the NYT social class and ask them to fill it out for you. What does it matter if you are very different then they imagine you. First of all it is enlightening to find out that they think you make $45,000 a year and that you have $60,000 in wealth and so forth. You learn how little they know in life. It is not important to correct them you are trying to engage them. You want them to be curious enough to go look for themselves.

Another favorite is to get to the class room early and change all the seats around so no one can sit in the same location that they usually do because those places do not exist anymore. What an opportunity to talk about perspective and perception. A wonderful modification is turning all of the desk at an angle, for example, put them in circles. Do this a few time and some enterprising student will arrive with a configuration of theirs that they want to try. You got engagement.

What this really takes on your side is the willingness to think ahead and take five minutes to really engage the students. You will find that students will want to be there on time as they do not want to miss the surprise factor. They will be waiting for you and try and pry out of you what is going to happen. Or even better they will greet you with an idea for the topic of the day.

Take the signup sheet example at the end of two weeks you will be amazed if you forget to have a topical question the students will stop at the door and look at you and ask where is the question? The other good thing is you will find that you have to get there early to be there for the signup sheet and that alone will produce more interest. Remember in this century everyone seems to want to be valued, to be recognized, even if it is just a few words before class. Perhaps it is time to think about whether in teaching you are evaluated on what you know or how interested you are in your students? Do you know something about each student? Sometimes the authors have to reread the initial assignment where they introduce themselves to find what is special about a student but the five minutes is important. Take the challenge to try and find out something that you can use to change from unawareness to awareness for each class. Once you are in the habit you will automatically find it appearing in your daily plan. Try it you will like it.

**HOW WILL YOU CREATE INTEREST SO THAT THEY WILL WANT TO RETAIN INFORMATION?**

Do you ever go to meetings and listen to papers and wonder how you are going to use this fascinating stuff in your life? Your students if they hear anything know that feeling? Can you put yourself in their seats, or shoes, or heads mentally and ask what will interest you?
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1. What interest you as a student in the second decade of the 21st century?

2. What is interest you as a 19 year or as a thirty year old?

3. What interest you as you try and get on with real life?

4. Will this information be useful to you the student in a foreseeable time period?

5. Are you as a student likely to connect up the information bits presented with other information and make it into some kind of useful total thought or knowledge base?

6. Has the student heard this several times before in other classes?

7. How does this connect up with life as perceived by students in the electronic age?

8. Is the professor learning with the students or are they making pronouncements from the stage?

9. Is it beneficial to attend class or can students get the basics more efficiently from the power point notes with comments posted on line? Or from the book?

10. Is there engagement of the students and with the students?

11. Is there an immediate benefit to attending class? It may be a great space of connection and friendship in a busy world.

If you are the kind who still gives memory test students know that they must be able to remember this information for a few hours or days. Along time ago your authors decided that they were not into force feeding for a few hours to much work. Of all that stuff in the 700 page introductory to marketing text book what are ten things that students can put to use in their lives in the next 24 months? Perhaps this is heresy but in a fifteen week semester or that is about how many ideas you are going to get across that will stick (Heath)?

After your awareness item ask them why they think this topic is important. Do not use twentieth Century examples; do not use examples that require them being able to accept a complicated reasoning path. Stop and take five minutes about how this topic might impact their hopes and dreams or the quality of their lives. Most topics are relevant to life but sometimes someone has to draw the connection for the students. How might it help them get, or keep a job? Usually that is something that is relevant to them in the author’s university where almost everyone is working!

An example when studying marketing positioning could be as follows. Understanding market positions gives you an idea about where to move to so you are not sitting with all your competitors. It gives you a chance to suggest that you might want to pick an opportunity that positions you differently than the competition. Or understanding market positions tells you where there may be a need for a new or better product. Students can see how being able to show their boss an apparently open space could be a real advantage. This is one of those concepts that can help you get, or keep a job or impress your boss.

When you have a class full of students who think marketing is about making a cool advertisements it always fun to tell them the most important thing that will impact them in this class is the chapter on the macro environment and how changes there impact everything else. Give them some big examples so they can really understand it. Most of them have never grappled with what this country will look like with twice as many people as when they were born? Many of them do not understand the differences in growth rates of the so called ethnic markets? They have not thought about who has the money and what age are they? Many have not wrestled with $10 a gallon gas, and the competition from global markets for natural resources! Where do they think we are on the life cycle of information technology? What is inflation or deflation – sure they can give a pat answer but what does it mean to the way they should invest or plan on marketing a product? What does it mean to them as the world moves to global labor markets?
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Some great examples of this kind of thinking can be found in some of the futurist sources like: The Extreme Future by James Cannon. Try to get them to think about how the extreme future impacts them. They will get the idea if you use a reasonably current list from Dr. James Cannon or from the World Futurist Society.

These topics can be really interesting and shape their life choices if you prepare with a little information. They are often amazed to see how text book stuff can impact their future, and if your students work like the author’s their company’s future. Can you send them to the internet to get future predictions?

BUILDING DESIRE – HOW WILL INSTILL IN THEM CURiosity TO WANT TO GO FURTHER

Now here is a challenge how will you want to get them to go further. There are several techniques that the authors use here. First there is the 45 minute quest. The students are encouraged to bring their friends with a marketing problem to class and of course the professors invite a few on their own. The problem with your frequent presenters is they begin to be another lecture. In a recent marketing class some guest were a conservation association, a hair stylist, an alarm company, a closet design company, a shaving oil manufacturer and others. The fact was that all of these people and companies were struggling with real marketing problems.

If you are ok being out of control you let the hairstylist who you just met explain how she builds her business and then ask her what she would like help with. This stylist practically blue the authors sox off with the plan she laid out including Product Improvement new training every six months, product line extension learning about dress and cosmetics, price quality relationship in styling and why it is better to charge more than less an eye opener for the students. She also stressed the need for networking in the right circles.

She goes on to explain the importance of her promotion and how she goes to business meetings and talks about the importance of image which she displays credibly with a few accessories to her simple black. She talks about distribution as being limited as she is running a chair in a great salon. Her challenge would be to grow beyond that to extend her market in some way. Now what are you suppose to do with this almost text book case of how to do it? You stand up and say well done what are some areas that you would like help with and she discusses her desire to reach more people. This gets the class off to a start with ways that she can make some changes and possibly do more things in the future. She is interested in everything but challenges them with good questions. How many styles are in a TV commercial? Is my target market really reading the news paper? Why would people look at or listen to my message when they get hit by hundreds every day? You will find the students interested if they choose the speakers and the problems are real to them they will be excited to become consultants or a kind of panel. The more they do this the more they want you and colleagues to find interesting people. By the end of the winter term 2009 they wanted to take on General Motors. Perhaps over confident but at least interested in using what they have been learning to move forward.

HOW WILL YOU GET ACTION?

Getting students involved can lead to them taking action for themselves. Of course projects can get them in action. There are several things that are done to promote action to work more with marketing ideas and concepts. There is a world of wonderful information out there. However many students are not looking at all these opportunities. You can promote option by showing or highlighting an internship opportunity, a job opportunity, an international program, a cool service learning project, a practicum. How are student to know all of this help them to get to action by pointing out opportunities where these can be used.

Hopefully by this time you know what kind of jobs your students have and you can relate what they are doing in class to some of their interest. Of course, this is a key factor. One of the ways to do this is early in the semester have students write about themselves and their interest. What they do in and out of work, hobbies, sports etc? This proves to be treasure trove of potential actions material as if your students are like the authors they are involved in a myriad of wonderful projects and programs that you can use as examples. It provides you the opportunity to refer back to those who have presented in class.

HOW WILL YOU GET SATISFACTION?

Whose satisfaction are you thinking about ultimately the students in front of you? You are trying to make them aware, get them interested and become involved with the concept and know how to use something. In the 21st century students do not need to memorize a bunch of vocabulary so much is available on line that if they sell their books they can still find the words, ideas, concepts on line. But will they know how to use them? Or when the sell their book back will they have sold the knowledge base back and no longer have access. It would seem
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It is important to work with them for you and them to learn to access the knowledge on the web – in the short run supplemental to books, but possibly by 2015 without the books!

SO WHAT?

Use in the classroom and the design of homework, field trips to create a learning environment for all. Students need to learn how to use, process, connect, interpret, integrate, and analyze the amazing quantity of information that is out there on any subject. While you may be ahead of the authors they are finding that this is a joint learning project where they have much to share in some areas and the students have much to share in other areas if motivated. Even if the authors have everything ready including websites – it always good to ask if they have any ideas. There are three possible benefits.

1. You learn about something new – remember this is their age their form of communication.

2. Student(s) providing the information feel more valuable and engaged.

3. Other students see the opportunity to get engaged!

If you do not challenge them they will not learn to solve problems, integrate ideas, or interpret information from different sources. You can help students to learn to think across the disciplines, and across the cultures, they can help you to think across the websites, and across the social networks. Try using what you teach to constantly improve what you offer your students.

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ON-LINE SURVEY SOFTWARE AND TEACHING MARKETING RESEARCH

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ABSTRACT

The benefits of using on-line, web-based survey tools in the teaching of marketing research are explained along with a hands-on review of using one such program, SurveyMonkey. On-line survey programs help meet two of the most challenging aspects of teaching marketing research. The process of creating surveys, including selecting question types, wording, and layouts, is fast and easy. The initial analysis of results, including response filtering and the construction of cross-tabulations, is equally advantageous and promotes students’ willingness to test and revise surveys in an effort to obtain quality data for a research project.

INTRODUCTION

Beginning a term of marketing research often starts with a caution, “Marketing research may be the most challenging course you take while majoring in business administration and specializing in marketing. You will need to read the text (groans), download the lecture slides from the course management system (sighs), take notes during every class (moans), use your statistics book (gasps), and work together in teams during the term project.” After discussing the typical introductory material and jumping headlong into the first lessons, the class concludes with the students looking dazed and the instructor saying prophetically, “Fasten your seat belts. This course can be a wild ride.”

Teaching marketing research is as much of a challenge as taking the course and at times more so. Other than the difficulties of enforcing the rule of no texting during class, I have found three main challenges to teaching marketing research. First, determining the research question(s), or what relevant problem or opportunity exists, what decisions can be made to potentially solve the problem or take advantage of the opportunities, and what data must be obtained to make those effective decisions. Second, the creation of surveys is a challenge; it is a process that often necessitates six or seven drafts before finalizing the type and order of questions, grammar, layout, and style for pilot testing. The third main challenge in teaching marketing research is the accurate entering of survey data into a spreadsheet or statistical software program, deleting duplicate or incomplete survey responses, and analyzing the data.

Experience has taught me to meet the first challenge of determining the research question(s) with a combination of text, lecture, discussion, and handouts that contain a funnel-like series of questions that, when answered, lead students to logically conclude what data must be collected. Meeting the second and third major challenges of teaching marketing research can be less onerous using on-line survey software.

ON-LINE SURVEY SOFTWARE

Teaching marketing research while using on-line survey software offers a number of advantages over using other types of surveys as part of the requirements for student assignments and projects. Speed is certainly an advantage of using an on-line survey, particularly when teaching marketing research over a 12-week term. For example, the total time required to mail a survey, send follow-up mailings, and reach the cut-off date for accepting completed surveys is normally 6 to 8 weeks (Zikmund and Babin 2010). Student-placed phone surveys typically yield low response rates, especially for all-male student teams who call respondents in the evening and are often summarily hung up on. Results from an on-line survey can start being collected within hours of inviting respondents to participate. Incorporating question logic in a questionnaire is another factor favoring on-line surveys. Asking a mail survey respondent to answer a following question in response to providing a particular answer to a question (If “YES” skip to Question 7. If “NO” Skip to Question 8. If “MAYBE” Skip to Question 9.) can result in respondent confusion and frustration.
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and adversely affect response quality. Many mail surveys avoid adding logic for the sake of simplicity and consequently often miss an opportunity to obtain useful data. On-line surveys can be easily structured to direct respondents seamlessly to appropriate follow-up questions.

Using on-line surveys lends itself to the discussion of response bias. Will respondents provide different answers depending on the use of personal or phone interviews, on-line surveys, or mail surveys? Results from mail and on-line surveys have been found to be similar (Royle and Shellhammer 2007). “The data provided by Internet methods are of at least as good quality as those provided by traditional paper-and-pencil methods. This is evidenced by the finding that Web-questionnaire results generalize across presentation formats, do not appear to be tainted by false data or repeat responders, and are, so far, consistent with results from traditional methods” (Gosling, Vazire, Srivastava, and John 2004, p. 102). In a longitudinal study of community college students, researchers found response rates to an on-line survey were higher than for paper surveys due to using valid email addresses. Concerning the issue of response bias, there was little difference found between on-line and paper surveys (Sax, Gilmartin, Lee, and Hagedorn 2008).

On-line survey providers typically ask first-time users to register by providing a user name, password, and email address. Once registered at a particular level of service ranging from free to a yearly fee, members sign in and can create a new survey or edit an existing survey, set parameters for collecting responses, analyzing results, and downloading responses and results. In its simplest form, a user creates a survey and is provided the web address of the survey that is hosted by the on-line survey provider. The web address of the survey can be sent to potential respondents via email or posted on a web page. Respondents simply click on the provided link and take the survey. Users can log into the on-line survey’s website at any time to retrieve survey results.

Determining which on-line survey software is best for use in teaching marketing research is a balance between features and costs. True to the adage “you get what you pay for,” several programs offer a trial version that provides core functions of survey creation, response collection, and report generation but sets limits on the number of questions per survey, responses per survey, and number of surveys that can be created. Among the many on-line service providers are mySurveyLab (mysurveylab.com), which is headquartered in Warsaw, Poland and offers a Free plan and a Pro plan ($199/year); Zoomerang (zoomerang.com), which is a product of MarketTools, Inc. and offers Free, Pro ($199/year), and Premium ($599/year) versions; Fluidsurveys (fluidsurveys.com), a Canadian company that stores all of its data in Canada for security and privacy reasons and offers Free, Pro ($180/year), Ultra ($600/year), and Enterprise versions; FeedbackFarm (feedbackfarm.com), which is a completely free service that offers unlimited survey responses per month; Obsurvey (obsurvey.com) which is based in Denmark and is currently free with no limitations; Impressity (impressity.com), which allows users to create their own free surveys plus provides an option where one’s public questions are aggregated with similar questions from other surveys and made available to the public for their responses on the Impressity website.

Most trial versions provide basic question types: date and time, ranking, dropdown matrix, multiple choice, text response, yes/no, optional and mandatory questions. Editing features are similar among trial versions: rearranging survey questions; real-time review of questions; drag and drop interface; and adding, deleting, and modifying questions. Additionally, most trial versions provide a number of survey options such as survey duplication, progress bar, deletion of responses, on-line view of results, editable title and description, bulk import of choices, randomized answer choices, limiting the number of responses per computer, and a closing page.

A wide range of services are offered to users subscribing to higher services levels: unlimited survey questions and responses; language support; randomized order of questions; advanced templates; response filtering; response analysis tools; mobile survey capabilities; panels of respondents; Internet Protocol (IP) access protection; mapping of survey responses directly into customer relationship management (CRM) software; direct exporting into statistical software; and advanced branching, skipping, and logic functions.

TEACHING MARKETING RESEARCH AND USING SURVEY MONKEY

Before the beginning of class I purchased an annual subscription to SurveyMonkey’s PRO Plan for $200 (surveymonkey.com). The decision to use SurveyMonkey instead of other tools was based on trial use and the testimonials from SurveyMonkey users from a wide range of industries. I learned to use the software in just a couple of hours. During the introductory section of the course, students were asked to first visit the site and review the “Customer Success Stories” to understand that using on-line surveys is widespread and growing in popularity.
Creating Surveys

Using on-line survey software for creating surveys in teaching marketing research is less of a challenge than using other methods. Demonstrating and editing sample on-line surveys to a marketing research class using an overhead projector is easier than using a word processing program that uses tables to format questions and choices. Reviewing SurveyMonkey’s template surveys as they appear on screen is an effective entry into discussions on such topics as the differences between dependent and independent variables and their uses in determining cause and effect, and how different types of questions are used to obtain nominal, ordinal, and interval data. Similarly, topics such as the need to explain the purpose of the survey, stating why answering the survey is important to the respondent, and specifying how long it is expected to take are easily addressed with an on-screen demonstration. The use of Likert scale questions, question ordering, and survey layout concerns are readily apparent when a sample survey is on screen and easily manipulated for everyone to see and comment on. Unfortunately, SurveyMonkey’s readymade templates can be simplistic (but modifiable) and violate some of the tenets of creating self-administered surveys discussed in a marketing research class, such as starting with an interesting question to draw in the respondent rather than starting with “What is your gender?” followed by “What is your age?” The templates also often fail to put important questions such as those eliciting data regarding critical dependent and independent variables near the beginning of the survey where they will provide potentially higher quality data (Galesic and Bosnjak 2009).

To encourage students to become actively involved in using on-line surveys, a simple home work assignment asked students to register for the free BASIC Plan version of SurveyMonkey and to create their first survey. Students were advised to review SurveyMonkey’s introductory material by accessing the homepage’s “Take a Tour” button and to view several of the many useful “how to” videos, including step-by-step instructions that are available on YouTube (youtube.com). Creating a survey from scratch as part of explaining the assignment was simple. The process of creating a survey starts with entering a title for the survey, choosing a theme (various color schemes that can be modified) or creating a new theme, labeling the section, and then adding questions. Selecting among the many types of questions available from SurveyMonkey is a key strength of using on-line software in teaching marketing research. Each available type of question and the answer choices plus the resulting data can be easily demonstrated and discussed. Lessons such as the need to add the answer choice, “Other, please specify” can be accomplished easily. SurveyMonkey provides a complete menu of question types from which to choose and provides a description and example of each question type.

Discussing the use of Likert scale questions is facilitated using SurveyMonkey’s “Matrix of Choice (Only One Answer Per Row)” type of question. For example, the differences between an even and odd number of response choices and the need to use response choices such as “Not applicable” are easily explained. With a Likert scale question appearing on the classroom screen, students can be quickly polled, responses tabulated, and the results discussed; if everyone responds with “Strongly Agree” the statement can be easily edited to illicit a wider range of responses. The use of constant-sum scales as a means of measuring attitudes by dividing points among several attributes to indicate relative importance is easily demonstrated using SurveyMonkey’s “Rating Scale” type of question.

Inserting “Image” questions in a SurveyMonkey questionnaire allows a user to insert a .gif or .jpg file below the previous question or to place an image next to the previous question. Unfortunately, SurveyMonkey does not provide a means of inserting a video into a questionnaire, unlike some on-line survey software such as SurveyGizmo (surveygizmo.com).

After the each question and its answer choices have been created, users can set options for the question, each of which leads to questions and discussions about creating surveys. With SurveyMonkey users can add the capability of sorting or randomizing questions’ choices, adding a comment field, requiring an answer to a question, and changing the question size and placement.

Questions may be edited at any time and can be deleted or moved. Survey page breaks may be inserted after one or more questions for layout purposes. Questions may also be subject to skip logic that redirects respondents to another page and to questions based on their answer to a particular question. For example, a multiple choice question with three choices (Yes, No, and Maybe) can automatically send the respondent to one of three questions to gain further insights based on the original response into respondents’ attitudes, feelings, and behaviors.

Once survey questions have been finalized in SurveyMonkey, lessons for marketing research students about increasing response rates and data quality become obvious. Should a logo be included? Will adding a progress bar affect the number of respondents quitting
the survey because it was taking longer than expected? Perhaps a Spanish version should be made available (SurveyMonkey offers to translate a survey written in English into one of 22 different languages). Which navigation buttons (previous page, next page, done, and exit link) should be included on each page? How should respondents be informed that a particular question must be answered before proceeding to the next question?

Collecting Survey Responses

Following the setting of the survey design options, users can select from three methods of collecting responses: a link can be sent to the users via email or can appear on a webpage, a list of email addresses can be submitted to SurveyMonkey, which then sends out survey invitations on behalf of the user, and SurveyMonkey can provide the code that generates a popup invitation on the user’s webpage. Each method of collecting responses offers several options for customization, each of which can be talked about in class. For example, if the user asks that SurveyMonkey generate a link that can be sent to invited respondents, should multiple responses from a single computer be denied in an effort to minimize fraud or allowed to permit students in a computer lab to respond? Should a “Thank You” page appear upon completion of the survey and, if so, what should it say and where should a link send respondents at the conclusion of the survey? And what about privacy? Should IP addresses be collected from respondents even though the introduction to the survey states responses are anonymous? Other options that lead to lessons for marketing research students can be selected during the collection of responses: setting a cutoff date and time, establishing a maximum number of responses before the survey ends, password protection, and the blocking specific internet addresses.

Survey Response Data

The second major challenge to teaching marketing research is instructing students how to handle collected survey data. Experience has shown that data entry by students from paper-based surveys can be frustrating and error prone, especially when students divide the effort among several team members. On-line surveys by definition free students from this task and allow them to spend time on the more important aspects of analyzing their data.

At any time during a survey’s life SurveyMonkey users are offered a number of ways results can be analyzed. “View Summary” allows a user to view the responses for each question as a frequency table or as a fully customizable chart. Users can browse responses that have been filtered by one or more criteria, such as only those who have indicated “YES” to question 4. Filtering with simple and/or logic is also available, such as displaying only those who answered “NO” to question 5 and answered “YES” to answer 8. Using a custom combination of filters using and/or/not logic is a great way to start a lesson about the why and how of editing responses for completeness.

Initial data analysis in the form of cross-tabulations is easily obtained using SurveyMonkey. When a user selects a question and up to five of its choices, he or she is presented with numerical or percentage cross-tabulation charts for all other questions in the survey. For example, the ability to quickly and easily demonstrate in graphic form the differences in behavior gleaned from one question across different age groups asked in another question and the possible relationships is time well spent in teaching marketing research.

Either summary data or data from all responses collected can be downloaded by selecting the type and format of the download, including EXCEL spreadsheet, portable document format (PDF), and extended markup language (XML). When downloading all responses in spreadsheet format, users can select between condensed or expanded columns and between the actual choice text or numerical values appearing as cell content.

DISCUSSION

Teaching marketing research and using on-line software to create surveys as an integral part of students’ assignments and projects makes sense in a world where on-line survey tools are growing more prevalent.

Instructing students about the art and science of creating surveys is made simpler by using on-line software such as SurveyMonkey. Concepts and practices are quickly and easily demonstrated in the classroom. The mechanics of creating on-line surveys is not a burdensome task for students. They become quickly engaged in the process and can be easily encouraged to edit and test their surveys as a result of being able to look quickly at results generated by the on-line software. Not only can students create better surveys using on-line software, the effortless creation of cross-tabulations allows them to see their data and get a fuller understanding of it before using statistical software for data analysis. The ease with which response data can be quickly collected and analyzed makes it easy for an instructor to emphasize to students that testing a survey and reviewing the responses as many
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times as needed ensures that data obtained from the final version of the survey can help make decision to help solve problems or take advantage of opportunities.

CONCLUSIONS

Yes, I will renew the annual subscription to SurveyMonkey and use it again in teaching marketing research. Anecdotal evidence from students indicated that they enjoyed working with the on-line tool due to its ease of use and its ability to facilitate the quick editing of questions and survey testing. Resulting research data was better using SurveyMonkey, and overall project quality increased. Student evaluations from the single term during which SurveyMonkey was used were similar to those from previous years with one exception: the score for “Instructor’s use of example and illustrations” improved during the term SurveyMonkey was used.

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INTEGRATED PRICING STRATEGY: A COROLLARY TO INTEGRATED MARKETING COMMUNICATIONS

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REFEREED PAPER EXTENDED ABSTRACT

Practitioners raise concern about the lack of emphasis on integrated marketing communications in the promotions mix curriculum. However, frustrations run high with the lack of instruction on integrated pricing strategy as well. This is understandable given the competitive role pricing plays in commodity service industries. Simply describing multiple simultaneous pricing approaches in class has limited effectiveness. Appropriate examples from industry are needed to emphasize synergistic effects.

In this paper Comcast is used as a case study to explain and apply an integrated pricing strategy, highlighting profit maximization and customer satisfaction. Comcast Corporation is best known for its cable service; however, it also provides a variety of internet and television services. Comcast has high fixed costs, formidable competitors and little opportunity for service differentiation. Therefore, the well-integrated pricing strategy of Comcast is a key element of its marketing strategy and the company’s overall success.

Comcast uses price-bundling as part of their integrated pricing strategy (IPS). To aid in bundling, Comcast allows customers to customize orders depending on their needs. The ability to customize orders promotes bundling. Given the commodity-type service environment, bundling helps Comcast stay competitive. Penetration pricing is also part of Comcast’s IPS. Comcast’s current products are not necessarily new to the market, but penetration pricing is still implemented to reach new customers, increase market share and generate economies of scale. Versioning is a popular strategy used with services or technical products, where the company sells the same general product in different configurations. Versioning is considered a pricing strategy in Comcast’s case because different versions or configurations of the same product are just variations of that product.

Comcast can enhance their IPS by utilizing the Decoy Effect. In marketing, the decoy effect occurs when consumers tend to have a specific change in preference between two options when also presented with a third option that is asymmetrically dominated. Comcast, through a combination of pricing strategies, can offer customers a different version of a product to stimulate sales of another version. Other pricing considerations include having no contracts, offering free trials, and initiating a rewards program. The Comcast case introduces basic concepts in pricing and then demonstrates how one company developed an integrated pricing strategy. It goes on to challenge students with points of discussion regarding an even more advanced integrated pricing strategy.

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MAKING THE MOST OF AN INTERNATIONAL FACULTY DEVELOPMENT PROGRAM

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This paper presents strategies for faculty to consider in order to gain the most out of their experience when travelling abroad for international faculty development programs. A participant’s contemplation of research or instructional developmental goals followed by creating a list of questions prior to travelling abroad, will enrich the participants’ research collaboration efforts, study abroad opportunities, and future business relationships. The authors present their experiences and suggestions following an international faculty development program.

Faculty travelling abroad can enhance their teaching, make connections, and build community on a global scale. In this paper, the authors reflect upon their Center for International Business Education and Research (CIBER)-sponsored Faculty Development in International Business (FDIB) trip to Turkey in May/June 2010, and the strategies faculty can leverage before, during, and after travelling to make the most of such an overseas educational program. An important function of CIBER FDIB programs is to provide enriching knowledge and experience of diverse cultures and international business to both students and faculty through study abroad opportunities.

There are thirty-one of these Centers that serve as resources to businesses, government, and the academic community. An important function of CIBER FDIB programs is to provide enriching knowledge and experience of diverse cultures and international business to both students and faculty through study abroad opportunities. While abroad, participants meet with foreign senior executives, entrepreneurs, and government officials. Tours of manufacturing shop floors are typical, allowing for first-hand observation of workers in context. Academic lectures and scholarly collaboration with international faculty at host country universities is also scheduled into the program and usually results in exchanged views and newly developed ideas for research and teaching. Brazil, China, India, Africa, and Vietnam have been some sites for recent FDIBs.

Fifteen faculty members from around the United States participated in the May/June 2010, FDIB-Turkey program. As a result of the FDIB-Turkey program, the authors have developed extensive networks of professional contacts both from the U.S. delegation and Turkey as well as with the business people, academicians, and service providers encountered. For both future travelers and administrators who support overseas study programs, there are a few things that can be implemented to leverage the most benefit from such a program.

Faculty members in various stages of their academic careers have different faculty development goals and they must choose a program that adapts well to their needs and the needs of junior faculty are different from those of senior faculty members. It is also important for faculty participants to consider their research interests, the unique focus and mission of their college and institution, their courses, and teaching assignments when choosing a program. As far as the organizational mission is concerned, some institutions may have strategic plans that include internationalization of curricula and may also have public and private funding to fulfill such goals. In such cases, faculty revising and creating new courses are the ones who participate in overseas study abroad programs that have the potential to enhance teaching skills on international business topics.

In addition to participants’ interests and their school’s focus, it is essential that participants receive the program agenda ahead of time to research company sites for possible matches with future school internship opportunities, recruitment opportunities, study abroad sites, research, and other institutional collaborative efforts. It is key that participants outline the goals and plans they want to accomplish upon completion of the program. In preparing for the
program, it is important for participants to communicate with the administrators funding the program and for the administrators to communicate with the participant being funded to travel on the program.

It is important to stay open to all new ideas during the program. Participants in the Turkey program indicated that new themes emerged that they weren’t expecting to write on or teach about. For example, this paper is the unexpected result of the program; the idea was generated almost toward the end of the travel as we brainstormed how to make best use of what we had learned and how to do so immediately before any momentum was lost.

The authors cannot emphasize enough how important it is to document all information through notes, video, or photos. During the program, information overload is very real; there is not enough time to reflect on the information as it is being disseminated. Ideas for implementation can get easily lost. Extensive documentation during the program allows you to reflect upon the information and apply it more productively later, whether it is toward research, teaching, or service activities. For example, blogs immediately benefit current students or colleagues who read and learn while the traveler is gone. Blogs can remain online and serve as suggested or required readings for future students. Create a shared electronic space for collaborative projects to evolve between participants in the program. Activities upon return from a program could include significantly redeveloping courses, teaching globalized courses, engaging in faculty research and/or student and faculty collaborative research projects, and presenting at university and college forums on the topic of the FDIB.

Those organizing a faculty development program must recognize the different skills and needs of individual faculty members that may participate in the program. The authors and the delegation found that the FDIB to Turkey in 2010, was one such program that recognized and catered to the variety of needs of the participants as well as the various stages of their academic careers. Other programs in the future, especially those to less-traveled countries, could model after this FDIB to Turkey.

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BLENDING ACADEMIA AND EXPERIENTIAL LEARNING: DEVELOPING A CAREER INTERVENTION FOR THE MILLENNIAL GENERATION

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REFEREED PAPER EXTENDED ABSTRACT

The Millennial Generation is among us, yet many educational institutions are struggling with how to connect with these students. Chalkboards and Cliff Notes once ruled, but administration and faculty are adapting to students whose key interests are their iPod and Face Book page. Capturing this generation’s attention has been a topic of research and debate in higher education. So how can a business college entice their reluctant Millennials to take ownership of their professional career development?

Millenials are often misunderstood by their coworkers and supervisors. Because their beliefs differ from previous generations and negative stereotypes unfortunately arise. In reality, these candidates possess positive career attributes. While this generation has a lot of potential, it also embraces viewpoints that challenge today’s workplace rules and etiquette. Millennial’s career development beliefs are often alarming not only to corporate America, but also to the universities who are endorsing these candidates as highly educated candidates. While this generation will undoubtedly rewrite the workplace rules in the future, now universities are faced with the challenge of teaching this complex population viable career development and business professionalism skills.

Business professionalism is critical to students’ success and reflects on the university. Defining professionalism is the subject of many articles and it’s affect on students and their careers. Can a university or others in fact affect the Millennial students’ professionalism? This is subject to interpretation. The soft skills such as communication, manners, dress, and teamwork now appear more often in recruiters’ assessments of candidates.

Youngstown State University (YSU) is an urban based university in northeast Ohio and the majority of students are first generation college attendees. Faculty and counselors noted that the average YSU student does not have an acumen for career development. In addition, recruiters often commented on their below par interview competency and professional etiquette.

These students also failed to recognize the importance of gaining relevant experience through internships, did not take advantage of free etiquette seminars and events offered by the university’s Office of Career & Counseling Services (CCS) or the Williamson College of Business Administration (WCBA) Professional Practice Office (PPO), and avoided until the end of their senior year most campus recruiting activities. The Dean, department chairs, PPO and CCS were committed to improving their students’ career development and professional image to enhance their ability to secure employment.

WCBA’s and CCS’s informal curriculum research showed that other universities in Ohio required students enroll in one or more Career Development courses. The WCBA with input from CCS developed and implemented a “career intervention” mandatory course. Marketing 3702, an 8 week course would expose their Millennial students as sophomores, to the career development reality of today’s business world. It balanced academic requirements with experiential, and it met AACSB guidelines during 2010 reaccreditation processes. Course topics included: interviews, networking, resumes, ethics, social media, and on line searches.

From 2008-2010, Marketing 3702 instructors secured above positive and above average formal YSU and informal student evaluations from all classes. Due to the 2008-10 economic downturn and 12% unemployment in Northeast
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Ohio, no declarative indicator of the courses impact on career development and business professionalism can be extrapolated. Further evaluation will pertain to the perceived impressions of employers regarding improved candidate image and professionalism in the recruiting and hiring process. Longitudinal studies are planned including using surveys to uncover student perceptions of communication and business professionalism/etiquette skills. Many variables will challenge our interpretations including: demographics, the economy, and validity of measurements.

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TEACHING WALLY: A THEORETICAL DISCUSSION OF THE ROLE OF APATHETIC MOTIVATION IN THE USE OF BUSINESS TECHNOLOGY

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Organizations have begun using social media technology tools including blogs and wikis as tools related to the knowledge management process. Briefly, blogs are defined here as a social media technology that allows a user to start a discussion and where community members can add comments. Wikis are defined here as a social media technology where community members can create and edit an encyclopedia of knowledge. These types of technologies could aid in transferring knowledge (Grant 1996).

Given the shift toward social media technologies, marketing instructors have incorporated some form of these social media technologies into their curriculum (Levin and Davis 2007) because employers continue to look for technologically savvy employees (e.g., Priluck 2004). Specifically, they want employees who are comfortable with social media technologies (e.g., Benbunan-Fich et al. 2001) and understand the value that technology could create for the organization and its relational partners (Peltier et al. 2003). However, the results of social media technology use appears mixed (Speier and Venkatesh 2002). Bush et al. (2007) caution about the impact of certain technologies used by employees. Given the mixed results and cautions, research has shifted toward the conditions that facilitate technology use within the organization.

Extrinsic motivation and intrinsic motivation (e.g., Davis et al. 1992) represent two conditions that have been used to predict technology use by individuals. Briefly, extrinsic motivation is defined here as rewards that the individual perceives as important. Intrinsic motivation is defined here as the enjoyment the individual perceives from a task or situation.

Recently, researchers have added a third form of motivation, termed here as apathetic motivation, which reflects the individual’s lack of interest in a task or situation (Deci et al. 1989). One popular embodiment of apathetic motivation is the character Wally from the Dilbert cartoon series. Throughout the series, Wally exerts a glow of inertia, putting forth as little action as possible despite interests in certain outcomes. While many can identify Wally’s behavior, research is needed to understand a Wally Effect (i.e., apathetic motivation) on behavior, specifically in technology use.

Thus, the overarching purpose of this paper is to present a model that treats motivation as a multidimensional construct that could predict an individual’s use of technology. Further, we explore both the objective value and subjective value of knowledge developed during the use of social media technology. Finally, we consider a possible moderator, gender, on the relationship between the intention to use, and the actual use of, social media technology. The remainder of the paper reviews the relevant literature, proposes a path-dependent model, and provides directions for possible future research.

The model presented in this paper appears consistent with constructs drawn from expectancy theory (e.g., Vroom 1964) and self-determination theory (e.g., Deci et al. 1989). This model represents a subset of Locke and Latham’s (2004) broader motivation model that fits between performance and outcomes constructs. Rewards and success could serve as a form of extrinsic motivation (Porter and Lawler 1968). That is, the individual chooses to perform a specific behavior because the individual will receive a tangible and/or intangible reward.

Consistent with self-determination theory, extrinsic motivation is expected to correspond positively with intrinsic motivation and negatively with apathetic motivation (Deci et al. 1989). Consistent with expectancy theory, as the
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individual’s degree of extrinsic motivation and intrinsic motivation increases, the individual’s degree of value derived from the performance of the behavior should increase as mediated by the intention to perform the behavior and the actual performance of the behavior (Vroom 1964).

Further, as the individual’s degree of apathetic motivation decreases, the individual’s degree of value derived from the performance of the behavior should increase as mediated by the intention to perform the behavior and the actual performance of the behavior (Deci et al. 1989). The purpose of this model is to understand the relationship between the three orientations of motivation, behavioral intention and behavioral use of technology, and finally the outcome from the use of technology.

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THE DISAPPEARING UNDERGRADUATE BUSINESS MARKETING COURSE

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REFereed paper extended abstract

With a few exceptions, it is uncommon for recent graduates to secure entry-level consumer marketing jobs, yet most of the attention in the undergraduate marketing curriculum is focused on consumer marketing. The popularity and availability of business marketing courses appears to be dropping at the same time the business environment our students are entering requires increasingly more understanding, skills, and background in it. The author provides an overview of the state of the business marketing course, reviews past literature on the subject, argues in favor of a resurgence of the business marketing curriculum, and presents future research questions.

Most of the attention in undergraduate marketing curriculum is focused on consumer marketing (Barclay, Deutscher, Vandenbosch 2007, p. 36; Brennan 2000; Hunt and Speh 2007, p. 116) despite the fact that the vast majority of businesses in the U.S. serve other businesses and when most undergraduate marketing (Butaney 2004, p. 139), business, and MBA (Hunt, Speh, 2007, p. 116) students land their first positions in the business-to-business (b2b) sector, often in sales. With few exceptions (notably retail management trainee positions), it is uncommon for recent graduates to secure entry-level consumer marketing jobs. There could be several explanations for a consumer marketing bias in marketing curriculum. First, business marketing may not be perceived by students to be as glamorous as consumer marketing (Barclay, Deutscher, and Vandenbosch 2007, p. 36; Brennan 2000). Students choosing a career in marketing may dream of marketing Nike-branded products, conducting consumer research, or promoting a sports franchise. Most do not envision engaging in marketing activities for a firm targeting other firms in earlier stages of the supply chain. Student interest and familiarity with the topic (Backhaus, Mell, and Sabel 2007, p. 12; Hunt and Speh 2007, p. 116) may prompt marketing faculty to concentrate on using business-to-consumer (b2c) illustrations or case studies during class lectures and activities. Class project and paper assignments may also lean toward the consumer marketing sector as students may have their choice of companies or industries to study. And, faculty may focus on consumer marketing because materials and examples are more abundant in both the popular press and textbook publishers. There may also be concern that students will not be as interested in the field if more business marketing is featured in the curriculum, resulting in a decline of marketing students. Another reason that business marketing is not appreciated by most undergraduate college students is because they do not realize its likely relevance to their business careers. This is also holds true among graduate students (Barclay, Deutscher, and Vandenbosch 2007, p. 36). There is a cause-and-effect issue here because without faculty leadership and guidance to demonstrate the legitimacy and applicability of b2b marketing curriculum, students will not understand its importance.

Some believe that business marketing topics can be integrated with Principles of Marketing, Personal Selling, Sales Management, Consumer Behavior, Services Marketing, and Marketing Management courses and this is true to some extent. However, business marketing positions require a different set of activities and focus (Brennan 2000; Hunt and Speh 2007, p. 116). Environmental changes in business can, in some cases, affect business marketers more profoundly than consumer marketers. For example, Butaney (2004) describes how global competition is forcing companies to work closer with their supply chain partners. Narayandas (2007, p. 24) points to rapid changes in technology, shortening product life cycles along with the challenges brought on by multi-channel going to market strategies. In their paper, Hutt and Speh (2007) describe the complexity and skills required to manage buyer-seller relationships in b2b settings. Narayandas (2007, p. 24) notes that companies in the b2b sector are looking to executive education programs to prepare leaders for the changes taking place in the marketing environment. He also writes that entry-level managers are responsible for implementing marketing strategy and that they too need to be prepared for those responsibilities in business schools (p. 25).

For the reasons outlined above, eliminating or discounting the b2b curriculum does a disservice to our students. The differences between consumer and business marketing are significant enough to warrant serious consideration of
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a standalone b2b course or one containing a significant b2b component. This is not to say that consumer marketing courses are a waste of time but if our goal is to offer students a well-rounded education in a general sense, it also means offering them a fair and balanced appreciation of how marketing is practiced. With some time spent learning about business marketing, students will appreciate the skills they will need to develop to become successful in the field.

More needs to be studied in order to determine the true cause for the lack of business marketing curriculum at our schools, but one suspects several. Existing faculty may be resistant. There may be external pressures to limit the credit hours required by the majors. A perception may exist that students are being prepared for careers in the b2b sector in a Personal Selling and Sales Management or similarly named course.

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THE EFFECT OF RATING SCALES ON SYSTEMATIC DIFFERENCES BETWEEN STUDENTS AND NON-STUDENTS IN SURVEY RESEARCH

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REFEREED PAPER EXTENDED ABSTRACT

This research empirically examines how rating scales used in a survey research result in systematic differences between students and non-students. In marketing literature, it is common that researchers rely on the college students as subjects in their academic research. However, consumer researchers have been worried about the generalization problems embedded in the use of samples of college students.

Given this backdrop, a stream of the studies has found that the results using the sample of college students in survey research greatly differ from that of non-students, thus affecting the generalization problems of the study. In contrast, another stream of the studies has argued that the results using the sample of college students do not differ from that of using the samples of non-students.

To bridge the gap between two extreme research streams, the need for a replicate study has been greatly suggested in consumer research. The basic idea is that consumer researchers should repeat the same study with non-students if the samples of college students are used. Although the usefulness of a replicate study is noteworthy, it has not been studied that different understanding of the questions developed in a survey may result in systematic differences between students and non-students. Stated differently, the success of the replicate study can be achieved only when both students and non-students should not differently interpret the same questions. The present study investigates this fundamental assumption.

Results from a field survey indicate that rating scales used for behavior measurement (e.g., frequency, the number of purchases) seem to inflate the differences between students and non-students while those used for attitude measurement (e.g., willingness to purchase, perceived importance) deflate them. In addition, an experiment reveals that 5-point scale is more sensitive to the differences between students and non-students greater than 7-point scale. The authors argue that the conventional wisdom that a replicate study with non-students can solve the generalization problems can be vulnerable to the characteristics of rating scales.

One future research is to examine whether the findings from this study can be more vivid when incentives are given to both students and non-students. Consumer researchers often use the incentives with the hope that respondents can be more serious about the questionnaire so that they provide high quality responses. The different attitude toward the incentives between students and non-students has not been investigated yet along with the characteristics of rating scales.

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Researchers (Bird and Stevens 2003) have suggested that the business leaders of tomorrow will be “globals” who can freely navigate and operate in a variety of international and cross-cultural environments. However, with limited exposure to other countries for the large majority of Business students and the human tendency to consider their experiences as universal based on their own Self Reference Criterion (Pun, Lewis, and Chin 2003; Cateora, Gilly, and Graham 2009), students are not being prepared for engaging in and understanding the realities of international business. Marketing students from the U.S., Pakistan, and France recently gained invaluable experience and skills in global business through collaborating in virtual teams to assess the marketing strategy of a global brand and also make recommendations as to how those strategies might be improved.

The assignment was developed by the three authors for their international marketing classes at the respective schools. The theoretical basis of the exercise was drawn from Kolb’s (1984) Experiential Learning Theory wherein learning comes from concrete experience, reflective observation, abstract conceptualization, and active experimentation. Traditional university education draws heavily on reflective observation and abstract conceptualization theoretically allowing the student to conceptualize and incorporate the underlying philosophy and theory that allows for evolution but not for “doing.” Technical programs, such as apprenticeships, traditionally draw on concrete experience and active experimentation, teaching the student how to “do” but not the underlying philosophy that allows for evolution. Although learners can be categorized as one style or another, significant overlap is recognized in each learner and learning style. The experiential learning objective was to draw on all 4 of Kolb’s facets of Experiential Learning to provide students the learning required to become more effective “globals” (Bird and Stevens 2003) in future and more specifically to build and enhance “Cultural Intelligence” (CI). CI is viewed as a moderator of cognitive and behavioural learning to develop self-efficacy, ethnorelative attitudes concerning other cultures, and models of leadership that facilitate flexibility across cultures (Ng, Van Dyne, and Ang 2009).

The students were assigned three project deliverables including a research plan, an interim report, and a final report, as well as two group building exercises. The students were instructed to describe the global marketing of the product or brand, and then to look to the cultural and ethnic differences that might explain the differences. The project culminated in an oral presentation given to their class and a collaborative report prepared by all group members and assessed by all three instructors.

“Real world” global teams in the virtual environment often face greater challenges than teams working face to face. These teams are more culturally diverse, live in different time zones, have different first languages, may have different intentions for working in the computer facilitated environment, and cannot often clarify issues immediately if there are problems (Latapie and Tran 2007). Despite experiencing all these “real world” challenges, all students ranked the project reasonably highly in an exit survey in terms of increasing knowledge of other cultures and global business, as well as increased interest in working in international marketing. Over ½ of respondents said they would continue to keep in touch with their global team partners. Importantly, students from all three countries reported their perceptions of the other two countries changed on average, moderately to greatly after the project. This perhaps suggests that prior perceptions, which may have been based largely on the student’s own Self Reference Criterion and Ethnocentrism (Pun, Lewis, and Chin 2003; Cateora, Gilly, and Graham 2009) rather than personal interaction, changed quite dramatically.
The exercise met the criteria of many of the International Marketing syllabi found on the internet. That is, the students learned where to find information concerning the social, economic, financial, political, legal, and technological environments. The students were required to apply the theory of marketing within these environments, learning that one theory can be stretched and modified according to the needs of the marketplace. The challenges of communicating the meaning of the product were explored, demanding a more thorough understanding of their own and other’s cultures and practices, including the evolution of the culture and practices to reflect the preferences of the target market. And finally, the students learned of the variances of marketing strategies when used internationally across different cultures.

However, despite the importance of international experience, not all of these students are ready to accept the cultural and ethnic differences. While some of the behaviors would be cause for discipline in a working environment, these were used as teaching points to discuss differences among cultures (Hofstede and Hofstede 2005). The objective of enhancing the cultural intelligence of the students such that they were better prepared to develop self-efficacy and understand their own and others’ ethnorelative attitudes (Ng, Van Dyne, and Ang 2009) had varying degrees of success, reflective of previous education and national perceptions.

Nonetheless, the project was a groundbreaking one in all 3 countries as very few similar projects have been reported in the academic literature (Freeman and Knight 2007) and has been nominated for the prestigious AASCB Innovation in Education Award.

In terms of the transferability to other institutions, if a proprietary web platform is not available this project can be facilitated by any instructors via robust, open collaborative platforms, such as Google Docs. The platform and instructions for use should be well tested and designed prior to student use. If global exchange or work study programs are widely available to students, this is clearly preferable, but the option described above is a low cost and effective one for any business school to improve the cultural intelligence and awareness of a much larger student cohort.

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BRIDGING THE TRAINING GAP: COLLEGE-TO-CORPORATION BUSINESS SIMULATIONS

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REFEREED PAPER EXTENDED ABSTRACT

College professors use simulation games as a teaching tool and proxy for real-world business experience. Corporations use similar tools to train employees from front-line service professionals to upper level management. Missing is a direct connection that would tie these two practices together to create a comprehensive longitudinal approach to business training and education. This paper proposes a multi-method dyadic study that investigates the interest in and impact of college-to-corporation gaming. Initial results indicate that creating a consistent simulation methodology would be beneficial to students and hiring managers alike.

Although research has tracked the technological progression of game usage over the years – from hand-written evaluations to the latest 3D experiences – a key area of interest continues to be the use of this pedagogy in education and in businesses for training purposes. Studied separately, researchers have been able to identify the key drivers for the use of simulation in both areas. However, little research to date clearly aligns the needs and goals of the two end-users.

In academia, professors constantly strive to find new methods that will better prepare students for when they enter the workforce. Skills demanded by hiring managers continue to multiply thus forcing educators to place increasing amounts of attention on internships and experiential learning methods. Today, the professors’ toolbox contains everything from common textbooks and power point slides to elaborate case studies and guest speakers. Seen as a more exact proxy for experience, many have added a series of business simulation games and exercises to help teach conceptual and applicable knowledge. Businesses utilize specially formulated simulations in the corporate training environment. These range from the 30,000 foot view for upper-level executives, to the 50-foot view given to front-line professionals. HR managers use simulation games as tools during new hire training to introduce everything from sales methodologies to corporate culture, while executive retreats often have strategic gaming components to challenge managers to think in new and creative ways.

Recent studies show that educators and businesses are using games at a higher level than ever before; however, there is no clear connection between the use of simulation games in business schools and an acknowledgement by HR managers of this being a more prepared applicant. Qualitative interviews indicate that the primary reason for this gap may be the lack of relevancy in the standard collegiate level business simulation. “The games being used by companies are unique tailored products; it’s just not the same at the college level where they are out-of-the-box standards that don’t really apply to everyone” (Mike, Simulation Provider). As the debate continues over the actual applicability of simulated knowledge, the true future of simulations as a classroom tool may lie in the providers ability to create longitudinal forms of the product that are more closely matched to the relevant unique products created for true business applications.

This paper proposes research that compares the perceptions of business simulation games at the academic level to those of their corporate counterparts. By better understanding the acceptance, usage and goals associated with training games it may be possible for schools to work with business managers in the creation of a longitudinal simulation product that would give some business students a competitive advantage when seeking employment upon graduation. Academics would be able to better prepare students by providing the relevant, timely skills and abilities sought by employers while companies can begin training of future new-hires at an earlier point in the students educational career. Initial qualitative interviews with both business managers and business school faculty suggest that achieving a common connection is a critical need. Filling this gap would extend gaming research into a new area of business simulation relationship creation that could benefit the student population immensely.
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This research begins with a qualitative exploration into the topic through in-depth interviews (6) with academics and corporate managers. The results of these conversations will contribute to the key areas of interest during the qualitative portion of the study. A dyadic approach (Kenny 2006) for this research is advocated in order to provide multiple perspectives on the topic and consequently requires separate surveys for the business faculty (marketing and management areas) and corporate managers (hiring managers and trainers) that hire employees from these business schools. The use of matched faculty/business school and manager/company responses will be employed through the process of utilizing coded data as supported in the business literature by Dubinsky et al. (1995). Faculty dyads will be matched with the corporate responses that specifically note that they typically hire from their school/department. Consequently, a faculty respondent will likely have multiple matched corporate respondents in the same way that a B2B salesperson would have multiple business customer respondents.

Each electronically administered survey instrument will contain matched questions regarding perspectives on the use of simulation programs, types of simulations used (or if not used – why not), attitudes about simulations, as well as perspectives on simulation experience respective of hiring and job performance. Both surveys will incorporate specific demographics (age, gender, etc.) as well as personal and company/school background information in order to enhance the analysis.

This research study’s methodology and sample design will utilize the general approach and recommendations of Podsakoff, Lee and Podsakoff (2003) as means to reduce common method biases in the research process. This proposed method includes providing potential respondents with assurances of confidentiality and anonymity in the survey directions to both reduce socially desirable responses and biased comments with the purpose to please the researcher. Additionally, this process helps to inform the faculty/business manager respondents that all answers are welcome, and encourage honesty in an effort to reduce apprehension in their responses (McFarland, Challagall, and Shervani 2006). Finally, the sample method will utilize 400 business managers/trainers from 200 leading companies and 400-business faculty from 200 AACSB business schools in the United States in order to provide both regional and national perspectives on business simulation use and attitudes between business schools and the companies/managers that hire students from those schools. Data collection will commence in August 2010 in order to have initial research results available for the Marketing Management Association meeting in September 2010.

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The Carnegie Commission on Higher Education and at least 196 Universities recognize the value of community engagement for universities. The fact that the number of Universities seeking the classification of “institution of community engagement” doubled from 2006 to 2008 indicates that this classification is extremely desirable among institutions of higher education.

The Carnegie Foundation has defined community engagement in broad terms as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Driscoll 2008, p. 39). In line with definition, Universities have centers dedicated to outreach and engagement, and “engagement” has become a central part of strategic planning at the University level. However, there is limited research on the alignment of perspectives on the value of engagement across constituents. Specifically, do all of the institutions classified as “engaged” Universities have mutually beneficial exchanges of knowledge and resources in a context of partnership and reciprocity? We suspect that the true nature of outreach and engagement in most Universities is not quite what the Carnegie Commission intends.

The literature on community engagement and outreach is growing in popularity and in detail. Most recently, a new journal, the Journal of Community Engagement and Scholarship, published out of the University of Alabama is completely dedicated to this topic. Whereas efforts such as this encourage advances in research quality and breadth in this area, our review of the broad area of study suggests that most of the focus in extant literature remains on the actions and perceptions of engagement from faculty and students perspectives. For example, it tends to focus on specific pedagogy, such as service learning, and student perceptions of engagement-related pedagogy.

Our ongoing research outlines the need for additional research on the alignment of perceptions and actions across all stakeholders, those within the University and those who participate as community partners. This paper investigates the values which an understudied segment of community constituents ascribe to Universities’ community engagement efforts. Specifically, we focus on understanding business executives’ perspectives because they are likely to have experience with several forms of engagement and because we perceive businesses to represent a large segment of community constituents, particularly as Colleges of Business are concerned. Do they view engagement as beneficial to universities, students, businesses, communities, and faculty? What do they view as the most relevant means of engagement? These are the underlying research questions being addressed.

Due to the exploratory nature of this study, a qualitative approach is adopted. Specifically, we utilize depth interviews which follow a laddering technique. This technique allows us to “drill down” into executives’ perceptions. We adopt a purposeful sampling technique in order to obtain views from executives who have complementary experiences with student and university engagement. As this paper represents a broader stream of ongoing inquiry, we provide an analysis of two depth interviews which tend to represent the variance that exists among executives. These two subjects were chosen because they have different histories of engagement with their local Universities, but similar levels of involvement in their respective communities. Moreover, both of the respective Universities are classified as both Curricular Engagement and Outreach and Partnership Universities.
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Based on the interviews, the cumulative means of engagement are identified as being student-centered or as incorporating the greater University. In regards to engagement with the University as a whole, the combined responses included the use of classrooms for community meetings, non-credit instruction from faculty, and the efforts of spouses of administrators to lead community fundraising campaigns. This finding is consistent with what the Carnegie Foundation requests for proof of Curricular Engagement and Outreach and Partnerships. However, there was minimal overlap in the means of engagement identified by the two subjects. In particular, one’s experience was almost entirely centered on Curricular Engagement, while the other’s was tended to represent both Curricular Engagement and Outreach and Partnership expectations as set forth in the classification system. In short, both students and the University as a whole were perceived as the means of engagement by the Executives.

After identifying the means of engagement, we next modeled the perceived consequences of engagements and the ultimate value of engagement. The executives’ perceived consequences and eventual value of these means of engagement as related to three different constituents: (1) students, (2) businesses, and (3) the community. Notably, the University as a whole was not perceived as benefiting from engagement in any way. Thus, while the University may engage the community through fundraising for community causes or continuing education, for example, the Executives do not see any value being retained by the University as a result. This is clearly not representative of the true spirit of “institutions of community engagement,” as previously defined. Rather, the University appears to be viewed as a source of engagement and outreach, not the benefactor of such “partnerships.”

If this finding is shown to be more common across communities, it brings into question whether engagement initiatives among universities are truly “mutually beneficial.” Further research may find that the burden of implementing truly reciprocal partnerships rests with the university. Perhaps, at least in regards to businesses, community partners lack the mechanisms necessary to impart value-adding contributions to a university partner. Clearly, they can extract value, and both of the executives in this sample valued engagement because of what it provides to students and to the community. However, the universities were not particularly identified in these discussions. We believe there is tremendous promise for future research in this area.

Second, the depth interviews, even from a small purposive sample, reveal that the number of common themes mentioned by these executives was limited (i.e. 4 out of 20 total themes matched). This result suggests that there may be multiple segments of constituencies among the broader base of business executives, and surely among the greater population of community constituents. Though perhaps essentially intuitive, it is interesting to note that agreement was only in terms of the consequences and value of engagement to business. Future research should investigate whether segments of constituents are best understood by their position in the community or some other aspect. Similarly, it would be interesting to see if differences among the perceived value of engagement relate to differences in the willingness to engage.

Without a balanced perspective, it is extremely likely that planning and support for engagement initiatives will result in inefficiencies and reduce the effectiveness which such activities have.

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THE CASE OF THE COMPROMISED CASE: HOW THE ONLINE POSTING OF CASE SOLUTIONS KILLED OFF BLACK AND DECKER (A) AND OTHER GREAT MARKETING CASES

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Case studies provide immediate benefits to instructors and students as they allow marketing theory to be connected with marketing practice and also foster increased student participation. Case studies also provide long-term benefits to students by honing their critical thinking and decision making skills. These skills are developed as students seek to identify the central issue of the case, analyze the available data and then present and defend their recommendations. By analyzing multiple cases over the course of a semester, or program of study, a set of skills are developed that will serve students throughout their professional careers. As such, any externality that allows students to bypass any part of the case analysis process will hinder the development of these skills. The online posting of case solutions, which broadly refers to any information that assists students prepare a case analysis, offers the potential to limit the development of these skills.

As students are becoming intrinsically linked to the Internet, the availability of case information will easily be discovered. To explore the posting of case information a random sample of ten marketing cases was selected. This list was compiled by examining the syllabi of marketing instructors across the U.S. The goal was not to determine the most popular marketing case, but rather to discover cases that were widely adopted and were representative of cases used in both graduate and undergraduate classes.

The search for information on the selected cases revealed a significant amount of information readily available to students, from a variety of online locations. The information included case write-ups, student presentations, instructor lecture slides, Excel spreadsheets, and blog posts discussing the case. The quantity, source, and format of case information varied based on how widely the case was adopted by instructors. Older, more widely adopted cases had greater depth and breadth of information. Case information was found on both expected and unexpected sources. While some of these sources have the sole intent of facilitating student cheating, such as essay mills, other sources were more disturbing, such as case information being posted on instructors’ websites, web communities (such as Scribd and SlideShare) and on blogs written by students. It is these latter sources of information that should be of greater concern as students will likely perceive the quality of information to be of higher quality than that found on an essay mill. In addition, while essay mills proved to be the most popular source of case information, they may be the least problematic as the existence of these sites is known.

To prevent students from plagiarizing marketing cases, instructors are encouraged to conduct a search for case information on the Internet. While case information will continue to be found on essay mills, the other sources that were identified should be the focus of the search. If the amount of information is deemed to be problematic then an alternative case should be selected. Instructors may also explore other case based teaching methods such as the use of live or real-time case studies.

While it is impossible to prevent students from posting or sharing case information, the same cannot be said for instructors. Instructors are strongly encouraged not to contribute to this problem by posting case information on their websites. Lecture slides should have case information removed from the slide deck before being posted for students. Or at a minimum the information should be placed on a secure server only accessible by current students. However, this will not prevent a student from making the files available on open sources such as web communities.
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REINVENTING THE OLD KIOSK AS THE NEW INTERACTIVE: STUDENT CASE WRITING

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REFEREED PAPER EXTENDED ABSTRACT

Marketing educators often struggle with a lack of direct and interactive coverage in introductory marketing course resources. Since many business-related majors only take one course in marketing, inclusion of direct and interactive marketing content is important to keep students abreast of advances in the marketing profession. Graduate marketing students were challenged to help resolve this problem by writing a case on a company that successfully applied concepts in direct and interactive marketing. They used Redbox as a case to illustrate emerging technology in direct and interactive marketing with a traditional distribution outlet, namely the kiosk.

Kiosks are self-contained units, most commonly found in public locations. They were traditionally used for dispensing consumer goods such as snacks, beverages, or small merchandise items. Mechanical parts have been upgraded to allow users to simply touch a screen to activate distribution. More recent developments have made kiosks more sophisticated by allowing users to interact through sound and motion video. Technological advances allow kiosks to provide transactional and promotional benefits, notably customer relationship management.

At one-dollar per movie rental per night, Redbox is currently the leading vendor of DVD rentals through automated kiosks. Redbox today has acquired more than 19% of the rental market through combining two fast-paced, consumer driven distribution strategies, and self-service kiosks. Redbox carved out a niche in the entertainment industry with its seamless behind the scene distribution model. Redbox uses a unique combination of direct online ordering, staffing, inventory flow, location, and convenience to offer customer satisfaction and value. It now also leverages the flexibility of the internet to adapt to changing consumer needs with direct online ordering, movie transfer ability, as well as hardware and software enhancements.

This case can be used at the introductory marketing level to cover several concepts with practical application or advanced level as a complement to in-class instruction. Given the lack of currency and coverage of direct and interactive marketing in introductory marketing textbooks, augmenting textbook material with the Redbox case should enhance student appreciation for the role of direct and interactive marketing in IMC. The Redbox case presents several essential elements in direct and interactive marketing and then demonstrates how one company took an integrated approach to offer customer value and satisfaction. Having graduate marketing students involved in the research and writing process enhanced their learning as well.

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IMPLEMENTING EXPERIENTIAL LEARNING THROUGH INTER-DISCIPLINARY COLLABORATION

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The competitive nature of U.S. job market, current economic conditions and corporate hiring trends make it absolutely necessary to incorporate an experiential component in today’s curriculum which would better prepare the students as a work force. As much as the educators like to familiarize their students with the different theories related to the course topic, it is also important for the students to exercise those theories. Contrary to the traditional learning approaches which involve transmission of theoretical knowledge from the educator to the students, it can get restricted within classrooms and is not applied in nature. Hence it is important to reduce the gap between theory and practice through incorporating more experiential components in the students learning process that would test the theories in a practical context (Moesby 2004). Some of the educators like Meredith and Burkle (2008) and Keller and Otjen (2007) have already attempted to bridge the gap between theory and practice by engaging their students in real life experiential projects with “live” clients. However these studies went on for multiple semesters and involved the same group of students from the beginning to the end. This approach is not usually viable since it is impossible to have the same set of students working in an ongoing project from a previous semester due to (a) graduating seniors; (b) student selecting a different course; (c) student not requiring the course next semester due to a different major (d) student switching majors and e) student failing the previous semester and required to repeat the course again

The present study is an instance of an experiential project combining the students from the two disciplines of Advertising and Promotion (Marketing) and Multimedia and Graphics (Technology) to form eight “agency” groups competing for a single account through their creative pitches due at the end of the semester. The project involved the complete rebranding of a historical landmark in the mid-western city to have a 25% increase in attendance in 2010 and 2011. A non-profit client was identified for the students to work with since these organizations do not have a big marketing budget, are passionate about their cause, marketing novices and are more receptive to and grateful about any student suggestions (Arnett, German, and Hunt 2003). The main objective of the project was to simulate an actual advertising agency experience for the students and so it was important to ensure that the student groups did not have a very long turnaround time in submitting their pitches since that is how a ‘real’ agency works. Hence, the collaborating authors decided that it would be a semester long project and the students groups will have nearly two and half months to prepare their pitch from the day the client presented their brief to the agencies. The project was also designed to provide a complete “agency – client” interaction experience to a set of students across a single semester, right from client briefing to final campaign pitch presentations.

Once the non-profit client was secured for the project, the collaborating authors made the following decisions regarding the interaction between the two student groups: (a) the two classes will get forty minutes to meet twice every week (b) interactions through Facebook groups and online forums between the students would be encouraged (c) the students groups were not required to design a website but only suggest business strategies involving the Internet (d) the authors would not give specific feedback to any of the groups and would wait for the clients to provide their comments at the end of the project. The client provided feedback and grades two days after the final presentation which was shared with the individual groups to complete their experiential learning cycle. Out of eight ‘agency’ groups, four of the groups received an upper eighty as their grades while two of the remaining groups received grades in the upper nineties. The last two groups ended up in the upper-seventy range. The client was visibly pleased with the overall efforts provided by the students groups and provided personalized recommendation letters to each of the students. The clients also regrouped with the authors and shortlisted several ideas and creative elements to be implemented in the following months as a part of the rebranding process. However, there is no data on student reactions to working on such a project.
since the authors do not have access to their respective Spring 2010 course evaluations while writing this article. Informal and unofficial comments from participating students after the semester were encouraging and the authors felt that the students gained an understanding of different roles within an agency from graphic designers to project managers.

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HIGHER EDUCATION BRANDING: IMPORTANCE OF AND DIFFERENCES BETWEEN PRIVATE AND PUBLIC UNIVERSITY STUDENTS’ VIEWS

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REFereed PAPER EXTENDED ABSTRACT

With intense competition in higher education for qualified students and a slowdown in the global economy, university branding initiatives that result in increased enrollment are more important than ever. According to Shampeny (2003, p. 1), “(w)ith the increasing cost of university tuition, the competition for students, and, in the case of state colleges and universities, decreasing state funding, colleges are continually looking for ways to attract students, fund their mission and stand out from the crowd.” This exploratory study examines which criteria are most important for entering freshmen in the selection of a university; how these criteria match up with students’ views of the institution they ultimately attended; how students gained information about the colleges/universities they considered; and whether there are differences between public and private university students’ views on these topics. While the literature offers a number of criteria that may impact the choice of institution for prospective college students, institutions differ considerably by size, program offerings, (non-) religious affiliation, cost, amenities, and reputation. Therefore, this study compared perceptions of freshmen at two types of institutions to determine whether significant differences existed between those who attended a private, religious-affiliated university and those who attended a public, urban university on these questions of interest.

Perhaps not surprisingly, the most important criteria used to select institutions to which students sent application materials differed based on the type of institution ultimately attended. Among public university students, the top five consideration criteria were quality education, accredited university, friendly environment, availability of financial aid, and facilities. For private university students, the top five criteria were availability of financial aid, quality education, the availability of scholarships, accredited university, and reputation of the university.

This study also reveals that today’s public and private university students consider a wide variety of criteria when considering to which colleges/universities to apply; and that their evaluation of the institution they ultimately attended may not match up directly with the importance they stated that they gave to certain selection criteria. Whether students’ actions differed from stated attitudinal criteria due to a discrepancy between those institutions considered and those to which they were accepted is unknown.

While some of the university selection criteria examined appear to remain consistently important over decades of research, amenities/facilities emerged as an important selection factor in this study and would seem to reflect a 21st century view of the university experience. Though some within the academic community have raised sharp criticism of the lengths to which colleges and universities are going in an effort to distinguish themselves from competitors by building elaborate recreation centers, student centers, and student housing (Twitchell 2004), our findings suggest that these amenities may be very important to the modern student when choosing among higher education alternatives. Lastly, given the branding implications of these findings, recommendations are made for marketing managers and higher education administrators regarding marketing messages that may have the greatest impact on prospective freshmen.
Referred Papers

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INTEGRATING TEACHING, SCHOLARSHIP, AND SERVICE WITH CONSULTING RESEARCH

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POSITION PAPER

Marketing is a dynamic field of practice. In the face of increasing competition, marketing practitioners are under constant pressure to innovate new strategies and tactics. In pursuit of this scholarly activity, marketing researchers are tasked with keeping abreast of developments in a rapidly-changing environment. In this paper, we propose consulting research as a productive technique for maintaining familiarity with current developments. We suggest ways in which academic marketing faculty can integrate consulting research into teaching, scholarship and service.

Consulting engagements are both teaching and learning opportunities—it’s not a one-way street. Consultants first must learn about clients’ challenges and objectives. Consulting activity allows academic researchers to keep their fingers on the pulse of marketing practice in a way that reading academic journals and the trade press simply cannot. In this regard, consulting activities function as quasi-ethnographic research of marketing practitioners, yielding data about marketing practices and insights not available in published form. The knowledge and experience gained from consulting activity can be integrated into lectures, discussions, and class projects in order to enhance learning experiences for students. As “real-world” examples, activities connected to consulting research facilitate more intense engagement, particularly with students who are strongly career-oriented.

While most consulting research is proprietary to private clients, it is possible to design research so that portions of the study are publishable with clients’ permission. Multi-client research studies, for example, can address a specific topic shared by multiple, non-competing private organizations. Customized, proprietary portions of the study can be owned by clients with a “core” portion of the study providing data from which an academic researcher can publish in academic journals.

Consulting research can also satisfy service requirements for faculty. Clearly, consulting research is a valuable service for the organizations for which the work is performed. From a service perspective, consulting research can also provide a win-win outcome for the researcher’s university and local non-profit organizations whose budgetary constraints limit their ability to obtain much-needed assistance or information from commercial service providers. In addition, consulting research can establish academic researchers as experts in a discipline and generate publicity for the researcher's institution.

Consulting research can be designed so that it combines elements of teaching, scholarship, and service. For example, a commercial study conducted on NASCAR fans for NASCAR sponsors led to publications in academic peer-reviewed journals, content integrated into a variety of marketing courses, guidance for developing student assignments that address pressing and timely industry problems, wide publicity in the press. In addition, relationships formed based on this activity in the industry have been beneficial to students seeking employment. In another example, a local film festival was looking for a way to implement their annual audience-satisfaction survey at a time when their outside research firm, who had previously received in-kind sponsorship recognition for doing the work, was no longer able to provide the service. Representatives of the film festival worked with the faculty researcher and her class to establish a relationship. Students had the opportunity to work on all aspects of the research project—including questionnaire development, data collection, data entry and analysis, and presentation of the results. In return, the film festival recognized the university as an in-kind sponsor, which provided a great deal of publicity for the university.
Position Papers

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Position Papers

USING APPLIED COURSE PROJECTS AT INTERNATIONAL UNIVERSITIES: EXPERIENCES IN TWO COUNTRIES

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POSITION PAPER

Research has identified the learning advantages of experiential course projects, and reported successful methods of implementation and meeting stakeholders’ expectations. Applied projects are very effective in developing "real world," communication, interpersonal, problem solving, critical thinking, and analytical skills (Maher and Hughner 2005) that enhance knowledge. Such teaching strategies, however, require well-planned and implemented projects that include specific activities from pre-semester to during the semester, and post-semester periods (Klink and Athaide 2004). Lastly, applied learning projects offer the opportunities to serve communities, e.g., society, business, and meet expected learning outcomes, e.g., AACSB assurance of learning standards (Steigner, Coulson, and Balasubramnian 2009).

Having been a faculty member at two U.S. universities (one AACAB accredited and one not) and two international universities (one AACAB accredited and one not), the author has used experiential projects at these universities for undergraduate and graduate courses. While the U.S. universities were in the midwest and southeast, the international positions were in the Middle East and South America. The position at the Middle East university was administrative (head of the graduate business program) in which MBA students, individually, were to select an organization, identify an area of need, and develop a business plan (Program capstone course) for that specific area and the implications across the organization. The students would consult, work with the organizations’ management and the course instructor during the semester in developing the plan. The instructor was responsible for grading the projects, assigning course grades, and the business school’s administrators, e.g., Dean, Associate Dean, MBA Director, and the course instructor would evaluate and assess each project as to meeting the Program requirements and AACSB (2003) learning standards.

At the South American university, all experiential projects were for undergraduate courses, as team assignments, and with instructor-selected (author) organizations. Courses included Marketing Principles, Consumer Behavior, Services Marketing, Marketing Communications, Distribution Channels, Marketing Research, and Marketing Strategy (Marketing capstone course). Each course had instructor-developed guidelines that had been used in the United States. The university enforced a strict policy that all class sessions were to meet each scheduled day and last the full assigned time, which was problematic to “project day” opportunities. The instructor requested and was granted a course-by-course exemption, and student teams had about three weeks (with no formal class sessions) to research and develop their project assignments. Project organizations included a gourmet restaurant, airport food service company, a brewery, a new MBA Program (joint degree with a U.S. university) for the university as well as others.

As would be expected for faculty who have experience in the U.S., teaching applied projects internationally need more preparation and be able to change and adapt. Much of this relates to differences in cultures. Instructors need to plan for more time and additional effort. Three major areas to anticipate and manage are the (1) university, (2) project organization, and (3) students. An example of possible difficulty with the university was mentioned above. A potential partner organization may be unsure if they should participate, even if they realize the benefits (for them and the students) for several reasons, e.g., approached by a foreign faculty, have not experienced working with college classes, information privacy (even with an agreement). Once getting the organization “on board,” a “selling” process needs to begin the first class session, e.g., the learning opportunities with the project, the project being important to the organization’s success, the uniqueness of the experience (“bragging” points to other students not taking the course).

While the “frontend” of the project (planning and getting commitments) is more important internationally, it is also more critical for the instructor to be a facilitator, encouraging interaction between students, and students and the
organization, which minimizes culture differences the faculty may have. Furthermore, additional effort (time) is required to be more proactive in keeping contact (but not necessarily intervention) with students and the organization than with U.S. course projects. At the completion, the success will likely be just as, if not greater than the instructor experienced with U.S. university applied projects.

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So, you teach only face to face (in seat) classes, and now you need to move a class online; or you’d like to move to a hybrid format; or you’re teaching online, but think you think it could be better. Perhaps taking a step back, and looking at your course from a ground-up, building-by-design approach is something to consider. There are many resources on how to teach online, or build your online course. However, I have found that you can reduce most of these resources into two areas: course design or architecture, and content/delivery. I want to cover the design/architecture perspective. If you want to build a house, you begin with the architect’s design plan. If you want to start a business, you begin with the business plan. Building an online course is no different. Regardless of the subject, the foundation for an online course lies in the design or architecture from which the content will be delivered. You are the content expert for the information you want to deliver to you students. However, in the online environment, the design of how that information is delivered can significantly impact the effectiveness of your course. There are several general areas to consider in the design of your online course. This discussion will address a “Top 10 List of Things” to consider when designing your first online course, or updating a current course to enhance the quality of your online learning environment. Resources used for this discussion come from two areas:

- Rubric for Online Instruction by California State University, Chico: [http://www.csuchico.edu/celt/roi/index.shtml].

The basic areas to consider when designing or re-designing your online course and a brief discussion of what to consider when designing your online course:

1. Introduction and/or overview of the course
   Just as you would begin the first day of a class in the classroom, you want to set the tone of your online class at the onset. You probably want to post a welcome—and you might want to email to your students as well. Some things to consider: just how “friendly” do you want to be? It’s important to be personable, but still indicate your expectations for the term. It’s pretty hard to “change your path” halfway through the term, so this initial introduction to your course is important. It is also important to tell your students just what the course is going to cover, and what other important components they should know about. While my university requires the syllabus includes the course description as it appears in the catalog, that may need some additional explanation written for the student’s perspective.

2. Learning Objectives
   This sounds like a “no brainer” for academics. However, linking course learning objectives to individual chapter, activity or assignment objectives is often overlooked. It seems intuitive to faculty that the content coverage, and the things we do, discuss, and assignment are designed to support the course learning outcomes. This many times is NOT so clear to students, and IF they truly grasp the importance of what we have them do, they need to understand the WHY. Therefore, it becomes important that individual chapter, content/assignment learning objectives be obvious to the student. The Quality Matters Rubric also suggests that learning objectives across the course be written in second person, so that students “hear” the concept related/directed to their individual learning.

3. Learner Support
   Most support services are available via the university’s online learning or support center, or student services. However, not always it is easy to find these things on the university’s web site. My university is a case in
point – as you are expected to use the alphabetical listing directory to find offices and people. However, since we have completely reorganized the university and renamed most administrative offices, finding needed services can be challenging. So, identify the links and place them on your course management system for students, preferably in one easy to find location/tab. Not only do students need support for technical problems (and you don’t want to be tech support for your students), they also need additional support services, such as online library research, writing/researching, as well as ADA and financial aid assistance. Making these sources readily available on the course site will reduce your frustration with multiple emails from students. Finally, you might NOT think about it, but how/when/where you’ll be available for students to contact you is important. Do you have a dedicated email for this class? Do you have on-campus, in office hours that they can call/stop by? How often do you check your email or voicemail? What kind of “turn around” time should students expect after they contact you? Setting all of these guidelines and expectations at the beginning of the class will reduce later frustration and delays. Also – be sure to design a “backup plan” for students who have a technology emergency, the server goes down, or other problems arise – so that they can still submit materials by due dates and deadlines.

4. Materials & Resources
   Again, it builds the validity of the course content and learning objectives if the course materials and resources are closely, and I would say obviously, linked. If there is a direct relationship between the learning objectives and course materials support achievement of those objectives, it will help reduce any unnecessary content.

5. Online Organization & Design
   a. Just as your syllabus needs to be clear and specific, the materials posted on the course should be fully developed, complete, and accurate. This means the ENTIRE course should be posted and complete BEFORE the beginning of the term. You may not want to have ALL materials available to the students, but if you don’t get everything completed before the beginning of the term, the likelihood that they’ll be completed in a quality manner are pretty slim.

6. Instructional Design & Delivery
   This does NOT mean the course content is dictated, but it does mean that you need to establish the level of interactivity between you and the students, as well student-to-student interaction. Obviously, you cannot make students participate in the online course, but the more opportunities you provide for interaction in the online course management system, the more likely they are to be engaged, and we pretty much all agree that engagement is a key to learning.

7. Assessment & Evaluation
   Again, it is important to relate the assessments and methods of evaluation to the learning objectives. Furthermore, it is important that students fully understand what and how they will be assessed. It is now required at my university that the means of assessment for each learning objective are listed on the syllabus. You might be surprised sometimes, that what you thought the assessment measured, the activity you used, really did not measure that effectively.

8. Innovative Teaching & Technology; Course Technology
   Technology provides many innovative ways to engage students and present course content. However, just because the technology is “cool” doesn’t mean that it is always effective. You may also have to take into consideration students with limited broadband connection. If resources are bandwidth-intensive, those with limited or no high speed access may be at a serious disadvantage. This can frustrate those students, and if it is prevalent across the course content, may inhibit participation and learning for those students. In spite of all of this, a variety of multimedia will increase the variations of learning activities and delivery, which help provide opportunities for different learning styles across your student base.

9. Use of Student Feedback
   Most of us are truly interested in getting feedback from our students. In fact, the online environment often encourages students to “be in your face” more frequently that they are when in the classroom. However, it is
Position Papers

also important that you provide online students an open line of communication/feedback via multiple means, and multiple opportunities. This seems obvious to many of us, but perhaps an anonymous survey, available multiple times during the term would be something you would consider adding to your course.

10. Accessibility

This is the most daunting thing about teaching online for me. I have not included a lot of videos, podcasts, etc. in my online classes, because I think the additional requirements for alternate text/scripts involves too much time and effort. However, it is interesting to note that Quality Matters classifies a course ADA Compliant/Accessible if it is delivered via an approved course management system such as Blackboard, Desire2Learn, or WebCT. However, links to anything outside the content management system server does NOT meet accessibility standards.

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Within the realm of business education, service learning is a relatively recent integration within the classroom and published research in certain business disciplines is rare to nonexistent. Specifically, the finance discipline stands out as significantly lacking in service learning research. In a detailed search of service learning applications in business, Andrews (2007) found only one application in finance.

In spring 2007, the School of Business was given a specific charge to determine how to incorporate service learning into the Business Administration and Accounting degree programs. At this time, the Chair and a faculty member in the School of Business were volunteering in Junior Achievement (JA) Chase Finance Park, which provides a practical hands-on personal budgeting simulation for middle school students. The students immerse themselves in reality-based decision-making in areas such as housing, investments and banking. Because of the nature of Chase Finance Park it was decided to incorporate service learning into the Business Finance (BA 366) course. JA was contacted about the possibility of college student participation and the idea was received very positively.

Business Finance (BA 366) is a required course in both the Business Administration and Accounting degree programs. Since 2008, students enrolled in the traditional day sections of BA 366 participated in the service learning project. In 2008, after instructor observation of the first interaction at Finance Park, changes were made in the presentation of the project for the 2009 offering of BA 366. In the second and third year, a pre-test and post-test evaluation was given to the BA 366 students to measure their attitudes toward service-based activities; and a rubric was developed to measure the student reflection papers. We are hoping these additions, along with several years of data, will lead to a journal article on this topic.

Preliminary results come from the pre- and post-service learning surveys and student reflection papers. Regarding this year’s data three positive changes in attitude are worth noting. First, post service on average more BA 366 students saw how important budgeting is in everyday life. Second, post service on average more BA 366 students saw how they could become more involved in the community. Finally, post service on average BA 366 students found the experience enhanced their leadership skills, group work skills and helped them clarify their own strengths and weaknesses.

Based on this year’s student reflection papers, the following comments stood out:

“After attending JA I realized it wasn’t so bad after all. JA was an experience . . . an experience that will stay in my memory.”

“I feel like I have helped someone see what the future brings them. . . .”

“I think future classes should do the JA project . . . it helps build character. . . . At the very least the experience at JA will help keep me focused on my own goals and should inspire me to continue to do volunteer service.”

“. . . actually seeing these kids work and try to budget their incomes . . . is too cute. It was even better because I actually had a good time as well.”

“The working/volunteering experience was great because I had never done anything like it . . . my attitude has done a complete three hundred and sixty degrees.”
Also, regarding student reflection paper results one additional theme existed. The college students were very skeptical of working with middle school students, but once there realized that the middle school students looked up to them and appreciated their help. As one BA 366 student said “Junior Achievement was an eye opener for me. I actually felt honored to be helping all the students out.” Based on these findings, overall, we feel this project has been a beneficial addition to the BA 366 course and to the School of Business.

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POSITION PAPER

This paper describes the structured three-phase model our program uses to improve internship effectiveness. The goals of our business program include enabling students to “choose a career direction based on an understanding of their strengths and interests” and “gain credentials to launch their desired career or to help them enter graduate school.” A major contributor to those goals is a required summer-long, project-based internship. The required internship must have a core project so students are doing real work, delivering something of value and building their resume (rather than getting coffee and making copies).

Figure 1 shows a three-phase model we use for our internships.

The three phases are:

♦ Preparation – Working with our program’s faculty, our Internship Director and the Career Center, students consider their strengths and interests to decide the type of career they want to “try on.” The Internship Director helps them with their search, using Hanover’s alumni and other connections to help open doors. To help ensure a good fit, Students who can’t find a paying internship that matches their interests are provided a stipend. During our four-week May term students do preparatory readings and research. They also develop a written learning plan, detailing goals and strategies for what they want to learn about this particular career path and themselves during the internship.

♦ Experience & Reflection – During the actual internship, students keep a weekly journal (on a secure website that can be viewed and responded to by their advisor), tracking what they did and what they learned. Their internship advisor also does a site visit to discuss their experience and what impact it has on their thinking about career direction.
Reflection & Application – After they return to campus, students complete an assessment detailing how well they achieved their original learning plan goals. They present their internships (and practice their personal elevator pitch) in a public poster presentation session on Homecoming weekend. During senior year they are encouraged to discuss their career plans and search with their advisor or other faculty or staff members.

Our experience, as well as our assessment efforts (by outside and inside assessors), indicate this structured approach leads to stronger outcomes than was the case with the typical, “find yourself an internship and write a paper about it when you get back” approach our college offered historically. The project-based internship is considered by most students to be the most valuable element of our program. The internships themselves are a much better fit and more meaningful, and the students get more from them due to the planning and reflection that are required. Their experiences also enrich their senior-year classes. This approach is obviously costly in terms of staff time and stipends, but has paid off in terms of improved outcomes.

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Position Papers

FOSTERING TEAM BUILDING THROUGH CREATIVE BRANDING

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POSITION PAPER

Course instructors increasingly recognize the value of student teams – to develop valuable workplace skills and as a means of introducing the reality of team project work students will likely experience in internships and upon graduation. Team cohesion and identity develop over time through discussion and interaction. To foster these goals and allow student teams to develop unique identities they can be charged with developing their own creative brand. More specifically, teams develop a team name, or in more demanding situations also a graphic logo, for use during the course. All creative elements must work together thematically and be explained by the students, affording opportunities for written and/or oral presentations.

In the Introduction to Business course, comprised mostly of undergraduate freshmen, students were tasked with developing a new product for potential sale to the general public as well as a team name. The goals were to foster a clearer understanding of marketing terminology introduced in the lecture and readings while providing experience in the team-based course approach.

No limits were imposed on team names. Results ranged from the very basic to the highly creative. One team who developed a cell phone locator chose the name Mega Awesome Corporation. While not connected to their product, it reflected their high sense of self esteem. Bellarvation, Inc., who developed fold-n-go toilet paper, chose a name that reflected the student’s university, Bellarmine. Other student selected names reflected their personal identity (e.g., JAZS Inc. from their first names, Jolynn, Angela, Savannah, and Zane; HOLAROSC. Inc. from their last names, Hobson, Lakes, Rodriguez, and Schneider; Three J’s and a K, Inc. utilizing their initials, Jamie, Jennifer, Jillian, and Karsen). Some teams chose names that described their products (e.g., Pump ’n Pay, Any Way – a gasoline station that took cash as well as credit cards; Aquatic Answers, Inc. developed radar chips for life jackets; No-Mow-Mowing, Inc. – a lawn mower that mowed lawns without the use of manual labor; Hair Cares, Inc. – a not-for-profit organization that provided free haircuts to low income families.

In the introductory MBA course, student teams were asked to develop three different possibilities for their name and logo. These different “executions” of the same project were to be “focus group tested” to gather feedback and make adjustments prior to finalizing the one selected name and logo. The focus group testing could be performed with a convenience sample of friends, co-workers, even family members.

When the development and marketing research was completed, teams submit their work along with a memo including the team name, team developed logo, a team slogan (if applicable), and a written narrative (1 to 2 page single-spaced) explaining the meaning/rationale for the name, logo, and slogan and the choices the team made including colors, image elements, etc. Given the wide availability of non-proprietary clip art and other free drawing tools and paint resources, teams typically do not have any trouble designing a good logo. In their memos teams also discuss the results of their informal focus group testing, the rejected logos and names, and the reasons they were not selected.
Comment: This group of six teammates was enrolled in the two year MBA program. The alternate meaning to the letters in MBA (as in a play on words) was intentional.

Comment: This group of five teammates was enrolled in the weeknight MBA program. Because they were also working full time, they agreed to hold meetings after class and on other evenings throughout the week so as to minimize the impact of their families – hence the rationale for the slogan. Note: Our school’s nickname is the knights.

Comment: Although inventive and engaging, as commented on by the rest of the class, this logo allowed us to have a discussion on the use of copyrighted material. There was also a discussion of the role of a logo in not only attracting attention but conveying the image and connotation intended.

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PERSONAL BRAND MARKETING

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POSITION PAPER

One of the keys to making concepts in marketing memorable for students (especially those not majoring in the field) is to personalize them. In the product area of the 4 Ps it can be useful to bring up the topic of personal marketing or the student as product.

Many students naively believe that all it to land a job is a great grade point average. In these challenging economic times employers are swamped with hundreds of resumes from highly qualified students. It is often the student who stands out, in a professional sense, that gets the job.

Students of all disciplines taking introductory business or marketing can see the value in the metaphor of how they can better market themselves for prospective employers. Rather than merely looking at activities one can do related to packaging (attire, grooming, etc.) instructors can also discuss developmental skills and practices that help to create and maintain the professional image of the individual (in this case the product). The items cited below can be a starting point for class discussion. The costs range from free to those requiring a minimal to moderate investment.

♦ (free) Review your personal voicemail message, cell phone ring tone, ring volume level, and mode (flash, vibrate) so that it is appropriate for a potential employer to hear. The time to find out you still are using “who let the dogs out” as a ring tone is not when you are in an interview, on a company visit, or at lunch with prospective employers.

♦ (free) Improve your e-mail communications (e.g., use the subject line, keep it short and to the point, spell and grammar check visually as well as using the automated option, add a tailored e-mail signature to outgoing and response e-mail including all contact information that would be valuable to the recipient.

♦ (free) Create a one-page professional biography. Personal public relations can be beneficial if you are profiled in a local or larger publication and they request additional information on you. Having one crafted ahead of time will result in a better overall impact.

♦ (free) Google yourself periodically. You may not know what others are seeing about you.

♦ (free) Sign up for an electronic etiquette newsletter (e.g., onlinenetiquette.com/, mannersthatsell.com/). Sites such as these can give you invaluable information for situations you may encounter in both interview settings as well as when on the job.

♦ (free) Develop an elevator speech to market yourself. Be prepared to sell yourself in any situation in three minutes or less (the time it takes to ride an elevator from one floor to the next). Commit the speech to memory so that you are primed to sell yourself at any time.

♦ (free) Join professional or business-oriented social networking sites such as LinkedIn.com. These websites are used by individuals to find jobs but mainly used to connect professionals.

♦ (free) Develop a portfolio of your proudest accomplishments and keep it current. Include work products that show marketable skills, awards, recognitions and acquired knowledge from internships and school. Be sure to include a well thought-out mission statement.
Position Papers

♦ ($5) Carry a small, easy to use, four function, solar powered calculator for your briefcase or jacket pocket. The buttons are easier to use than your cell phone.

♦ ($5) Carry a small notebook and pen. Often, the lowest technology wins. Finding out you forgot to recharge your technology at a business lunch leaves a poor impression.

♦ ($25) Have a professional, current digital photograph taken. You never know when you may be profiled by a publication and need something other than your drivers’ license photo.

♦ ($30) Subscribe to (and read) a general business oriented periodical such as Business Week or US News and World Report. You should be able to talk knowledgably about world affairs and events – not just developments in your field.

♦ ($40) Get a good (metal or wood) business card holder to preserve the crispness of your cards. Cloth or other soft cases will not preserve cards as well.

♦ ($75) Renew or get your passport. You want to be available for a short-term opportunity to work in a foreign setting if your employer should inquire.

♦ ($100+) Join a local organization that will allow for higher visibility and networking (e.g., Rotary, Speakers Bureau).

♦ ($150) Buy personalized stationary and/or thank you cards. Your grandmother was right; personal, handwritten notes do stand out – especially in these electronic times.

♦ ($175) Subscribe to a book summary service. The number of business books written in a year defies examination by anyone with a full-time job. These services do a good job of taking the best offerings and condensing them. Further, they are typically available in a variety of media from Blackberries to audio CDs to electronic and print versions.

♦ ($200+) Invest in foreign language training. Spanish and Chinese are particularly good for business. Pimsleur, Rosetta Stone, and Berlitz are well known names.

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THE VALUE OF SERVICE-LEARNING: PROVIDING A MEANINGFUL EDUCATIONAL EXPERIENCE POST-KATRINA

Pamela A. Kennett-Hensel, University of New Orleans

Integrating active learning into the classroom experience is a well-documented, effective teaching approach (cf., Karns 2006; Wheeler 2008). One particular type of active learning experience is service-learning which has been broadly defined in academia and applied to many experiential activities including volunteer and community service projects, internships, and field studies (Furco 1996). However, in the marketing discipline, it is more narrowly defined (e.g., Klink and Athaide 2004; Petkus 2000). According to Miller and Veltri (2010), service-learning “allows students to academically partake in meaningful community service intended to augment their learning experience” (p. 35). Service-learning initiatives benefit students, communities, and universities (Blouin and Perry 2009), but in order to do so, must be well-managed (Katz 2010).

What follows is a brief discussion of my use of service learning across a variety of marketing courses at the University of New Orleans (UNO) in the semesters following Hurricane Katrina. In Katrina’s aftermath, UNO operated online and off-site, and returned to the main campus in Spring 2006. Upon returning to an actual classroom teaching environment, it became apparent that Post-Katrina Stress Disorder (PKSD) presented a new learning challenge as all of us, myself included, progressed through the grieving process. Quite simply, I had a classroom full of students who had experienced great loss and were dealing with various stages of grief such as anger and depression.

I decided that I did not want the classroom to be a negative environment. While the students and I may not have been able to escape the devastation surrounding us, we should at least be positive agents of change utilizing our skills and energy to benefit others who were suffering. For each course, I identified a relevant service learning project. For instance, the MBA marketing research course was paired with the Beacon of Hope, a local grassroots organization designed to aid New Orleans residents with the recovery process. Students in the undergraduate marketing management capstone course were paired with local small businesses in need of post-Katrina marketing assistance.

Regardless of the service learning assignment, it became critical to address all aspects of Kolb’s experiential learning cycle (Petkus 2000). Students interacted with the organization, the challenges the organization faced were discussed in the classroom context, knowledge gained in class was used to solve the challenge, and a recommended solution was designed and implemented. Adhering to Kolb’s cycle of learning ensured project closure and allowed students to be engaged mentally, not just physically, in the recovery process. It provided a positive context in which the feelings and thoughts associated with grieving could be discussed while providing a valuable service to members of the community.

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MAKING CONNECTIONS: BUILDING COMMUNITY-CAMPUS PARTNERSHIPS THROUGH SERVICE LEARNING IN A MANAGEMENT COURSE

E. Anne Christo-Baker, Purdue University North Central

POSITION PAPER

A criticism often leveled against business and management programs is that they fail to equip their graduates with practical skills for addressing workplace issues (Papamarcos 2005). In response, there has been a move toward incorporating internships, consulting projects, and other forms of experience-based learning into business schools’ curricula. Typically, these projects place students in for-profit institutions where they have the opportunity to apply and integrate classroom theories and concepts to real business situations.

A further critique of business and management programs is their focus on competitive advantage and “alienation from notions of public good” (Papamarcos 2005). Traditional forms of experiential learning such as internships often do not address this issue. To address this apparent deficit and also possibly as a response to corporate ethics scandals and ethical lapses on Wall Street, business programs are engaging their students in service learning, volunteerism, and work in non-profit organizations as vehicles for promoting ethics and corporate social responsibility. Service-learning, the focus of this paper, engages students with non-profit and community organizations rather than with the corporate world. Service learning differs from volunteerism in that in addition to the service component there is an academic component. Thus, it is of benefit to both students and the community partners. Business courses that have integrated service-learning tend to be ethics or values-based courses or some iteration of leadership and ethics as can be evidenced by the fact that much of the literature on service-learning in business programs can be found in the Journal of Business Ethics.

Human resource management courses have not typically utilized service learning for providing students with workplace experience. This paper outlines an attempt to integrate service-learning into an upper level human resource management course for business majors at a small regional campus of a major Midwestern university. The fundamental principle on which this project and other service-learning education are based, is to promote academic learning by providing opportunities for applying theory to practice and equipping students with skills necessary for success in the workplace. Why adopt service-learning? Service-learning has sound pedagogy based on Kolb’s (1984) model of experiential learning. Moreover, evidence suggests it is effective in teaching course content and values (Morton and Troppe 1996; Witmer 2004). Furthermore, the values and corporate responsibility component of the project addressed a need in the community, by providing support for a local non-profit organization to achieve its objectives, thereby, also strengthening the connection between the campus and the community.

The project supported the course objectives by providing real life opportunities for evaluating the application of theories and principles addressed in the course. Additionally, the project challenged students to reflect on the connections between business management and civic engagement. Project activities involved planning, coordination, implementation, and assessment—activities that are directly related to the course subject matter, which has an emphasis on designing mechanisms to integrate the individual into the organization through an examination of decision-making, communication, and interpersonal relations from the perspective of the process of human resource management. The following specific course learning objectives were supported by the projects: (a) identify and critique key elements of Human Resource Management in non-profit organizations (b) compare and contrast human resource management in non-profit organizations with that of for-profit organizations (c) explore the underlying psychological implications of specific managerial and human resource practices (d) analyze the relationship between management and structure

This was a pilot project and most parties involved were new to the concept and process of service-learning. As such, there was a learning curve and lessons learned can used to improve future iterations of the course. The challenges
Position Papers

encountered and lessons learned serve as a basis for improving future program structure and processes. The composition of the class posed some unique challenges. There was a mix of traditional age and non-traditional students each with differing perspectives, outlooks, and scheduling issues. Non-traditional students more work experience were less likely to see the value of the projects. Whereas some traditional students regarded the projects as opportunities for gaining experience and insight into how organizations operate. Furthermore, non-traditional students were more inclined to view projects as encroachments on the time allocated to their non-academic activities. Other principal challenges identified were (a) working in groups and (b) making connections between the course material and the projects (c) convincing the business students that non-profit and community based-work is relevant to the corporate world (d) the perceptions of non-profit partners regarding business/student relationships

The success of the project was assessed through various methods. Throughout the project, students engaged in group discussions and evaluations as well in as individual reflective thinking. Individual reflections were captured through a structured journaling process, while group results were presented in final written reports and presentations to the class and the client. Feedback from the client through discussion and survey were also used to assess the success of the enterprise. Students learned that what is taught in the classroom is often the way things ought to be as opposed to what happens in real-life situations. Moreover, they realized the challenges faced by non-profits when recruiting and managing a volunteer workforce and when working with limited resources are different from those faced by for profit organizations. Other major lessons learned (a) even the well constructed plans do not always work out as envisioned signaling the need adaptability, flexibility and willingness to change by all parties involved in a project (b) organizations do not always operate as expected (c) even when expectations are discussed upfront there is a possibility for miscommunication

The instructor also had an opportunity to reflect on the lessons learn and devise strategies for improving future iterations of the course. The following suggestions for improvement, were based on these reflections and review of feedback from the client and students: (a) ensure that all group learning contracts adequately preempt and address potential conflicts before they arise (b) community partners must be selected very carefully (c) clearly articulate and emphasize to clients constraints imposed by academic calendars and course requirements (d) provide more options for projects that fit the needs of a diverse classroom. This could be facilitated by working with more than one community partner (as was the case with this offering of the course).

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ACTIVE LEARNING: MEETING THE NEEDS OF EMPLOYERS

Jean M. Scheller-Sampson, McKendree University

POSITION PAPER

What a great time to be a Marketing and Management Professor! I guess the gig has been good for many years, but there just seems to be more opportunity for active learning today. The current state of the world supports active learning and visa versa. For example, the poor economy has opened the door for classroom collaboration with many ailing organizations, the global market has pushed the need for creativity to new levels, volunteerism is a top priority in the USA, and increased diversity in the classroom can lead to a greater understanding of the diversity in the workforce.

Many studies (Bonwell and Eison 1991; Meyers and Jones 1993; Raux 2004; Smith and Meador 2001) have shown that students retain more information when active learning is utilized in the classroom (qtd. in eb.com). Active learning can be many things, from group discussion to volunteering to hands-on assignments. What it is not, is the traditional lecture that may not prepare our graduates for the workforce. I had the opportunity to work in the “real” world for 20 years while only teaching part-time. I have seen first-hand the lack of creativity, decision-making and communication skills in many college graduates. I have hired graduates who couldn’t think for themselves or ask questions to help them increase their performance, and they were the best applicants! Some studies are stating that over 50% of college graduates are unprepared for the workforce due to lack of creative ideas, communication and decision-making (Banerji, Felder, and Alkeaid). That is a reflection on everyone in academe and we need to do better.

The obvious place we can make a difference is through our classroom activities. If the workforce is saying we need to offer better problem-solvers and more creative graduates, we need to give the workforce what it needs. We can do that through our active learning classroom. It is a great misstep to teach about the need for creativity in Marketing and Management, but not allow it in the classroom.

Expecting students to be creative in the workforce upon graduation but forbidding or punishing creativity in the classroom is unproductive at best. Additionally, if we do not allow our students to solve problems in class, we certainly cannot expect them to immediately solve them in the workforce. But employers need graduates who can perform immediately upon hiring; they can’t wait for them to “get up to speed” in today’s market.

“Where do I begin?” you might ask. There are plenty of websites you can visit to find ideas on active learning. Ask your friends, neighbors, children and students what ideas they have for problem solving, creativity and improving communication. Contact local businesses to see how your students can help them problem solve, organize, or create new ideas. Have your students volunteer at food-banks, Special Olympics, reading programs, or other volunteer programs. The ideas are endless!

Yes, active learning is more work than simply lecturing. It is more than reviewing notes from the class you taught last semester. It is keeping current, being creative, taking more time, and making changes to your courses. But in return you may find that your students are not the only ones to reap the rewards. Employers will count on your graduates to be better prepared for the workforce, and you may find a new zest for teaching and a tremendous sense of pride in yourself at the end of the day.

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USING LIVE MARKETING PROJECTS TO MAKE CONNECTIONS THAT BENEFIT STUDENTS, LOCAL ORGANIZATIONS, AND UNIVERSITY REPUTATION

Lynn Dailey, Capital University

POSITION PAPER

Business schools have been criticized for being too theoretical. Some marketing professors have addressed this criticism by having students apply marketing concepts to case studies, simulations, and/or live marketing projects. Although each of these methods is a beneficial learning tool, I believe that utilizing live marketing projects is a more beneficial approach because these projects allow students to connect to the local business community. This connection benefits students, local organizations and the university.

For the past 10 years, I have utilized live marketing projects to teach Marketing Management in the MBA program of an urban, Midwestern liberal arts university. Each semester, a local organization (for-profit or not-for-profit) is selected as the course project. I actively solicit local participation from community organizations through interaction with local Chambers of Commerce, recommendations by former MBA students, and contacting local organizations directly. To participate, the local organization is required to (1) share two years of financial statements with students, (2) present a company overview during the first week of the semester, (3) respond to student inquiries throughout the semester, and (4) attend the students’ group presentations and give them feedback during the last week of the semester.

During the first week of class, students are put into groups. Each group is required to conduct a thorough situational analysis for the organization. Next, each group segments the market, chooses a single target market, and develops a marketing plan for the chosen target. Finally, the students present the situational analysis and marketing plan to the organization, in both written and oral form, and receive feedback from the chosen organization.

The theme of the MMA Educators’ Conference, “Making Connections, Building Community,” suggests the importance of establishing connections in business. The live marketing project discussed previously gives students the opportunity to make connections with other students, and it enables students to connect to the local business community. Although cases and simulations may allow for a student to student connection, neither allows students to make connections with the local business community. This student to business community connection has many benefits.

Although there are many benefits to utilizing live marketing projects, a primary student benefit includes the opportunity to apply marketing concepts to the real world in a “safe” learning environment. Essentially, students are able to test their ability to apply marketing concepts to the real world against the professor, the other group members, and, most importantly, an actual member of the business community who has a vested interest in the students’ analyses and recommendations. This level of application and real world feedback cannot usually be achieved using cases or simulations.

Beyond the benefits to the students, the local organization benefits by essentially receiving “free” marketing consulting. Many of the chosen organizations have limited financial resources; thus, they are receiving important analysis and idea generation from unbiased third parties that they may not have been able to afford otherwise. Finally, this free marketing assistance acts to demonstrate the university’s commitment to the local business community. This commitment enhances the university’s reputation in the local market which positively impacts prospective student recruitment and job placement. It is the connection between the students and the local business community, which cases and simulations do not allow, which makes all of these benefits possible.
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ADVANTAGES IN THE MARKETING OF FOR-PROFIT VS. NON-PROFIT HIGHER EDUCATION INSTITUTIONS

Katherine A. Reynolds, National American University
Melody Alexander, Ball State University
Rod Davis, Ball State University

POSITION PAPER

Until recently for-profit higher education was thought (and to some it may still be), to be the type of higher education that is marketed inside a comic book or a matchbook cover. But in the last 30 years, the for-profit sector has seen a 9 percent growth per year compared to only 1.5 percent for all institutions (Chronicle of Higher Education, February, 2010). In 2004 according to the Center of Educational Statistics, the University of Phoenix had 165,373 (FTE) students with Ohio State coming in second at 51,818. According to a recent article in the Chronicle of Higher Education (February, 2010) the University of Phoenix system had grown to 455,600 only to be surpassed by the State of New York system with only 10,000 more students. One of the main reasons for the growth of the for-profit sector is their marketing efforts. For-profits have advantages such as:

♦ Large amounts of money to use specifically for marketing. While non-profit institutions do have budgets for marketing, they are not as substantial. In contrast to for-profit, non-profit institutions have the benefit of the marketing factor of athletics and fund-raising. In some of the larger public institutions, expenditures on athletics and coaching can be in the six figures. Though it is argued by some in the non-profit sector that this is not specifically marketing money, no one can argue the fact that a successful athletic team markets an institution in a positive way.

♦ For-profits are quick to make changes while non-profit institutions are slow to change because of such factors as political environment, committees, unions, and tenure.

♦ Scheduling at for-profits is geared towards adult students with schedules that fit their life, not the instructor or institution. At many non-profit institutions many courses have not yet been developed online. In the meantime for-profit institutions offer many of their programs and courses online, in the evening, year-round, and on weekends.

♦ Several for-profit institutions market nationally on TV, radio and the Internet. Non-profit institutions utilize college fairs, athletic recruiting and many times depend on regional enrollment.

♦ Customer service is conducted in a different fashion. When a student contacts a for-profit institution either someone answers their questions immediately or calls back within the hour. When a student applies or shows an interest in a public institution, it may take days or even weeks to get a response and many times admission requirements make it more difficult. In today’s competitive environment, institutions must realize that the current potential student has been exposed to instant responses because of the Internet. Also for-profits spend an extensive amount of time mentoring and counseling each student from the time of admission to graduation, where many times in a larger non-profit once a student is admitted, they are on their own.

♦ Non-profit institutions stress image and the traditional college experience, while for-profits focus on training and obtaining a position upon graduation.
Position Papers

Can marketing lessons be learned from the successful for-profit institutions at a time in which the economy is struggling, college competition is growing, and budgets are shrinking? In the presentation, different marketing tactics will be presented and an example of a for-profit marketing method will be highlighted.

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STUDENT PERCEPTIONS OF USING MIND MAPS IN HIGHER EDUCATION

Dave Dulany, Aurora University

POSITION PAPER

Mind Maps are graphic outlines that can be used by both students and instructors for brainstorming, class discussions, topical presentations, and other typical classroom activities. They are especially useful when dealing with visual learners and are easier than ever to create using computers. Many software options are available including open source and web-based mind mapping tools.

Mind maps are essentially and most typically an expression of radiant thinking. These visual outlines include hooks and associations, connections to a central idea or topic, and a multi-dimensional approach.

This tool can be used by educators and students for everything from traditional academic outlining to brainstorming case studies in the classroom. Examples that were reviewed in this research included, but were not limited to, mind maps of a given course syllabus, outlines of textbook chapters, student generated study guides, and even course schedules.

The purpose of the research was to gauge whether students were actually as happy with the creation and use of mind maps as they expressed in classroom discussion. A survey was administered to all students that were exposed mind maps in the classroom. The survey was administered to both undergraduate and graduate business students at a small private liberal arts college in the Midwest United States. The survey results are broken down by academic major, academic level, mind mapping software used, previous exposure to mind maps, and gender. There were no significant differences between these categories.

User satisfaction was measured in several ways. 56% of those students surveyed felt that the mind maps help them better understand what they were studying. 66% replied that they actually liked the process of creating mind maps. Fifty one percent indicated that they would continue using mind maps after the course was over, presumably for other courses. In all of these satisfaction questions, less than 15% of the students had negative responses.

The implications are powerful. Students like to use mind maps and found them easy to create and use. Students find them to helpful in studying for the course that they were introduced to them in. While mind maps are certainly not a one-size-fits all solution for most students, they can be another tool used by educators to help the learning process.

Further research is certainly needed and limited in this area. For example and probably most important, do mind maps actually improve student performance? Is there a connection between visual learners, even if self-described, and mind maps use? Are formal Buzan-like mind mappers more satisfied or more likely to perform better than casual users?

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Due to the economic downturn in the United States as well as at the global level, senior level marketing majors approaching graduation face heightened challenges in getting jobs and launching their careers. Not only is the competition with other graduating students for available positions intensified because of fewer job opportunities, students can also find themselves competing with experienced professionals seeking jobs because of cut-backs and layoffs. In addition, for many students, tough economic times and rising tuition costs have required them to work more hours at the job they are holding while attending college thereby reducing the time they have available to be involved in time-honored resume building activities such as joining clubs, working on committees, or even undertaking an internship. Therefore, it has become increasingly important for educators to heighten their awareness of the difficulties students face in the current job market and seek to discover new and innovative ways to provide students with a competitive advantage specifically related to building their resumes in an effort to enhance the probability of a successful job search.

As students approach graduation and begin seeking career-oriented jobs an important strategy for them is to be able to position themselves in the minds of prospective employers as offering more perceived value than other candidates competing for the same position. One technique being utilized at the University of Wisconsin-Superior to assist students in this quest is the community-based marketing project leading to a marketing symposium. The symposium serves as a setting for student groups to present their findings and ideas to a public audience of university peers and members of the local business community.

The Marketing Project

While a range of marketing courses lend themselves very well to community-based projects, two that have been found to be particularly well-suited for group projects leading to symposium presentations are courses in marketing research and courses in marketing strategy. To elicit a high level of involvement with the project from class members it’s desirable to have the student groups to be able to choose a specific business in the area they are particularly interested in rather than have the instructor assign the business. This raises the level of commitment by the student participants and greatly increases a sense of ownership for output and results of the marketing project.

Symposium as Special Event

A definition of “symposium” provided by the Merriam-Webster Online Dictionary is as follows: “a formal meeting at which several specialists deliver short addresses on a topic or on related topics.” The aspect of being a formal meeting is an important distinguishing factor that differentiates a resume-building symposium from the typical classroom presentations students have become accustomed to during their college years. Emphasizing the formality of the symposium to students communicates to them that this is not simply another ordinary series of presentations, but a special event that calls for them to apply a great amount of effort and challenges them do their best work.

Several methods to communicate the specialness of the event to students include (1) helping students develop professional-sounding, summarizing titles for their presentations, (2) obtaining input from the entire class about how to best promote the event on campus and in the community, (3) reserving a campus or community venue for the symposium different from the usual classroom, (4) informing the students to wear appropriate business attire, (5)
reminding students that business professionals from the community will be in attendance, (6) make plans to shoot video of the symposium so a record of the important event will be available.

Value-added to Student Resumes

The National Association of Colleges and Employers’ (NACE) Job Outlook 2010 survey reports the following as the top five skills/qualities, ranked in order of importance, used by U.S. employers when making decisions about which college graduates to hire. (1) Communication Skills, (2) Analytical Skills, (3) Teamwork Skills, (4) Technical Skills, (5) Strong Work Ethic.

In reviewing the list above it becomes apparent a marketing project leading to presentations at a symposium allows students an opportunity to develop and showcase all five of the skills/qualities. In addition, the symposium serves as a confidence booster at a time in the students’ college careers when it is highly beneficial for them to gather all the confidence they can as they approach the job search and interviewing processes.

While the typical resume is often scanned very quickly by people making hiring decisions, a professionally done public-speaking presentation about marketing research or marketing strategy can stand out on a resume and in some situations can provide enough differentiation to tip the hiring decision in favor of the marketing symposium presenter. The symposium entry on a student resume serves as a symbol of knowledge and comprehension and positions the student as having expertise in the specific area, or areas, communicated in the title of the presentation. Another benefit to students from participating in the symposium presentation is the collateral materials generated from the project, such as reports and media printouts, can be used to help build the students’ portfolio of work.

Resume Entry

While the symposium entry on a resume can serve as tangible evidence of having reached a certain threshold of understanding in the field of marketing, this is not being communicated to prospective employers if the entry is not put on the resume. Sometimes students don’t have all pertinent information on their resumes because they are uncertain about how it should be formatted and entered on their resume or, other times, they can be unsure about where it should be placed on their resume. For these reasons it is important to show students exactly how the symposium entry can be added to a resume as well as offer specific suggestions about where, or under which heading, it should go.

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There are two main frameworks that students are often taught to think about Sustainability and they are very similar. One is based on the P’s and the second is based on the E’s. These are both great models to get the discussion going and have been used in a number of different ways. The three E’s model seems to work well in graduate classes and the three, p’s has worked well in undergrad classes internationally and in sustainability forums on water, cooperatives, and innovation.

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<thead>
<tr>
<th>Planet</th>
<th>Environment</th>
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<tbody>
<tr>
<td>People</td>
<td>Equity</td>
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<td>Profit</td>
<td>Economics</td>
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As you reflect on this you might ask why? First the social equity piece seems to come out much louder when you use the word people then when you use the word equity. Today’s students seem to be able to snooze through a discussion on social equity but react viscerally and with great excitement when you begin to talk about people being treated unfairly.

For example, in Nicaragua when the three P’s model was used after a visit to a cookie manufacturer it successfully got the students to focus on the people and what they might be facing. There was much discussion of labor laws and what they might be facing. Some of the major topics were:

- Social Insurance (workman’s comp),
- Health and life insurance,
- Overworking of employees, with either in length of time or in exposure,
- Exposure to smoke, chemicals, and other dangers,
- Lack of adequate protection such as gloves, mask, and other protective clothing,
- Unfair pay practices such as demanding or suggesting extra hours without compensation,
- Not obeying national labor laws.

Similarly we have been able to use the three P’s to help students groups to think about how sustainable practices such as using a different kind of more efficient wood stove in reducing the demand for wood can create problems for other workers. When you create efficiencies in one area you may create unemployment in another. Students also seem to understand profits better than economics. When you talk about profits everyone can understand that ultimately every venture has to break even on what they are doing or it cannot go forward.

A favorite example of this is Hacienda Merida on the remote Island of Ometepe, and its owner Alvaro who carefully explains to students groups that he cannot afford to be fully sustainable as he has to survive. He is working that way transforming his backpacking hostel step by step but the need for profit slows the pace. In the last year with the virtual collapse of tourism the need to slow down work on sustainability. The ties seem to be clearer with students when using profit over economics.

In a class designed to involve the community students were taken to several facilities that had sustainability awards. In the course of those visits they began to observe that the process used in these special buildings was not always
Position Papers

sustainable. For example, being served in Styrofoam cups in a new Leeds certified building. Where was the process to match the buildings? The students suggested the addition of a fourth P called process.

Additionally many students argued that the maintenance or the longer term prospects for the building were not as strong as they might be. Was it possible for an organization to get all kinds of publicity for building a Leeds building but not keep that way into the future? This led to the students wanting to add to the list, the fifth word, perpetuity.

The result is the list that seems to work really well with students here and abroad the Five P’s of sustainability.

Planet
People
Profit
Process
Perpetuity

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ACTIVE LEARNING INITIATIVES: ENABLE COMPETITIVE SUCCESS

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POSITION PAPER

We believe that there is an age old adage that supports the point that the “demands of the business world necessitate that preparation goes far beyond technical competence” (New National Black Monitor 1981, p. 14). The National Education Association (NEA) refers to these same skill sets as being “most overlooked in our teaching” (Doyle 2008, p. 7). Moreover, a number of technically competent employees are unsuccessful in corporate America because they lack both: (1) the ability to acquire the technical knowledge needed to successfully navigate the corporate workplace, and (2) the personal qualities required for advancement in the same modern business environment.

Given the Florida A&M University (FAMU) School of Business and Industry’s (SBI) strong support of the statements above, SBI uses active learning initiatives to help produce leaders that excel in providing employers with the following competencies:

2. Communication Skills (including listening).
3. Content/ Discipline Knowledge.
4. Ethical Understanding and Reasoning Skills.
5. Multicultural and Diversity Understanding.
6. Teamwork Skills.
7. Leadership Skills.

Specifically, SBI uses active learning initiatives to introduce, reinforce, and help the students master these key competencies while they matriculate. Active learning initiatives, especially, team case competitions are the tool of choice for SBI faculty that enables students’ mastery of the learning objectives above.

Early on (i.e., freshmen and sophomore year) the business students are encouraged to join at least one of several extra-curricular professional organizations with chapters on campus. When the student actively participates in a well-run national/international organization, certain things happen. As an example, Pi Sigma Epsilon Fraternity, Inc. (PSE), a national sales and marketing business fraternity fosters at least two types of competitions on an annual basis. The organization is divided into various chapters whose activities are measured via a chapter efficiency index (CEI) which allows the chapters to compete nationally on CEI standings as a group (chapter) and or individually/case competition team at the annual regional and national conference meetings.

At the national convention there is a team case study competition every year. In this premier event, teams of up to four students per chapter are given a case upon arrival at the convention, and have 24 hours or less to analyze, prepare, and present a full case write up to a panel of corporate judges. In 2009, the FAMU team competed for the first time since the chapter was chartered in 2005. The FAMU students were competitive, but ultimately they were eliminated in the final round. The students involved in that competition have all graduated with jobs of their choice with one exception. That student obtained a B.S. in business administration, and is currently pursuing an MBA while studying abroad fall 2010 in Shanghai.

The next example looks at a more seasoned group of young people (i.e., a championship supply chain management case study team). SBI expects third, fourth, and fifth year students to have benefited from the early investments in the professional leadership program which includes both paid corporate internships as well as several of the active learning
Position Papers

initiative opportunities (i.e., a few of which are described above). The active learning initiative benefits can be seen when observing the student maturation levels. The seasoned student has had the benefit of competing internally and externally for several years, and they are posited to mature at a faster rate than those students that have not had those experiences.

The 2010 supply chain management team consisted of four students that were all graduating the following semester except one, and they came up with the idea to compete (i.e., we do not have a supply chain program, major, or concentration), proposed the budget, secured the funding, provided the team members, completed their regular coursework, and won the entire event. The team leader said “…when I learned about the supply chain competition in San Diego, I knew it was an opportunity I couldn’t pass up, win or lose, I wanted the experience.” The team leader recruited classmates that she had previously competed in a 2008 accounting case team competition and finished in second place. After winning the championship, the team was asked what was learned. Their response was “we learned more about us, handling stressful situations better, differing opinions are not a bad thing, additional leadership styles, and the importance of flexibility.” The amount of additional learning is variable depending on a number of factors, but the team went on to say that they learned these things because “three of the four teammates were focused on graduating, two were presidents of multiple organizations, the other two worked part time, and they all had to be even more understanding of each other’s time (i.e., at the end they decided to meet almost every day for the last three weeks leading up to the contest in order to prepare) in this complex environment.”

The championship team won $5,000 for the team members. The exciting thing here is that when asked what the team gets from competing. The seasoned students responded “the greatest prize the team received from competing was not the money, nor the various internship offers (from companies in the audience), but representing Florida A&M University’s School of Business and Industry in the best possible light.” All three graduated on time and took the jobs of their choice (in today’s extremely tough job market), and the fourth is currently interning in global supply chain management with a Fortune 500 company. She is expected to finish the professional MBA program in spring 2011 as well as complete the CPA exam. SBI has a track record of 36 years of producing strong business leaders. Part of that success is driven by the active learning initiatives in the school’s programs. Especially, the team case competitions in addition to the healthy overall competitive environment imbedded in the school. It is posited that the programs combined with active learning initiatives results in the production of confident young business leaders that “…are prepared for any situation thrown at them even if it is filled with obstacles” which is a requirement for career success in most 21st century businesses.

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THE IMPACT OF AN EXPERIENTIAL SIMULATION EXERCISE IN A PRINCIPLES OF MARKETING CLASS ON THE KNOWLEDGE OF BASIC ACCOUNTING/FINANCE PRINCIPLES

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POSITION PAPER

The ability to apply accounting and finance knowledge to marketing decision making is expected of marketing managers but this knowledge must be learned before it can be applied. The Certified Management Accountants of Ontario (CMAOs) have developed an interdisciplinary certification approach and are interested in knowing how well accounting knowledge is retained and applied in cross disciplinary studies in business education programs. This change is in concert with recommendations by the Accounting Education Change Commission which recommends that cases, role playing and simulations be employed as learning tools in addition to readings and lectures (Sundem, Williams, and Chironna 1990). The few controlled studies of learning approaches in accounting comparing active experiential learning and simulation based learning to more passive instructional methods such as lectures and readings have tended to find no significant differences in course learning measures (Specht and Sandlin 1991; Fowler 2006). Specht and Sandlin (1991) do report knowledge of accounting principles was retained better among students who had learned using experiential exercises. There are other reports indicating an improvement in learning of accounting principles with active learning and simulation approaches but the rigour of these studies is open to question (Lightbody 1997; Giguere 2006).

An interdisciplinary study of student knowledge of management accounting principles in concert with their application using a pretest-posttest design was undertaken using the Introduction to Marketing class at the Odette School of Business which employs Merlin: A Marketing Simulation (Anderson, Scott, Thomas, and Beveridge 2005) to familiarize students with marketing decision making. Merlin presents financial results with income statements, balance sheets and cash flow statements. The subjects were second year marketing students who as part of their education sequence, would normally have been exposed to the accounting principles examined. The students attended one of three sections of a one semester course taught by the same instructor who used the same textbook, syllabus and evaluation scheme. A total of 454 students attended the classes during the study period of which 354 (78.0%) agreed to participate in the study from which 299 usable responses were collected, a 65.9% response rate. With the advice of a managerial accounting textbook author, a test was developed composed of 14 MCQs focused on understanding definitions and making calculations for the accounting/financial concepts of: unit contribution margin, inventory carrying costs, working capital, gross margins, return on sales, simple breakeven calculation, current ratio and mark-ups.

The pretest average score was 42.2% (32.5% corrected for guessing). Noting the low score, the instructor undertook a review of accounting/finance principles which involved a 30 minute powerpoint lecture. The posttest average score was 55.7% (43.9% corrected for guessing). Paired t-test comparisons of pretest versus posttest scores for both uncorrected and corrected for guessing results were highly significantly different at the .000 level. The overall conclusion was that the marketing simulation experience led to an improvement in learning of the accounting principles although the level of competence achieved was considered low.
Position Papers

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Universities are places for higher education and basic research. They have traditionally served those public functions. Today, however, they also encompass much more. The public is often unaware of many of a university’s broader economic and social contributions to their community, its economy and their own prosperity and quality of life. The university’s far-reaching activities touch virtually every aspect of our daily lives and the prosperity of the communities we live in. Universities played crucial and growing roles in the economic development and competitiveness of their surrounding regions in North America. Same model could be followed by policy makers of IMF, UN, and respective governments for third world development. Over the past five years, numerous research analyses and impact studies conducted across North America and in Europe have demonstrated the strategic role that well-resourced universities have on their regional economies.

Universities lie at the heart of successful, leading economies around the world. The role of America’s leading universities in yielding scientific knowledge, discovering breakthrough ideas, fostering innovations, seeding new companies, and creating jobs and new a stream of personal and corporate income is practically unparalleled in the world. Business leaders also recognize the essential contributions that universities make in providing their companies and their regional economies with a competitive advantage through highly skilled workers, advanced technology, unparalleled knowledge and practical know-how. On the hand many business leaders have expressed concern over the perceived negative impacts of reduced commitments to our universities. This practice prevails in many parts of the world. Corporations don’t often sound alarm bells over cutbacks in university budgets but recently several leaders have raised concerns at public forums.

Universities are innovation accelerators. Innovation centers around three ingredients: knowledge creators, knowledge, and knowledge diffusion and application – all three forms the core of the activities of today’s leading universities. Talented people create the knowledge; universities diffuse that knowledge throughout society; and innovators and entrepreneurs, often in collaboration with universities, take advantage of these ideas and bring new products and services to market and into our homes and offices.

Universities are key players in the generation of entrepreneurs who form startups and expand businesses, thus creating thousands of new jobs—often higher paying skilled jobs for local residents – and new income streams that catalyze further investment in the economy, which generates still more jobs, personal income and capital investment. Universities are the conveyors of “seed money” for exploratory research – a key ingredient to the acceleration of innovation and the development of new products and services that result in start-ups and spin-offs.

Universities generate new and applied scientific knowledge that is needed and used by local high-tech companies to expand their businesses and maintain their competitiveness. University faculty and students are an important source of technical expertise for local firms and a significant source of productivity gains. Universities are important purchasers of local products and services and thus are a significant catalyst to the emergence and development of a local supply chain, including many small businesses.
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WHAT ENGINEERS NEED TO KNOW ABOUT MARKETING TO BRING SUCCESSFUL PRODUCTS TO MARKET

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POSITION PAPER

Introduction

Many engineers take marketing classes on the undergraduate or graduate levels. Engineering students who will go on to develop new or innovative products need to know some basic marketing concepts to help them design products that people want for a price they are willing to pay. In the twenty-first century where speed to market and interdisciplinary teams are important the shared common knowledge of these concepts is even more important. These concepts are defining a target market, understanding the difference between features and benefits, determining a product’s unique selling proposition and understanding the difference between price and cost. The discussion will focus on marketing’s potential role in engineering education.

Target Market

A target market describes the customers that are most likely to buy a product or service. Target markets are usually defined in terms of demographics, geographic information, psychographic information, and benefits. Marketers use the definition of target market to devise advertising campaigns and plans for a product introduction. Engineers use the information about the target market to help them design the product to appeal to the target market. Inevitably, engineers must make tradeoffs during the design process. Tradeoffs are decisions that negatively effect one attribute of the product in order to improve another attribute of the product. Both Marketing students and Engineering students need to understand the importance of this concept in developing twenty-first century new products.

Features and Benefits

The benefits of a product are what the product does for the user. The features of a product are the components and technology of a product that deliver the benefits. Engineers need to understand that innovative features are only valued if they deliver a compelling benefit to the customer.

Unique Selling Proposition

A product’s Unique Selling Proposition (USP) succinctly and effectively communicates how the product is different from all competitive products. Effective USP’s have the form “Buy this product and receive this specific benefit.” The benefit must be one that the competition either cannot, or does not, offer. The proposition must be so attractive to potential customers that it causes customers to switch products.

Engineers need to understand the concept of unique selling proposition and refine a USP for two important reasons. First, when engineers work on multidisciplinary teams to develop product they must be able to communicate with the marketing professionals in the early stage of design when the product is defined. Second, engineers are responsible for designing the product to fulfill the USP. All of their design decisions must be made to support the USP.

Price and Cost

Price is what the customer is willing to pay for a product and cost is how much money is required to produce the product and get the product through the supply chain to the customer. Price is determined by the customer market
Position Papers

without respect to the cost. Engineering students often believe that manufacturers of products set the price of a product by simply adding 20 percent to the cost of a product. To be globally competitive engineers need to understand more about the relationship between these two.

So What

Many engineers seek to acquire marketing knowledge to advance their careers. The technical back grounds of engineers are very similar and therefore lack common elements that are critical if the engineers are to work effectively with marketing professionals to define, design and market successful new products. Can you help teach the engineers in your school these basic concepts?

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BUSINESS ETHICS INSTRUCTION INNOVATIONS: A TRANSFORMATIONAL LEADERSHIP APPROACH

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POSITION PAPER

During my over 15 years in the computer business (as a small business owner of Integrated Systems and Services and contractor, including five years with Enron in the mid 1990s), I have reached a couple of conclusions about business people and business ethics. Business people often see a conflict between making money and doing the right thing. The thought is that business is so competitive and challenging that you have to act differently in business; you have to cut corners to get ahead because “business is business.” The legal system creates “the rules.” So the (business ethics) goal often is to dally with the “bleeding edge” of the law; trying to appear to keep the letter of the law while actively circumventing it to gain a “competitive edge.” But in the long run, this strategy will often result in failure (i.e., Enron).

Secondly, enforcement works (to some degree). According to Kohlberg, the lowest motivation for an ethical response is simply to avoid punishment. So enforcement in business seems to act as a starting point for making business more ethical; or at least in making business less unethical (by removing violators). A number of executives were sent to jail in the last 10 years so those businesses that tended to do the right thing (i.e., accounting firms in Houston who absorbed business of Arthur Anderson) benefitted. This is part of capitalism that productive companies that play by the rules are rewarded and others are not.

More and more we have seen government turning to offer another “solution” for making companies better; and that is regulation. For example, after the Enron accounting problems that were discovered in 2001, the Sarbanes-Oxley Act was created to make sure it didn’t happen again. The ethical idea behind regulation is that these additional rules will make companies better by forcing accountability. Theoretically companies already require audits as part of doing business and now they have additional reporting requirements. So “good” companies who were already doing the right thing are now being “punished” by being required to invest the additional time and effort and expense to meet the Sarbanes-Oxley reporting requirements. And who is to say that the regulators will act ethically, much less act with diligence in reviewing the paperwork submitted by companies as part of compliance, much less the expense of all of this? Also, bad companies will continue to look for loopholes in the regulation that they can exploit, which defeats the spirit of the law.

What does all of this mean for business ethics education? It means that business ethics education needs to strive for more than giving students a class on business law. Rules don’t make people better. Somehow students need to have a higher basis for ethics than simply “avoiding punishment.” However, undergraduate (and even graduate) business students often have not thought through what it means to work as an “ethical business person.” They need to realize that they can (and should) act in business as the good people they often are instead of succumbing to the “business is business” mindset. How can we help them make this connection in the classroom?

From my research and over eight years of experience teaching business ethics to close to a thousand students and speaking through my non-profit: The Global Institute for Ethical Leadership (www.globalethicalleadership.org), I have determined that transformational leadership is the best approach needed to make a difference. Transformational leadership in the classroom focuses not only on delivering excellent content, but doing so in a way that inspires students to change and be better. When it comes to business ethics instruction, it involves basically three things:

1. Students need to identify the basis for their ethics,
2. The instructor needs to honestly communicate his/her own ethical system as a model,
3. Students need to understand how to apply their standards to solve specific business ethics problems that are relevant to the business they want to join.
Position Papers

Let’s briefly examine each one. Most students have never answered the two fundamental questions related to business ethics: (1) What are my standards? and (2) Where do they come from? Business is complex. It is impossible to discuss every possible ethical situation that a student might face in business (why thick “ethics manuals” are not that helpful in companies except possibly for compliance purposes) in a one semester class. However if a student seriously thinks about what they really believe (basis for their ethics) and why and articulate that (through, for example, a 3-5 page *Personal Ethics Paper*) then they will have nailed down principles that they can apply in a variety of situations. (Classroom time can be spent exploring different options here to give students a chance to compare.) At least they will be more intentional leaders; being able to clearly articulate their values so that followers understand the rules, resulting in a more efficient and productive organization.

The instructor should openly and honestly communicate the basis for his/her ethics as a model for the students (another part of transformational leadership vs. manipulation, which is pushing a point of view and not revealing it). Also, the instructor’s ethics needs to be actively demonstrated in specific ways in the classrooms, such as:

♦ Positive effort put into the class;
♦ Responsiveness to questions;
♦ Prompt returning grades with appropriate feedback;
♦ A positive attitude which involves listening to students, providing individual attention;
♦ Friendliness when students enter class and during classroom discussions and when students leave; and
♦ Good will communicated to all students.
♦ Respect is also important.

Finally, students need to see how their standards work when faced with real business issues. So, case studies are an important part of the class where students learn to make decisions that incorporate their ethical standards and help the company make money. This is the essential outcome of a good business ethics class.

One more point; some students don’t like this approach. They don’t like having to think about their own ethics. They don’t like hearing what the professor believes. In fact I usually have at least one case in a semester where a student plagiarizes his/her *Personal Ethics Paper*! However, ethical students really like the exercise and feel like it definitely helps them. And that is the goal; to at least make sure the good people are confident and equipped to advance ethics in organizations. So, hopefully the ethical climate will continue to improve; one good student at a time. Ethics are the railroad tracks that allow the train of capitalism to work, so it’s worth the effort.

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THE LEADERLESS ORGANIZATION, CHANGE IN CONSTANT MOTION: A STRATEGIC CASE STUDY

Dennis M. Kripp, Aurora University

POSITION PAPER

“We have decent financial results, so why don’t I feel good about my organization’s strategy and the environment in which we are working?”

“There was a constant change in leadership, and I’m sure it made it difficult to really move the new strategy out into practice and have it stick.

These were comments overheard by a consultant following an operational meeting of the Gladstone Oil Company’s Marketing Group. This case explores one of the key theoretical and practical problems associated with strategy execution, which is how to transfer the theory of strategic management principles into the practical applications that achieve the desired strategic outcomes.

While many variables played into the Gladstone Oil Company strategic story, three key issues emerged as the focus concerns: first, there was the factor of leadership support and its effect on the strategies execution; second, the organization’s focus on solving customer problems in lieu of executing the strategy; and third, a lack of structural and process understanding in performing the new defined strategic activities.

When Gladstone began its corporate renewal in 2009, a new mission and vision were established that included a set of values and new strategies to meet changing competition in the marketplace. The reason for this strategic renewal was that the old ways of business were not seen as likely to work in the future. Even though the performance results were acceptable, the pace of change in the business climate was accelerating and this organization needed to stay ahead of the change.

The strategic benchmarking effort led Gladstone to adopt Brand Management as the fundamental way of running its businesses. That decision was a huge one for a company whose focus traditionally had been on sales, and whose business decisions often were made on managers’ intuition. It meant adopting a fact-based, customer-oriented, highly analytical approach to running the business.

At the same time as the strategy change took place the top corporate board decided to give “up and coming” senior level managers some field experience, specifically focused on the job assignment of V.P. of Sales Operations. New senior managers hired from “outside brand organizations” were the primary candidates. Every six months another senior manager was rotated through this position.

One of the most significant areas of change for Gladstone was at the leadership level. In the three years, that the organization was supposed to be deploying the new strategy, there were three top leader changes, two reseller sales manager changes, and two regional support service managers. In this organization, those types of changes can greatly affect the effective deployment of any initiative. A basic theory of effective strategy execution is that leadership needs to provide continuous support, and serve as the role model for employees in their commitment to quality. By role modeling, leadership needs to set standards and measure individual and group commitment to quality. The Gladstone leadership team, while verbally supporting the strategy deployment, did not openly support it through appropriate role modeling. If one were to ask the leadership, they would say they supported strategy, but the ranks of the organization had a different perception because of leadership actions.

The Gladstone organization made continuous references to “fire fighting.” This term, “fire fighting” problems in this context, was a day-by-day, minute-by-minute activity. It consumed most of the organization’s mindset to the point
Position Papers

it was different for the Gladstone team to think long term about strategic management, which by nature is more long-
term strategic than short-term tactical. There was some interconnectedness between the problems of “fire fighting” and
the benefits of strategic management. If the organization had understood strategic management better, many of the daily
problems might likely have been prevented.

The Gladstone Marketing story is frustrating at best. Leaders were supposed to lead the change, not make excuses.
There was consensus that everything cannot be stopped while people were brought up to speed on strategic
management implementation. In the case of this subject, the implementation admittedly “fell through the cracks.”
Although the experts view strategic management as ultimately the responsibility of top management, there were some
other considerations on the team’s strategic journey that merit discussion. Operating in a problem-focused environment
was one of those contributing factors.

Many of the employees supported this environment of non-understanding. People did not want to let go of what
they had. In the Gladstone team situation, the vacuum created by the non-involvement of leadership did nothing to
change the organization’s mindset. The team was very comfortable with its role as “so called problem solvers.”

Over the years there had been a series of programs or initiatives that were introduced with great fanfare as the
saviors of the business. Managers and leaders verbally supported these initiatives. They were highly visible to the
organization. After two years, the organization never heard of them again. Strategic management had to live with those
traditions. The Gladstone team did not have a case for action, and the leadership involvement that would pull them to
effective strategy deployment. The cultural traditions were so strong and the case for action so weak it was impossible
to move forward.

Case Questions

1. Is a formal leader necessary to provide task direction, structure, and rewards, plus the consideration and social
   support that employees require?

2. If the situation or leader cannot be readily changed, are there substitutes or enhancers for leadership? Identify
   three that you think have the greatest potential for positive impact, and explain why.

3. How can employees become self-leaders? What kind of support can the organization provide?

4. What types of leadership styles would be most effective in situations such as this?

5. Derive a set of action implications for yourself as a future leader, based on this case scenario.

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CONDSTRUCTING A MEANINGFUL INTERNSHIP

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POSITION PAPER

While internships remain a highly individualized approach for students to earn academic credit, conflict may arise when creating a consistent high quality internship. This paper examines the recent restructuring of an internship program to create meaningful academic experiences that create more benefits to students, faculty, and to site supervisors than under the previous model used by many institutions.

The Issue

The management and marketing faculty of the campuses became concerned about the internship process for two reasons. The department faculty moderate a large number of students seeking internships. Even with the internship process already in place, inconsistency from internship to internship still existed. The faculty on our campuses recognized the need to create a more structured, consistent internship experiential model that still allowed students to create a high quality individualized academic experience.

Methodology

Members of the department recognized that our students undergo internships with different expectations from other programs. The first step was to encourage students to be more proactive when considering, enrolling, and preparing for an internship. A notification to all students in our program is now issued at the start of a new semester to motivate students to start looking for internships and to alert our department office that they plan to enroll in an internship the following semester. The email outlines the process that students need to follow to enroll in our program’s internship. Students complete a workshop to help prepare them for the internship. After completing the workshop the students are enrolled in a Moodle platform that provides step by step instructions on how to complete the internship. Students then meet with their faculty moderator to complete their learning contract.

The contract is still individualized to reflect each student’s internship. All students complete weekly reflections based on a structured program organized in Moodle; all interns complete the same required reflections. Each posted reflection contains a reading assignment and looks at a specific aspect of the organization they work for. In addition to the weekly assignments, students complete academic work that consists of a paper from readings that are germane to their internship. Students also write an end of the internship reflection paper and prepare a portfolio of their work.

Conclusions

A structured internship provides many benefits to all three parties associated with an internship: the student, the faculty moderator, and the site supervisor. Students are provided with a step by step process to guide them through a high quality academic experience they simply cannot obtain in the classroom. The Moodle platform also allows remote internships which allow students to seek an internship anywhere in the world. The internship structure provides a program of progressive weekly assignments for students to follow and stay on task. Students are still provided a highly individualized experience to explore a profession and make connections to their coursework while exploring their field through more in-depth readings. Furthermore, a student has the opportunity to put together a portfolio of work that can be used to demonstrate their capabilities when applying for jobs after graduation.

Faculty members win because the new internship model does not need require them to create a new academic experience for each internship. Because all departmental faculty follow the internship structure all internships are evaluated consistently. Students don’t look for certain faculty members to moderate their internships because of a perception that one faculty member grades more softly than another. The Moodle assignments create a baseline of
Position Papers

academic work to build the rest of the internship on. Moodle also provides a convenient tool for communicating electronically with student interns and as a means to provide feedback for their weekly assignments.

Site supervisors gain a better prepared, more engaged student who have placed more proactive thought into their internship choice and the goals they hope to accomplish. Students are encouraged to share their findings with their supervisors, if the supervisors are receptive. If pertinent, the student’s findings can represent free consulting for the supervisor’s company.

Interestingly, the American Marketing Association now recommends that experiences should be listed above a student’s education on their resumé (Stevens 2004). A well planned, constructed internship will provide a student with a meaningful experience that will serve them well in their job search.

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Panel Position Papers

USING SIMULATIONS SUCCESSFULLY FOR INTEGRATIVE LEARNING

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USING SIMULATIONS SUCCESSFULLY FOR INTEGRATIVE LEARNING
PANEL POSITION PAPER

According to the most recent set of accreditation standards from the AACSB, one objective of the business education experience from student and faculty interaction is to produce “a coherent and integrated learning experience” (AACSB 2003). There are a wide range of pedagogical tools available to marketing educators to achieve this objective but business simulation games are extremely well suited for this purpose. The first consideration of whether to employ a simulation game or not in teaching a course involves the learning outcomes that have been set. If there is any consideration of business decision making experience or application as a learning outcome then the use of a business simulation game exercise would be highly appropriate. Further, virtually all business decision making activity involved in simulation games requires integrative learning and as such, would satisfy the requirements of the AACSB.

Essentially, all marketing simulations expose students to decision making involving the basic four P’s of marketing. Business simulations in general will expose students to some marketing decision making as well as organizational decision making. The level of decision making varies among simulations. For basic introductory courses simple simulations require far less decision making and involvement. For example, marketing simulations like Paintco V (Galloway et al. 1997) or the Marketing Game (Mason and Perreault 2002) offer a very limited number of marketing variables. When students play simple simulations they often focus in on one or two variables (price is popular). Their thinking is that they only have to find “the magic” formula to be successful. This is the downside of simple games; students don’t always see the need for integrating their learning and knowledge. In these situations, instructors need to provide a context for the students to integrate their knowledge. External planning exercises, objective setting and simulation interpretation and reporting exercises can be used for this purpose.

More advanced marketing mix based simulations like Laptop (Faria and Dickinson 1987), Compete (Faria, Nulsen, and Roussos 1994) and Merlin (Anderson et al. 2004) bring in far more decisions and students quickly realize they cannot simply find a “magic” decision to be successful. Many of these simulations have decision support packages that allow students to run “what if” scenarios. For example, Merlin has a Merlin Solo version which allows students to play against the computer. In addition, the actual Merlin decision making process produces full and complete pro forma income, balance sheet and cash flow statements. All of these tools allow students to integrate their decision making efforts.

Finally, strategic marketing management simulation games like Marketplace (Cadotte 2000) and Stratsim: Marketing (Kinnear, Stuart, and Deighan 2010) cannot even be attempted without an integrated learning approach. They are very much enterprise based simulations and require students to draw all of their business knowledge together to make decisions competently. These games provide very detailed reporting and decision making tools for students to analyze. For example, Stratsim: Marketing involves managing an automotive company and includes a number of product development decisions as well as period-by-period marketing decisions. In addition, financial management must be considered very carefully. The decision tools include research reports and what-if scenarios for students to access. In short, the whole design of the game play involves integrative learning.

Virtually all simulation games can stand on their own designs and instructors can work within the guidelines of the various simulation games they have chosen as the focus of the learning exercise. The instructor’s manuals for simulation games typically provide a great deal of guidance for developing learning exercises affiliated with the various
Panel Position Papers

games. Regardless, any business or marketing simulation can be developed into an integrative exercise with additional assignments and learning. For example, in the simplest approach, you could have students research the “actual” industry that is the setting of the simulation and report on its current state of competition. Sometimes this is a challenge if a game is generalized like Merlin with its products identified as “Product 1” and “Product 2.” However, this has a separate virtue, the instructor can provide an industry context in this case (e.g., Product 1 is a clock radio and Product 2 is a DVD player). Now students can research these industries and report on them.

Students can undertake annual reporting exercises to describe what occurred in their industry and explain how they ended up in the situation they now find themselves in. A variation is a regular weekly reporting requirement that requires students to explain their decision making approach and how they developed them. This forces them to integrate the results of their decisions and allows instructors to give them feedback encouraging them to think about these issues.

Another integration exercises involves students in undertaking forecasting and strategic planning exercises as part of the simulation experience. This is best employed for the more advanced kinds of games. In these circumstances, students use the simulation as a vehicle for planning. They make plans, implement them in the simulation and then revise their planning based on their performance results. There needs to be some game play experience before planning occurs and then there needs to be some game experience before revising plans. This means making the simulation a very critical part of the course design and evaluation.

The selection of team members can also become part of the integrating process. In strategic management courses, for example, students who are focused on accounting and finance can assume the role of VP Finance, students interested in management can become CEOs, and of course marketing majors would take on the role of VP Marketing, etc. These are just a few of the many ways in which simulations can be used as integrating exercises.

In conclusion, as integrating exercises, business simulation and in particular marketing simulation games truly excel beyond most other choices available to both business and marketing instructors.

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THE USE AND ASSESSMENT OF AN INTERACTIVE COMPUTER SIMULATION IN THE BUSINESS CAPSTONE

Michelle C. Reiss, Spalding University
David Hudson, Spalding University

In an effort to inject realism and interactivity into one of the classes in the School of Business (SB) curriculum, a decision was made to use the capstone course, Integrative Strategic Management (BA 481), as the test class. Historically, BA 481 was offered using the traditional text and case based curriculum and did not provide students with an opportunity to work with an actual company nor did it give students the opportunity to make real-time decisions. In an effort to fill these voids, the faculty researched various business simulations that could accomplish this new strategy. The faculty decided that the simulation must work in the six-week instructional model, it must be flexible, it must provide real-time updates, and it must give students the opportunity to actually operate a business. Finally, the simulation had to have a means to collect assessment data about what the students learned from taking their core business courses as well as what they learned during the simulation.

Dr. Reiss found the CAPSIM® business simulation and COMP-XM, both of which fit the criteria stated above. After initial discussions with a CAPSIM representative Mr. Hudson contacted CAPSIM for additional information about how to develop the pedagogy and implement the simulation into the next BA 481 class. During the class it was implement>modify>implement>modify, similar to a “learn as we go” situation for the faculty and students. Our CAPSIM representative and her technical staff were always available (even during class) for questions, modifications, and help. Initially the learning curve for the students was higher than anticipated. Challenges also surfaced regarding making effective and efficient business decisions and understanding that as the team made decisions in one area of the business that decision impacted the other elements of the business. The final challenge that surfaced involved effective time management while in class and between each class session.

Data from the simulation is used extensively for outcomes assessment for strategic planning. The School of Business assesses the following student learning outcomes through BA 481:

1. Knowledge of core business concepts.
2. Student’s ability to integrate core business concepts and implement solutions.
3. Student’s ability to work effectively in groups.
4. Student’s ability to write effectively.

The assessment of the above outcomes is tied directly to the simulation and to the COMP-XM examination taken at the end of the course. In order to fully assess these outcomes, appropriate rubrics were developed. Specifically, a Team Final Competition Round Simulation rubric, an Individual Written Assignments rubric and a Group Work Peer Assessment rubric were developed. Copies of the rubrics will be available at the panel session.

In order to successfully use a simulation for the purpose of assessment there must be faculty buy-in from any faculty members that will be using the simulation and assessing the data from the simulation. Assessment coordinators will be dependent on the faculty teaching the course to collect assessment data. It is also important to involve faculty...
members in the development of assessment rubrics, because faculty members complete the rubric not the administrator. If faculty members feel forced to comply with someone else’s idea of an appropriate assessment tool the assessment coordinator may end up with no assessment data.

It is also important to have consistency across all sections of the class using the simulation and assessment measures. In our situation, Mr. Hudson teaches all sections of BA 481, therefore, one full-time faculty member is responsible for this particular area of assessment data. Once the data and rubrics are completed, Mr. Hudson forwards the information to me as Chair. I then analyze the data for the purposes of our strategic planning process and develop courses of action for the following year based on the results. Courses of action are discussed in an all School of Business faculty meeting prior to including the action plans in the following year’s strategic plan.

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A DESCRIPTION AND ANECDOTAL ASSESSMENT OF
STUDENT LEARNING DERIVED FROM
PARTICIPATION IN A COMPETITIVE
MARKETING SIMULATION

Ellen S. Novar, Wilmington College

Gosen and Washbush (2004) and Anderson and Lawton (2009) reviewed many research studies to determine if student participation in business simulations results in the kind of learning that student and faculty-based anecdotal evidence suggests. Both papers concluded that there exists little concrete evidence that the simulation exercise achieves all that we as faculty assume. Each provides a bleak forecast of future success in assessing objective learning outcomes and point out many inhibitors to achievement of this goal. While reading these I couldn’t help but think that I, too, believe that my students learned a significant amount from this exercise but cannot substantiate it.

Last fall my Marketing Management students participated in a simulation called “LINKS”. Randall Chapman, its creator, offers several versions of the simulation and helped me choose the Multichannel version as it is moderately demanding and was my first time utilizing this teaching tool. Historically, the course was lecture- and case based, normally enrolling less than ten students but that semester, a larger number of students enrolled, compelling me to alter the labor-intensive method I normally use to teach the course. Another course characteristic is that it is designated as a “writing-intensive” (W) course, part of a “writing across the curriculum” program at Wilmington College. Instead of our undergraduate students taking ENG 101 and 102, they are required to take ENG 101 and complete 3-W courses. Because of the course’s writing designation, I would only adopt the LINKS simulation if it could be integrated with multiple and meaningful writing assignments. As someone who participated in a simulation as a student and found it to be a frustrating activity it was particularly important to me that every student in my class was engaged with the activity and could apply the insights they gained to improving their written communication, critical thinking and quantitative skills. As a course intended to be rigorous, I wanted to be assured that the simulation would be as challenging to the students as the cases had been.

Students were assessed both as individuals and within their companies, i.e., teams. 25% of their grade was based on the company’s actual competitive performance (a weighted average of key performance metrics), 50% for group activities, and 25% for individual performance. One major group activity included writing a mid-simulation marketing plan to be implemented during the second-half of the simulation. At the conclusion of the simulation each company presented a short debriefing to the class that addressed the following questions: (1) What was the most successful (the best) part of your LINKS strategy and tactics? Why?; (2) What single part of your strategy and tactics would you change if you had it to do over again? Why?; and (3) What are your team’s 3-5 major learning takeaways from participating in LINKS? The presentations resulted in unexpected student engagement and open discourse because at this point, each of the companies could disclose the rationale behind their decisions.

Individuals were assessed with a quiz on the student manual, a paper, and peer evaluations. The paper, called a “Letter to My Successor” is based on a suggestion by Randy Chapman where each student provides detailed advice to a successor on a key takeaway, above and beyond what is available in the student manual, which is intended to increase the probability of success moving forward. In my opinion, this was an effective method of assessing individual engagement and learning from the simulation.
Panel Position Papers

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Panel Position Papers

SUSTAINABILITY: DEFINE THEN INTEGRATE

Scott Thorne, Southeast Missouri State University

BRINGING SUSTAINABILITY TO THE CLASSROOM
PANEL POSITION PAPER

Sustainability is quite the hot topic now in the business world. A scan of just two days worth of headlines finds: “What the Green Label Won’t Do,” “6 Steps to a More Sustainable Organization,” “Recession Shows it’s a Good Time to Be Green,” “Life-Cycle Analysis Evaluates Products Holistically,” “27 Senate Democrats Push for Renewable Energy Standard,” “Water Shortages Are All Too Real – Whatever the Reason,” “Young Farmers Seek the Simple Life but Find Challenges,” and two dozen other topics, pulling together articles from a number of different areas under the umbrella of sustainability. Currently, there’s a program on the Diane Rhem Show on the dangers of BHP in plastic bottles and its use in thermal cash register tape (Rhem 2010). This too falls under the broad classification of what we consider sustainability. Currently, any topics which the author views as “green” gets classified under the sustainability category. The very breadth of this category make it difficult for instructors to determine what topics to integrate into their classes, much less how to integrate them. It becomes important for the instructor to define what they mean in terms of sustainability for the particular course taught.

Teaching a unit on sustainability could require the instructor to pull in such diverse topics as reverse engineering, a natural fit for a product strategy and development class but not so much for a public relations course. A discussion of LEED certification fits naturally in a retail management course but would be woefully out of place in an internet marketing course. A section on “greenwashing” fits well into a course on business ethics, no so much into a class focusing on marketing research. Yet these all fall under the category of sustainability, so how does the instructor decide where to stop and what materials are appropriate for the course subject matter. Again, it is incumbent on the instructor to define what sustainability is in term of the particular course and how they wish to approach it.

As noted above, a wide variety of topics clusters under the category of sustainability. As such, teaching a unit on sustainability is best suited for a introductory principles class, where students first learn the basic concepts of marketing and most instructors create silos for individual topics, spending a unit on product development, a unit on promotion and IMC, a unit on marketing research and so forth. Given this format, devoting a unit on sustainability would make sense, as the instructor could then spend time attempting to define it and discuss with students what they view as marketing sustainably, show how a number of different activities could fit under the umbrella of sustainability and illustrate the discussion with appropriate examples.

Outside of a principles course, integration of the sustainability material holistically within the rest of the course appears the best option. As noted earlier, material on reverse engineering and recycling would not fit well within the purview of a course on internet marketing, nor would the topic of green washing mesh well in a course on retail management. However it would be possible to touch upon the topics of reverse engineering easily within a product strategy class, while greenwashing would fit in well in a course on business ethics, IMC or internet marketing. The influence of green labeling would easily fit into a consumer behavior or product strategy course as well.

In general, sustainability as a stand-alone topic works best in a principles class but could be difficult to implement due to the wide ranging nature of the topic. Better to define what is meant by sustainability in terms of the course, identify suitable subcategories of sustainability and introduce those as discussion topics in appropriate upper level courses.

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Panel Position Papers

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As sustainability becomes the new buzz word of our green global economy, institutions of higher learning are challenged with the task of incorporating sustainability into their curriculums. Arizona State University’s School of Sustainability graduated its first class in May 2010. The school offers a bachelor of arts and a bachelor of science in sustainability, as well as a graduate degree. Today more than 25 Universities list programs on sustainability across a broad spectrum of majors. As unemployment continued to increase across the nation, President Obama pledged $500 million for environmental job training and an additional $150 billion to create five million new sustainability related jobs, which are driving the increase in new programs on sustainability.

Business colleges are faced with the decision on how and where to incorporate the topic and at what level to introduce the concept of sustainability. Since sustainability is a broad and evolving subject matter, colleges must also decide on an agreed definition and application for business. The Brundtland Commission of the United Nations (1980s) defined sustainable development as, “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” In the early 1990s, the IUCN World Conservation Union (IUCN), United Nations Environment Program (UNEP) and World Wide Fund For Nature (WWF) provided a definition in an attempt to embrace all areas with sustainable considerations as, “sustainability is improving the quality of human life, while living within the carrying capacity of supporting eco-systems.” The concept of sustainability can be overwhelming because of the comprehensive nature of the word, but the root meaning is a simple concept that is intuitive to most people.

From a business perspective, a sustainable business strategy strives to maximize effectiveness and restore environmental quality and build social equity, while increasing long-term profitability. While many industries of the past tainted the environment through the exploitation of resources and pollution, they also spent billions of dollars complying with governmental regulations. This adversarial relationship can be addressed through sustainably business models.

A movement inside business to change the way companies operate will require a full understanding of sustainability across many subject matters including: marketing, finance and management. Driven by the need to comply with increasing government regulations, improve social responsibility and return to shareholders, higher education will be required to offer both a micro and macro curriculum on sustainability for business.

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TEACHING SUSTAINABILITY: THE HEART OF MATTERS

Debbie DeLong, Chatham University

TOWARD DEEPER UNDERSTANDINGS OF SUSTAINABILITY: APPEALING TO MULTIPLE PERSPECTIVES IN TEACHING AND RESEARCH PRACTICE

Panel Position Paper

The sustainability movement is gaining increasing traction in both the public and private sectors. Universities play an important role as the primary source of education, research, and creative innovation in the global effort to move toward a more sustainable and humane society. This role is formalized in university leadership consortia and agreements such as the 1990 Talloires Declaration which establishes sustainability as the context for all undergraduate learning (University Leaders for a Sustainable Future 2007). Similarly, the American College and University Presidents’ Climate Commitment (Second Nature 2006) requires its member institutions to develop and implement a climate neutrality plan, work to reduce greenhouse gas emissions, and promote the principles of sustainability among students, faculty, staff and the community at large. To this end, the university curriculum must be infused with the principles of sustainability “to provide our students with the necessary skills to become change agents within organizations for whom they currently and will eventually work” (Bridges and Wilhelm 2008, p. 44).

While higher education’s imperative is clear, the path forward is uncertain. What are the key principles, i.e., the “core content,” of sustainability education? How can this core content be integrated throughout the university’s curriculum given its wide array of disciplines, skill sets, and affinity to the concept of sustainability itself? What teaching methods are most effective for inspiring deep learning, engagement and motivation to take action? This panel session will address these questions and apply implications to the preliminary results of a sustainability audit conducted at the author’s university.

Sustainable development is a complex, vaguely defined construct that is difficult to understand (Steiner and Posch 2006). While scientific illiteracy and social apathy compound the problem (Blumstein and Saylan 2007; Rivas and Owens 1999), misconceptions of sustainability are largely due to the lack of a clear definition that highlights its component parts (Daly 1996). The Brundtland Report contains the most often cited definition for sustainable development as: “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (World Commission on Environment and Development 1987). While provocative, this brief definition does not help to understand sustainability as pertaining equally to the 3 E’s of the triple bottom line, that of environmental, economic and social equity, which concern present as well as future generations (Bridges and Wilhelm 2008).

It is critical that one dimension not overshadow another such that one “E” is perceived as more important than any other “E” within the triple bottom line of sustainable development. This perspective is especially pertinent within the business curriculum, in which economic advantage has historically taken precedence over other considerations. Sustainable business principles would dictate that absolute financial gain should not be considered a positive development if it occurs at the expense of long term environmental, social or economic viability within the larger context. Marketing is a discipline well suited to incorporating the three pillars of sustainability given its image as the root cause of many societal ills that sustainability principles are intended to redress, such as over-consumption, pollution, exploitation, materialism, and sexism (Sheth and Sisodia 2005). Specific learning points pertaining to sustainable marketing strategies, tactics, products, and communications are suggested by Bridges and Wilhelm (2008) and Borin and Metcalf (2010) to infuse the full scope of sustainability principles into the marketing curriculum.

Similar to marketing, several other disciplines are a natural fit for adopting the triple bottom line principles of sustainability within a given course or program although there are far more examples of how to supplement with environmental content as opposed to economic or social equity concerns. For example, Collins (2001) and Satterfield
Panel Position Papers

et al. (2009) provide detailed accounts for enhancing traditional chemistry with green chemistry principles, Murphy et al. (2009) describes how to incorporate life-cycle analysis and green building design technology into the engineering curriculum, and Dietrich (2009) expands health sciences training with tips for minimizing one’s impact on the environment and vice versa. Little research could be found to guide integration of economic or socially-oriented sustainability content across disciplines and even less research focuses on integrating sustainability principles into non-science oriented courses, such as the humanities. It is possible that these omissions are due to the tendency to think of sustainability as primarily concerned with protecting the planet rather than as protecting the economic and social wellbeing of people as well. The preliminary results of a sustainability audit conducted at the author’s home institution are consistent with the literature review, in that the preponderance of sustainability content was found to be environmentally-oriented as opposed to addressing economic disadvantages or social injustices.

Another explanation for scarcity of generic sustainability-oriented learning objectives is the relatively greater emphasis in the literature on how to effectively teach sustainability rather than on what to teach. Many authors assert that teaching sustainability principles may be less about delivering specific content via functionally isolated courses than it is about active, engaging, interdisciplinary dialogue to facilitate active problem solving, emotional connection with the subject that delivers a holistic systems-approach learning experience (e.g., Coulson and Thomson 2006; Steiner and Posch 2006; Wakefield 2003). While some authors suggest that sustainability can embedded in distinct courses as modules or case studies (Cann and Cann 2010; Rusinko 2010; Stewart 2010), others insist on the fundamentally complex and interdisciplinary nature of sustainability that demand integration across subject areas and interaction between academia, industry and society (Junyent and Geli de Ciurana 2008; Orr 1994; Uhl et al. 1996). This approach is essential for gaining the necessary hands-on knowledge and skills to generate actionable solutions. “It is not possible to effectively research or teach sustainable development of society without interacting with society” (Steiner and Posch 2006, p. 880).

In conclusion, it is imperative that higher education take the lead in preparing future leaders to handle a world of environmental degradation, economic hardship and social inequity. Core principles of sustainability based upon the notion of a triple bottom line offer some guidance for content to infuse across the university curriculum. However, the process of sustainability education may trump concerns about specific content given the need for students to develop a holistic, interdisciplinary, critical thinking skills to design and implement workable solutions.

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Panel Position Papers


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MARKETING AND SUSTAINABILITY: PERCEPTUAL INCONGRUITY OR STRATEGIC FIT

Patricia R. Todd, Western Kentucky University

TOWARD DEEPER UNDERSTANDINGS OF SUSTAINABILITY: APPEALING TO MULTIPLE PERSPECTIVES IN TEACHING AND RESEARCH PRACTICE

PANEL POSITION PAPER

Sustainability and corporate social responsibility are now hot topics discussed among academics and non-academics. Being perceived as “green” is growing into a multi-billion dollar aspiration due to increased media attention and the speed of the diffusion of information as a result of improvements in information technology. The beginnings of the environmental movement can be traced back to the publication of Silent Spring by Rachel Carson. “Future generations are unlikely to condone our lack of prudent concern for the integrity of the natural world that supports all life,” (Carson 1962). Her writings vilified the chemical industry and created a rallying cry amongst activist groups, resulting in the ban of several commonly used, yet environmentally harmful chemicals.

In December, 1984 a tragedy occurred in Bhopal, India. More than seven thousand people were killed as a result of Union Carbide’s release of isocyanates into the atmosphere. Even though Union Carbide was acquired by Dow Chemical, in India, there are still accusations of a lack of restitution for the continuing effect of exposure to the chemical. In 1989, Exxon was faced with the catastrophic spill estimated from 11 to 30 million gallons of oil in the sensitive environment off of the coast of Alaska. Sulfur emissions from manufacturing facilities in the United States result in acid rain in Canada. Harvesting in the rain forests in South America results in a reduction of the ozone layer and increases in the cancer rate worldwide. Recently the explosion and subsequent oil pollution in the Gulf of the Southern United States from BP’s Deepwater Horizon has heightened environmental and sustainability concerns. These incidents illustrate the global complexity of environmental incidents. The global and the cross disciplinary nature of sustainability is further complicated by a lack of consensus concerning definitional aspects across a broad spectrum of activities.

Several definitions of sustainability are used in the literature. Examples are:

1. The responsible use of resources over an indefinite period of time.
2. Meeting current human needs without undermining the capacity of the environment to provide for those needs over the long term (EU MDG7).
3. Meeting the needs of a firm’s direct and indirect stakeholders without compromising its ability to meet the needs of future generations (Dyllick and Hockerts 2002).
4. Activities aimed at reducing the organization’s impact on the environment (Ferrell and Hartline 2011).

When asked, the most common definition from a group of students in an international marketing class was: the ability to increase or maintain profits over time.

There appears to be a gap between the perception of the definition of sustainability and, many times, a negative perception of disciplines, especially marketing, when it comes to being responsible. A colleague from another college in the university remarked, at a sustainability workshop, that all of the money that BP makes in profits goes to pay for marketing, not the development of alternative energy. Marketing students are just beginning to be exposed to the concept of sustainability as a viable strategic alternative, not just a philosophy of environmental activist groups (Thomas 2005). Do they understand the implications of sustainability? Do environmental activists understand marketing?

Much of the academic dialogue consists of environmental, economic, operations and human resource issues. Elkington (1998) proposed the concept of the triple bottom line; people, profit, and planet. Models depicting the 3-pillar
Panel Position Papers

concept attempt to integrate the ecological, societal, and economic aspects of sustainability (Hockerts 1999). Others examine the relationships between environmental integrity, economic prosperity, and social equity. The models focus on the economic, environmental and social aspects of sustainability and the balance between the three (Ilge and Schwartz 2009). In practice, the balance does not seem to exist. There seems to be a lack of dialogue and an almost adversarial relationship between the three mindsets. The piece of the puzzle that is missing is the one that integrates the components, creating a common dialogue and the mutual agreement needed to successfully communicate across disciplines.

This paper begins a study on identification of the perceptual issues surrounding sustainability across disciplines. Individual mindsets impact strategy. Once recognized, an understanding of these differences may lead to improving the understanding of sustainability and its complexity, ultimately leading to integrated strategy development.

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ENGAGING AND ACTIVE LEARNING
IN THE CLASSROOM

Joanne Leoni, Johnson & Wales University

ACTIVE LEARNING INITIATIVES: GAMES AND COMPETITIONS
PANEL POSITION PAPER

Today there is a movement within higher education at the undergraduate level to provide experiences for learners that are motivating, engaging, and informative with subjects and course content. Undergraduate classes are filled with the majority of learners who belong to Generation Y. It is often noted that the traditional methods of delivery and instruction are not those that are welcomed by this generation and that are not means by which they get information, find ideas and what is happening in the world. Most lessons that were once presented using traditional methods are those that still contain significant and relevant information, theories, and ideas, but perhaps are in need of some updating. What is still required for completion of courses can be designed and developed using creative methods, technology and interesting methods of delivery. Taking into account the many ways of obtaining information about topics and issues, the same ways of delivering information and assignments can be designed for classroom activities. Designing lessons and activities using sources other than what have been determined to be traditional in a sense can easily be recreated and incorporated into classrooms providing learners with activities and methods they are most accustomed to using and recognize.

Teaching undergraduate courses filled with students mostly from Generation Y can bring some challenges to the traditional methods and delivery of course content and assessments. With technology consistently changing, bringing new ideas forth and methods of obtaining information, it is no wonder why students often think that traditional methods of instruction are just that, too traditional and often boring. So many processes of learning still are worthy of maintaining but perhaps with a bit of innovation; they too can become the interesting and engaging lessons. Thus the buzz words in academia today are engaging and active learning, bringing the challenge of how to incorporate the engaging and active learning methods to courses and assessments.

Effective methods, delivery and the engaging lessons that create a desire for information as well as provide the learner with the necessary information and or skills needed for completion of the course are those that do provide what is considered today as cooperative learning, both engaging and stimulating. Today it is noted that learners vary in their ideas and ideals of work and careers, yet it is most noted that how they want to learn is that which allows them to experience, investigate and to create. The development of lessons that are engaging and provide active learning requires one to recognize the learner’s style of receiving instructions, the content of the subjects being taught and the instructors’ methods and preferences of delivery. In a study conducted by H. Dean Johnson and Nairanjana Dasgupta, “Traditional versus Non-Traditional Teaching” indicates: “It is worth noting that the overall percentage of students preferring non-traditional methods was significantly higher than the percentage of students preferring lecture style classes”.

Recognizing that education is changing, how learners learn and how ideas, information and technology impact business, working and life, it is without doubt that the way teaching and the delivery of information, new ideas and course content will need to readjust and refit into the styles and ways best suited for today’s learners and tomorrows’ workforce. What are the ways instruction can be delivered to engage produce cooperative learning and active learning are now major considerations in academia and for those who are responsible for designing and developing programs for tomorrow’s education. It is not that what is and has been done in the past with programs and or the delivery of information is totally obsolete but it is in need of perhaps updating to regain and incorporate newer methods, techniques and advancements.
Panel Position Papers

With the majority of classrooms, laboratories, and seminar settings in colleges and universities creating an environment that can simulate and recreate business, interactions among learners and the use of technology is often incorporated into the lessons for many varied disciplines. Using technology to enhance the learners opportunities to gain insight to current events, history and just about anything that they choose to know and learn about is as simple as hitting Google search. Developing new ideas that can fit both the lessons and the learners’ interests and uniqueness involves creating techniques and methods that initially brings about knowledge of the subject as well as the results needed for successful completion of a course. Ideas, methods and techniques to enhance the learning process, create an engaging classroom environment and maintain valuable experiences for the learner are those that consider the learner and how the learner can best take the information or skills and apply them to a given situation, simulation, or task.

Taking what is required from course syllabus and course instruction and transforming it into informative, practical and valuable experiences creates a bridge by which learners’ can take the next steps in learning and doing. Ideas and methods for creating the lesson, activity and experience representing and rewarding the accomplishment of knowing and producing include inquiry, practice, design and establishing a way of achieving the desired results either individually or within group projects and activities. The following includes some of the ideas and projects/activities that create a valuable experience for learners.

Team or group projects such as “Google Ad Works, The Business Simulation and The Red Campaign” can be found on the Internet and provide opportunities for learners to compete among other learners at various colleges and universities through out the United States. These competitions and campaigns require learners to create new products, marketing ideas and campaigns and compete by selling product and services. These games and activities are well designed and provide specific requirements and instructions. Learners have opportunities and advantages of working in business simulations that mirror processes and activities of an actual business.

Research and investigation projects and assignments can be created whereby learners design surveys and opinion polls that can be put online, monitored and collect data findings. Learners for the most part are accustomed to using online methods for finding information as well as participating in surveys or sending comments and reviews using company web pages, Face Book, Blogs, and Survey Monkey. Designing the surveys or taking instant polls through the use of sites such as Poll Everyone are current and learners can usually get immediate or very fast results and information. Both of which they welcome and are used to having in their lives.

Additionally, reviewing and critiquing business practices and events and recreating them has been found to engage learners to analyze information, make decisions and use creative means to bring about changes or perhaps new ideas. Whenever possible learners can share the findings and ideas they have developed with a global audience through Internet sources, social networks and the ever popular You Tube.

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REALISTIC ACTIVE LEARNING COMPETITIONS: LESSONS LEARNED

Deborah L. Owens, The University of Akron

ACTIVE LEARNING INITIATIVES: GAMES AND COMPETITIONS
PANEL POSITION PAPER

“We love to hire your marketing graduates, and are generally very pleased with both their hard and soft skill sets, with the exception of one area. Your students are excellent at preparing long reports or Power Points, but sometimes we just need our team to make a fast, quick decision; and that is where your students lack training and experience,” stated Shirley Shriver, Vice President, Research/Marketing Services for HF&A, a full service advertising agency, located just outside The University of Akron campus. As a regional leader in the marketing and advertising arena, HF&A serves national accounts such as Dunlap and Kelly Tires, and many firms in the building and construction sectors, including Carter Lumber, LP Building Products, Kraft Maid Cabinets, and Liquid Nails to name a few. In addition, HF&A is a strong partner with the University of Akron’s College of Business Marketing Department, providing internships, classroom speakers, hiring our students and assisting with curriculum development. Stated in another manner, HF&A is a stakeholder and customer of our Marketing Program. It is our goal to follow the marketing paradigm of “meeting the needs and wants of the customer”. It appeared that in this case, at least one of our customer’s needs was not being entirely met.

Fast forward a few months later. As part of our college strategic planning process we convened several sets of meetings with key business stakeholders in the region, including those that served on one of our active business advisory boards, and those that routinely hired our students. Again, many had glowing comments about our students skills and their work ethic. When asked what we could improve some common themes emerged. The areas where the business community felt students needed additional training and experience were:

- Synthesizing data quickly and developing a recommendation.
- Taking ambiguous and incomplete information and proposing a solution.
- Professionally critiquing the work of others.

The problem facing the educator then is can we create in class exercises that simulate a realistic, real world format to help students learn and acquire these additional needed skill sets? The parameters would need to include the following:

- Team based activity,
- Able to be done in a class period of 45-60 minutes,
- Providing some information on which to base decision, yet utilize incomplete information,
- Professional critique and feedback of the teams work – not the person,
- Selecting the team with the best solution; as in the real world only one path will usually be chosen.

With these parameters and working with Shirley Shriver, and several other members of the business community we developed what we called a “Team Application Competition,” or TAC for short. These activities consisted of five major elements, (1) preparation prior to class, (2) in class team time to prepare the solution, (3) each team presents their solution to the class, (4) each class member votes on best solution, (5) winners are announced and feedback and rational shared with all class members. Each of these areas will be briefly described in the sections which follow.

The syllabus for the semester lists the general topic that the team application will cover that day. For example, marketing retirement destination to baby boomers, the re-launch of the Ford Taurus, the positioning of craft beers, or the pricing strategy of a local restaurant. Some students take the time to collect some valuable background and research on the topic, while others just appear to wing it. Then, during class, students gather in their teams of 3-5 students to
Panel Position Papers

develop a proposed solution to the specific problem presented. The problems are a more specific formulation of the topic on the syllabus. For example it might be “Propose a tag-line for the retirement community to use to market to the baby boomers,” or critique Ford’s new positioning and marketing strategy for the new Taurus and what you would modify or change. The actual problem presented is very targeted and specific, and requires student teams to take a stand and agree on a specific tactic. Student teams are given approximately 15-20 minutes to develop and document their proposal on either a white board, a chalk board or a flip chart. Student teams then present orally to their peers their proposed solution and rationale. The presentations are required to be short, succinct and to the point, typically about 5 minutes apiece in length. Then each student is given a grading rubric to select the winner, and why he or she selected that particular team’s solution as the winner for the week. Students turn these in anonymously, with the total points calculated by the instructor, and posted the following day along with the winning team, the second runner up, the third place team and all open ended comments supporting the rational for their selection by their peers. The rankings are then translated into points, with the top team getting 100% of assigned points, second place team, 95%, third place 90%, and the rest 85% of assigned points. Other grading schemes could be used, but this has proven to be competitive and perceived as fair, as the worst teams still get a B for the assignment.

This has been an overwhelming success in terms of student engagement. Many of our students attend at night, and after a long day at work, with empty stomachs and not enough sleep perhaps, they find this form of activity enjoyable and it keeps them alert and motivated. In addition, most students in business are somewhat competitive and truly enjoy the competitive aspect of it. Most importantly the approach is highly self correcting, in that students learn what attributes increase the likelihood that their team wins. They learn that preparation pays off, and it does not have to be extensive, but supporting your rational with facts and outside research makes it more credible. They also learn that framing your solution in a model or an outline or a visual or a theory that other students can relate to is helpful as well. Past options used have included, the Hierarchy of Effects Model, AIDA Model of advertising, classical conditioning, SWOT, Porters Model, or theories such as creative destruction, and Weber’s law of Just Noticeable Difference. It is interesting to see how they take knowledge from other courses, or previous chapters to support their claims.

Over the three semesters that I have been using the TAC approach, I have made several modifications. First, I assign groups rather than letting students self select. This generally results in more even capabilities across groups, and better simulates the real world. I also typically scramble the groups half way through the semester, to give students opportunities to work with diverse students, and to avoid a serial winner, which can occur. Also, groups are not allowed to vote for themselves, as it seems students often liked best their own team’s work, or at least were motivated to say they did to receive a good grade! Student teams are allowed to choose within the group the one or two spokespersons for the group. This is in contrast to when I required this role to be rotated among group members. While this gave additional speaking practice to group members, particularly those that needed it most, it also made it difficult for a group to win, if a less experienced orator was being used. Students rightly called me on this, noting that “in the real world, we would ask our best speaker to present our case.” So now, I allow each group to choose who and how they will present. Some still rotate the role, while others do not, but they decide.

In summary, the Team Application Competitions have been a fun new tool to engage students and prepare them to become responsible business leaders of the future. This is best summarized by this written evaluation from one of my MBA students in response to “What would you describe as your most valuable learning experience in this course?” (1) This class was by far the best class I took in the MBA program. It was extremely interactive and forced the students to think outside the box. The team applications helped us to be able to think of innovative solutions in a short amount of time.

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ACTIVE LEARNING INITIATIVES: GAMES AND COMPETITIONS

Panel Position Paper

“Today’s graduates have a strong ability to conduct internet research, compile data, and prepare reports. An area, however, that these graduates fall short is in their ability to interact with other employees in meetings, offer constructive feedback to proposals and challenge other viewpoints,” remarked Christopher Keller, Program Director for Entrepreneurs EDGE, a non-profit organization designed to enhance economic development in Northeast Ohio through innovation and entrepreneurship. Entrepreneurs EDGE manages an internship program in Northeast Ohio, hiring between 16-20 students from The University of Akron and several other local universities each summer. Chris explained that their internship program involved students taking project manager type roles and working in a team environment. In this format, Chris observed several things:

♦ Students were unwilling to comment on any areas of weakness during a group presentation.
♦ In groups, students would hesitate to offer an alternative viewpoint.
♦ Students avoided providing constructive feedback.
♦ Students seemed to support the recommendations made by the group, despite a lack of evidence and sound business sense.

As an educator, preparing students for internships like the ones at Entrepreneurs EDGE, it was clear that additional attention needed to be paid to building the skills necessary for our students to succeed in the marketplace.

Classroom and business-based training often involves rules, theories, logic, and structure, all of which are skills that are developed by the left-side of the brain. However, successful modern organizations have realized how important it is for their employees to have soft-skills, including the ability to work as a team, demonstration of professional dress attire, the ability to constructively critique peers in a typical business meeting format and critically interpret data and communicate a recommendation based on the data. These soft skills are typically developed by the right-side of the brain and are less frequently reinforced in a traditional classroom.

The challenge facing the educator then becomes, can a class project simulate a realistic work-world format to help students learn and practice these needed skill sets? The parameters would need to include the following:

♦ Team-based presentation,
♦ Require student feedback,
♦ Student evaluation of recommendations based on data and evidence provided,
♦ Selection of the team with the best overall solution and skill demonstration.

With these parameters and help from the business community, an experiential learning exercise was developed and conducted in an undergraduate buyer behavior course at The University of Akron. With this assignment, students are required to engage in a group project that involves two presentations of various components of a marketing consultation assignment using a perceptual map and Fishbein Model framework. This project is designed as a competition and carries quantitative and qualitative measures. Ultimately, this project aims to provide students with the opportunity to integrate theory with practice, develop interpersonal communication skills in a team setting, improve public speaking skills, convey the understanding of professional dress attire, practice active listening, and constructively critique their peers. Teams are judged by each student group, a member of the business community and the faculty instructor.
Panel Position Papers

evaluation tool, particular emphasis is given to soft-skills, including the ability to work as a team, demonstration of professional dress attire, and especially the ability to constructively critique peers in a typical business meeting format.

To complete the project, students are randomly assigned to groups of five. Each group is asked to select a project manager that reports directly to the president (the instructor). The first project requirement asks the students to select a company that they wish to consult for and two direct competitors. Students are then asked to select two dimensions of their brand that they feel are most important to their company’s consumers (value, atmosphere, image, quality, convenience, etc.). Next, students create online surveys using scales introduced in the course to measure the perception of their selected dimensions for each brand. Once approved, students distribute their surveys by e-mail, postings on Facebook, and Twitter and other electronic outlets. The data is collected and imported into Excel where it is analyzed and interpreted. Students graph their results and create a perceptual map. Additionally, students select a point on the graph that they feel is the “ideal position” for their company. This lays the foundation for students to integrate theory into management recommendations to reposition their company.

A short class presentation of findings and analysis completes the first portion of the project. The evaluation for this presentation is comprised of three scores, including an average of student-assigned scores combined with single scores from the instructor and guest business leader judge. Students evaluate each other using a rubric and the instructor and guest judge use a similar, but separate rubric. The instructor and guest judge consider additional attributes about the presentation, such as the students’ behavior during other presentations, the quality of constructive feedback offered by the students, the respectfulness of calling the presenter by his or her name when asking questions, and the demonstration of understanding professional dress attire. These areas are all calculated using quantitative measures. After all scores have been tallied, a winner is announced.

The second part of this project involves the integration of the Fishbein Multi Attribute Model. Students create a second survey under this format and seek to make management recommendations based on the results of their survey. The second presentation is longer and acts as a capstone for the course, bringing together all theories, concepts, and topics introduced in the course. Rubrics are provided similar to the first presentation, and again, separate rubrics are used by the instructor and guest business judge. At the end, a winner is announced and an overall champion is crowned.

The format of this competition and the idea of winning has been an incredibly motivating factor for the students and an overall success in the classroom. The students find practicing their areas of weakness to be intimidating at first, but as the presentations move along, students become more comfortable and their confidence is obvious. These interrelated projects focus on building a wide range of skills, but pay particular attention to fostering feedback and colleague interaction.

Over the two semesters I have been using this format, I have had to make several modifications. First, I empowered the groups to be able to “fire” individual group members for not participating or contributing to the goals of the group with a unanimous vote by all group members and final approval granted by the instructor. Secondly, I have decided to assign groups rather than allow students to self-select. Groups are assigned after two homework assignments and one quiz has been recorded. By assigning groups I am more easily able to distribute capabilities across groups. Lastly, I do not allow students to evaluate their own group, thus eliminating any bias.

In summary, this competition has been a fun and engaging way to help develop students’ soft skills while reinforcing traditional theory and practice in an experiential learning format. Integrating the right and left brain functions, this project aims to take a holistic approach and give the students the skills necessary to become competent and responsible business leaders.

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MMA Fall Educators’ Conference – 2010
BUSINESS ETHICS: HOW TO TEACH AND EVALUATE

John Fraedrich, Southern Illinois University at Carbondale

INNOVATIONS IN TEACHING BUSINESS ETHICS
PANEL POSITION PAPER

The debate concerning whether or not ethics be included in business curricula is over. Since 1979, AACSB has required evidence of overall curricular coverage of ethical issues. Additional standards approved in 2006 continue to emphasize an evidence-based approach for assessment of learning (AACSB 2006, Standard 15, Management of Curricula, p. 15). But in its wisdom, AACSB has not explained specifically what we should teach and measure.

Within the ethics field we have developed ethical decision making business process models with research pointing to the constructs of opportunity in the work environment, moral philosophy/values, peers and superiors, as well as individual factors facilitating ethical/unethical determination of business decisions. Over the last few years many books with vignettes and cases on ethics, ethical decision making, and stakeholder management theory have emerged. Some have provided checklists and simple value tests for students to become more aware. The general educational tools cited, but not necessarily used, in ethics/business and society classes are expert systems (McCann-Nelson, Vaidyanathan, and Morris 1995), class debates (Bonnici and Luthar 1996), interactive case studies (Owen 1999), experiential learning (Gremler et al. 2000), lecture notes and handout packages (Grey and Abernathy 1994), internet based resources (Helmi, Haynes, and Maun 2000) and role playing (Jones and Javie 1996).

A major issue within the business ethics area is how to measure what is taught. For example some advocate pre-post test measures of Kohlberg’s Cognitive Moral Development theory using Rest’s Defining Issues test. Others try to measure character improvement, skills in problem resolution, awareness of the different environments that ethical decisions could be embedded, or professional obligations (Herndon 1996). Several studies have attempted to measure the teaching impact of these tools in business ethics but Herndon’s (1996) review showed little effect with the exception of Murphy and Boatright (1994) reporting weak results. There are several possible reasons why educators seem not to have an effect on their students.

First, there is a large gap between what people know is right or good and what they actually do. Second, businesses must please a variety of stakeholders that invariably have competing objectives and students have a hard time understanding all but profits, sales, revenues, or earnings per share. Then there is the reality of the conflict between a person’s individual value structure, the corporation’s stated and unstated objectives, corporate culture, or value structure, and various country regulations. Finally we have the problem of getting our students at age 18-19, not 1-3 years of age when their values are most susceptible to change, and we only have them for a semester and cannot control for the company, industry, or country they end up in. How do we educate them effectively in this? This statement begs the issue of what, how, and the quantification of teaching effectiveness and efficiency within business ethics.

What to teach within an ethics course or module can become very thorny. Because we live in a heterogeneous environment many attempt to argue ethics from a relativist perspective. Hence all opinions on ethicalness become individually oriented. This straw man argument usually appeals to undergraduates but the fact is that most societies are grounded in what Rokeach describes as terminal values. In almost every society lying, cheating, and stealing are wrong. Whether such cultures enforce or the way they operationalize these values becomes the debate. From this logic comes the argument that educators need only to teach students values (virtue theory) and be done with it. The problem with this argument is the reality of not being able to significantly shift a student’s value structure within a semester or even a year. We may be able to shift some instrumental values, and certainly their first job’s corporate culture will either shift these values or they will quit and find another company that better matches theirs, but any terminal or basic value shifts are rare.

If we can’t change student values maybe we can teach them about moral philosophy? After all for decades many ethics courses slated for business students have been taught by philosophy professors. Such courses emphasize the
Panel Position Papers

classics such as Aristotle, Kant, Dewey, and focus on logic and the nuances within the philosophical writers. But the problem of delegating such courses to the philosophy department is that such educators have no understanding of the business environment and have difficulty applying such concepts to real world corporate issues. Never the less, many researchers have attempted to justify moral philosophy as a critical construct by using Rest’s Defining Issues Test to measure Kohlberg’s Cognitive Moral Development theory as it relates to teaching moral philosophy, but the results have been poor. In fact recent research on framing effects (Bateman 2002) and the application of moral dilemmas to business ethics suggests that the way moral philosophy is being measured may be suspect (Fraedrich 2005). At the very least we know that instructors cannot effectively make a change in a student’s cognitive development or in their moral philosophy end state.

Others argue that recognition of ethical issues, the development of analytical skills, or awareness of the environment should be measured and used to determine teaching effectiveness. The teaching or sensitizing of ethical issues can be taught; however, it becomes problematic relative to the U.S.’s legal system because of its bases in case law. Hence for an instructor to sensitize the student to ethical issues, he/she must also understand the law or at the very least be familiar with stakeholder theory. Stakeholder theory then becomes an important teaching factor in sensitizing the student to the environment. Measuring it can be problematic, but solvable through intense classroom case discussions in small class settings. Thus, only a few instructors are able to take advantage of this teaching and measuring technique.

How does an instructor measure his/her success after lecturing on moral philosophy, values, the environment, or industry specific issues? Are the relativists correct? The answer is borrowed from sociology with Kerlinger’s (1986) domain theory. The theory argues that one needs to view the decision relative to the domain, area, or level of experience that a particular society has attained. In ethics the different domains are the ethical perceptions of the individual, organization, and society which all, in theory, should be correlated. The question for instructors is how we teach and measure them.

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**Panel Position Papers**


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SPREADING THE RESPONSIBILITY FOR ETHICS EDUCATION ACROSS THE CURRICULUM: IS ANYONE WATCHING THE STORE?

Paul J. Hensel, University of New Orleans

INNOVATIONS IN TEACHING BUSINESS ETHICS
PANEL POSITION PAPER

Since the 1970’s, inclusion of ethics education in business school curricula has been driven by the philosophy that students can best learn to include ethical dimensions in their decision calculus though integration of ethics education across the entire business curricula. It is indeed difficult to find any marketing subject textbook that does not include the obligatory chapter on ethics or social issues. A growing number of marketing texts have gone as far as to include examples of ethical dilemmas throughout the various chapters of texts. It would be difficult to argue ethics has not become as mainstream a component of the broader based business curriculum as have other accreditation (AACSB) encouraged, cross-discipline components of diversity and globalism (see AACSB 2010).

Yet, multi-year results from the Educational Bench Marketing Institute’s (EBI 2005-2008) undergraduate and MBA exit surveys indicate the efficacy of any of the above inter-collegial content areas is at best a relative failure at making an impression on the student’s mind. Each year the factor relating to students’ beliefs about the extent to which the curriculum at all schools participating in the studies effectively covered Ethics and Social issues ranked 14th or 15th of the 15 factors analyzed in these studies. (Note: EBI studies are proprietary. They do however allow academic professionals to utilize the “all institutions” results in a broad sense presented here.)

That there is some failure in education in the area of ethics has been quite clearly implicated in the recent global financial meltdown (e.g., Mackness 2010), the failure of one of the most trusted automotive companies in the world to take corrective action (Heineman 2010), and surely, soon to come, the short-term, economically driven decision making of one of the world’s most respected brands in oil and gas leading to the Gulf oil spill. But these represent only the current, mega-disasters of the last few years; it is difficult to imagine the negative consequences of uncountable, less detectable, ethically laden decisions on too small a scale per decision to warrant broad media exposure. The question of how business education in general and marketing in specific has failed to prepare students to make ethically informed decisions is a fair one to ask. Marketing educators need to participate in developing solutions to this general business education problem.

To claim, as some educators in business have, that college students have already developed their value system and college professors cannot be expected to teach new values to these students is nihilistic and demonstrates a gross misunderstanding of that for which marketing educators are being held responsible. It is not to “teach values.” It is to help student’s (1) understand the role of ethics in business decision making, and (2) recognize the ethical components of business decisions and (3) provide students the tools they will need to incorporate the consequences of decisions into the business decision calculus.

Distribution of ethics education across the all business disciplines and within the subfields of each discipline allows the student to see that ethics is an important consideration throughout business. But without someone minding the store, playing gate-keeper to the central issues of ethical decision making, this distribution becomes no more than interesting examples of ethical blunders.

The position taken here is that the distribution of ethics education across the disciplines may successfully accomplish the first and second of these goals. But, without specific course material devoted to the logic of decision making in general and the measurement and incorporation of the consequences of ethical components of those
Panel Position Papers

decisions, students will not be equipped with the tools they need to make ethically sound decisions. This level of understanding and application of knowledge requires a course with a primary focus on ethical decision making.

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PANEL POSITION PAPER

While teaching ethics is essential in any business program, teaching the topic in a department housed in a College of Liberal Arts poses a particular challenge because of the mission of liberal arts universities – or at least ours. Because of the suspicious of our sometimes Confucian-oriented colleagues (Confucius placed business men at the bottom of the social hierarchy – at least he placed scholars at the top!), coupled with the patently unethical behavior of a few contemporary businesses and businessmen, I have elevated ethics to prominence in every business class I teach. I use readings from the press that highlight the sometimes grey choices and/or the pressures people face in making those choices.

One of my favorite articles deals with an accountant, who initially is persuaded to “cook the books” for the good of the organization, assured she would never be asked again to flirt with criminality. Of course, once started down the slippery slope, she picks up speed. As the article ends, her boss (who had assured her of his support) turned state’s evidence, while she faces a jail term.

When I taught the basic marketing class, I integrated articles on ethics in each section (ethics in pricing, for example), to highlight the importance of the topic. Proud of my selections, I shared them with a practitioner; he noted, “I’m surprised you had so much on ethics.” My response? “I’m disappointed I had so much to choose from.”

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STUDENT EVALUATIONS OR: HOW I LEARNED TO STOP WORRYING AND EMBRACE THE ANALYSIS

Michael A. Levin, Otterbein University

Student evaluations started in the 1950s and gained wholesale acceptance in the 1960s. Given American public policy makers’ charge for accountability from public institutions, little reason exists to believe student evaluations will cease. Given American higher education management’s desire for an appearance of being responsive to American public policy makers’ charge, little reason exists to believe the assessment of teaching effectiveness will change. Thus, there is little to be gained from discussing the shortcomings of and/or changes to student evaluations.

The purpose, then, of my participation on the panel is to discuss how instructors could use analysis and assignments to frame their student evaluations as part of the teaching evaluative processes. Specifically, I will review (1) scales and the use of the non-parametric statistics, (2) an assignment that can be used at the start and end of a course, and (3) a directed course evaluation that goes beyond the standard form.

Most student evaluations rely on either an interval scale or an ordinal scale. My institution uses a five-point scale (e.g., strongly disagree, disagree, neutral, agree, strongly disagree). The office that administers student evaluations reports the mean, the median, and the mode for each item as well as the department average. Because of the ordinal nature of the scale, mode remains the only relevant descriptive statistic. From that point, course comparisons can be made using chi square to answer whether the teaching has improved or changed from course to course. However, this approach ignores the idiosyncratic nature of teaching and courses. That is, each course is different, in part, because the enrolled students are different. Finally, the percentage change of the mode can be calculated to round out the discussion of teaching effectiveness.

In addition to the quantitative approach offered by the administration, a qualitative approach can be used by the instructor. In this approach, students complete a knowledge map during the first week of the term. At the end of the term, students update their knowledge map based on what they have learned in the course. Students then write a brief (e.g., 5 pages) reflection essay that explains what they did learn and did not learn during the term. To ensure a more thoughtful exercise, points should be attached to the reflection essay.

With a collection essays, a content analysis can be conducted. Specifically, the instructor can look for certain words or phrases used in the essays. This analysis should be included in a teaching portfolio, an interim tenure packet, and/or tenure review packet because it provides additional insight into the relationship between student learning and teaching effectiveness.

Finally, students can complete an end of the term assignment that reviews specific areas and/or exercises related to the courses. Given the variability of response quality, this assignment provides little in terms of formal analysis. However, it can provide insight into areas that students find beneficial or need work.

These insights from these analysis and assignments should provide additional perspective on teaching effectiveness. Instead of rejecting student evaluations, we should go beyond the standard form and report in an effort to improve or maintain our teaching.
Panel Position Papers

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As defined by the American Library Association (ALA), information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” The ALA commissioned a division to establish standards for higher education to use. It is this primary body of literature that helps us move through the assessment, evaluation, and sharing results loop. Interesting note, however, most faculty operate on an island mentality, while most librarians sit patiently waiting to answer their favorite “Ask for help” calls. As part of the panel discussion I want to explore a number of research questions: How can technology best be used to enhance the original research of marketing and management students? How can we improve our student’s ability to find the best information to increase their learning? Do certain technologies enable faculty to assess and evaluate student’s research? Is it more important for our students to be technology or information savvy?

The Academic College Research Libraries (ACRL) division of ALA developed the information literacy competencies and standards for higher education. The standards were also endorsed by the Council of Independent Colleges. Performance indicators and outcomes for each standard provide guidelines for the information literate student. The five standards are as follows:

The information literate student should be able to:

1. Determine the nature and extent of the information needed.
2. Access needed information effectively and efficiently.
3. Evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. Individually or as a member of a group, use information effectively to accomplish a specific purpose.
5. Understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally (ACRL Technology and Information Literacy).

Higher as well as lower levels of learning outcomes can be designed in any course and can articulate the addition of information literacy requirements. Specific competencies and performance indicators for business students were developed to coincide with the five standards (Cunningham 2003). According to Leigh and Gibbon (2008) however, assessment of information literacy among management students is a challenging prospect with few affordable standardized instruments. They suggest using pre and post instruction assessment devices developed together by classroom instructors and librarians. In addition they recommend a number of learning activities (in addition to the typical research paper) such as calling for a specific mix of resources to addressing student propensities to rely on the Web, using research logs, require a “critical” annotated bibliography as evidence of developing search strategies. By partnering with librarians and introducing activities that address developmental information literacy skills, less time will be spent on “counseling students on search strategies, basic research resources, academic references and citation issues” (p. 527).

Creating learning outcomes and creating exercises to develop information literacy skills in undergraduate biology students were the focus of a two year study by Freeman and Lynd-Balta (2010). They discovered their students become confident in their ability to produce high quality scientific writing. Specific skills to understand how to search databases, the differences in professional journals and popular magazines, and understanding research to better avoid plagiarism were addressed.
Panel Position Papers

Specific software and assessment instruments are also considered important when understanding the information literate student. Microsoft Word and Microsoft PowerPoint were analyzed against two information literacy standards in a study at Wayne State University (Heinrichs and Jim, 2010). Heinrichs states, “the most desired improvement percentage for Word and PowerPoint skills were in the collaboration category (160).” Students understand the need to collaborate with others as a needed job skill, and would like to be more proficient. Allen (2007) discussed the standardized ETS exam for Information and Communication Technology among high school students. Among other conclusions she noted the shift from tech-savvy students to information-savvy students as an educator’s goal. Further, Hignite (2009) found that most college students scored in the 50th percentile in the ETS exam for Information and Communication Technology (ICT). The study found that there were no differences among students with a business major when compared to other majors in their success rate on the specialized ICT exam by ETS.

Turnitin.com began with its flagship program to aid faculty and students to check for plagiarized material through their Originality Reports. More recently Turnitin.com has expanded their services to aid faculty in engaging students with PeerMark. In addition, giving students better and detailed feedback through another new feature called GradeMark helps faculty in the assessment as well as the evaluation process of student research. I have integrated Turnitin.com’s three tools: Originality Report, PeerMark, and Grademark. They work through Moodle and has been instrumental in the way I use technology to implement information technology teaching strategies.

Morningside College requires every graduate to pass a Technology Proficiency, Written Proficiency, and Information Literacy Proficiency. While each department on campus has developed their own learning outcomes for each requirement, faculty are challenged to develop meaningful assignments that meet both course level learning and the outcomes of various proficiencies. Making an intentional shift to understand the students’ abilities and the higher levels of learning for the information literate student is our task as educators.

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Panel Position Papers

MAKING CONNECTIONS: THE SEARCH FOR BEST PRACTICES TO BUILD A LEARNING COMMUNITY WITH TECHNOLOGY

Dorothy S. Pisarski, Drake University

TECHNOLOGY: BEST PRACTICES AS A CLASSROOM COMPANION PANEL POSITION PAPER

With the speed of technological changes occurring over the past two decades, using technology for university coursework is a multifaceted problem. On one end of the issues, professors who are not attending training workshops must rely on self-training in new technologies. It may be a matter of training due to new operating systems being installed for campus networks, or it may be training for updated hardware or software particular to one’s discipline. On the other end of issues, students who use social media and other web/mobile applications casually may not comprehend appropriate professional or educational uses of technology. Both faculty and students may need to become comfortable with technology’s uses in new ways, such as the professor who requests that students maintain a blog rather than a paper journal. All aspects of change will have pedagogical impacts.

As faculty, it is our hope that learning is taking place regardless of what technology is being used. The technology should be used to enhance the experience pedagogically and not used simply because it is available. In a recently published study, Gregory Beyrer (2010) indicates that students at a college on the Pacific coast perform better in an online classroom environment if they first have taken an Online Student Success class. The pass/fail class prepares students for the challenges of an online learning environment, which are different from the challenges of a traditional or even a blended class. Faculty expecting the learning environment to be substituted without student impact may be hindering the learning process rather than helping it.

As one who has taught in a classroom as well as through a blended and an online environment, I have witnessed the dismay of students who fail online because they underestimated the time commitment necessary, or because they lacked the additional self-direction necessary or because they had difficulties with one or more aspects of the virtual classroom such as online test-taking or discussion group participation. Technology became a distraction or impediment for some of these students; for others, the issue was learner autonomy. Without the routine of a class schedule, a brick building and an instructor standing in front of the room, some students are disoriented and distracted from the rigors of learning. The comprehensive book The Cambridge Handbook of Multimedia Learning offers many investigations into multiple aspects of technology-aided classes. For example, Clark and Feldon (2005) point out that “there is no credible evidence of learning benefits from any medium or combination of media that cannot be explained by other nonmultimedia factors.” (p. 98) If students are not actively engaged, the technology can become background noise that is more a distraction than an enhancement.

According to Yen and Liu (2009), successful outcomes of online courses were explored using a learner autonomy scale. The research showed that as learner autonomy scores increase, so too do the final grades increase. Learner autonomy is identified by scoring sixty-six phrases on an itemized rating scale. Phrases such as “I will continue to participate in my learning activity even if a family problem interferes with this activity” and “I see what needs to be done to make my plans work.” (p. 359) Earlier research indicated that only 16% of students surveyed thought that technology was shifting their approach to learning, although more than half found more engagement with faculty by using email or chat to establish contact (Gallini and Barron 2002). Faculty engagement is a piece of the learning environment that ought to be mutually understood as support by both the professor and the student, they assert.

Similarly, Benoit, Benoit, Milyo, and Hansen (University of Missouri) conducted research that found students reported more satisfaction in a traditional class than a blended (web-assisted) course, although measures of learning outcomes showed the two methods were equally effective. This is further investigated by Ayres and Sweller (2005) who show that instructional split-attention “occurs when learners are required to split their attention between and
mentally integrate several sources of physically or temporally disparate information” and this extraneous load impacts learning negatively. Faculty must refrain from throwing in technology without considering its learning impact. What some view as a clever use of technology inserted into a class may be viewed by students as a distraction from the learning opportunity. Faculty members need to instruct or actively facilitate. In another study, it was found that as computer self-efficacy increases in a faculty member, he/she is more likely to carefully plan out the use of the technology, according to research by Ball and Levy (2010).

In conclusion, the issue is not simply the use of technology. Students must be prepped both technically and mentally for a new paradigm. Faculty must be trained and adept at facilitating the use of technology and comprehend its impact on learning so it is used to enable and not distract from learning.

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**Panel Position Papers**

**MAKING CONNECTIONS WITH BUSINESS**

*Jeff Conner, Hanover College*

*Don Jones, Luther College*

*Chad Milewicz, University of Southern Indiana*

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**MAKING CONNECTIONS WITH BUSINESS**

**PANEL POSITION PAPER**

**Jeff Conner, Hanover College**

The Business Scholars Program is a practical, career-oriented complement to liberal arts majors. Our students have many opportunities to interact and work with businesses and business leaders:

- In their first course in the program, Management, student teams interview the head of a local business and present how that leader and companies applies course concepts.
- Every course has three to five business or NFP leaders as guest speakers. Speakers are typically available to have lunch with a small group of students.
- The senior trip to New York City gives students the opportunity to go on the floor of the NYSE, visit the Federal Reserve, take part in a business alumni networking reception and meet with leaders of several major financial and marketing firms.
- The senior capstone Business Strategy course is built around a student-led consulting project for a local business. This is co-sponsored by the Chamber of Commerce.

**Chad Milewicz, University of Southern Indiana**

Does the form of engagement opportunities between business schools, business students, and business have to include a class project or an internship? At the University of Southern Indiana, we have created an innovative approach to connecting with business which involves volunteer participation, and occurs outside classes and internships. At least once a year, we invite students to compete in a project which is sponsored by a local business and led by faculty. The project invites participants from across disciplines and even participants from outside the College of Business. Though participants compete for a reward, participation may or may not result in a physical reward for each participant. However, participants are guaranteed multiple interactions with local executives as they compete.

This presentation identifies the key success, offers examples of the results, and provides insights learned. In short, we find that such projects should (1) require meaningful commitments from students, faculty, and executives and (2) be based on topics that interest students. This leads to improved social capital for all, the development of business skills (not just “knowledge”) for students, and the potential to change the culture of engagement within a College. Implementing this process involves a change leader in the College and an involved Executive.

**Don Jones, Luther College**

Graduating students are facing a rapidly changing and challenging job market. Over 93% of seniors are using social media in their career search but less than 6% of them are receiving any contact from potential employers. As social media continues to evolve our students still need to develop a professional network built on personal interactions.

This presentation is on the development of a seminar course for juniors and seniors on building professional networks. The course used social media as the study topic and then used that knowledge as a key to develop relationships with advertising professionals.
Panel Position Papers

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MAKING CONNECTIONS WITH BUSINESS
IN YOUR BUSINESS

Tim Scales, Indiana University East

MAKING CONNECTIONS WITH BUSINESS
PANEL POSITION PAPER

Beginning in 2005, an innovative “In Your Business” series of more than 100 televised episodes has been produced. Focused on a wide range of family and small business entrepreneurs in the USA and India, this DVD series identifies the stories, opportunities, challenges, and successes of entrepreneurs and small business leaders around the world. The series has been analyzed to identify themes which are common across international boundaries, and identify key value and skill sets for small to medium-sized company leaders. These businesses range from sky-diving to candy-making to retail furniture sales and beyond.

Through a qualitative analysis, this presentation focuses on the following dimensions: planning, business development, risk-taking, family dynamics, succession planning, marketing, innovation and management. The experience, as identified in more than one hundred interviews, are used to identify experiences common to successful and unsuccessful entrepreneurs. Finally, based on the data, information is available on how educational, small business development and economic assistance organizations can assist in the succession of small business and entrepreneurship.

The episodes have been widely viewed, identified as the source of new business for the parties involved, and have played a significant learning role for the students, educators, business leaders, and our community. The possibilities of utilizing this technique as an alternative to traditional business case development is available.

Outcomes of the “In Your Business” series include:

♦ A mentoring wall of Entrepreneurs offering financial and mentoring support for students.
♦ A Podcast program titled “Whose Idea Was It” utilized to instructed students grades 3-12.
♦ Connecting small business with students interns.
♦ New business ideas, grant opportunities and community awareness.
♦ Suited For Success business clothing for students donated by business leaders.
♦ Workshops and Community Leadership Dinner.

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Implementing fresh approaches to teaching entrepreneurship courses should be a common goal of all colleges and universities regardless of whether the institution offers a single course or a complete major in Entrepreneurship. Implementing innovations in teaching involves risk and uncertainty, and instructors must be comfortable adapting to change and capitalizing on learning opportunities. Sound familiar? It should – if you teach Entrepreneurship. This paper/presentation explores several approaches to innovative teaching employed by the Entrepreneurship Program faculty at North Central College in recent years, and will reflect upon the desired and realized learning outcomes during the conference’s panel discussion. These topics will include: (1) new approaches to course materials; (2) teaching social entrepreneurship; (3) the role of leadership, ethics, and values in Entrepreneurship; and (4) self-employment in the arts.

Entrepreneurship courses have historically been taught using traditional textbooks, which have merit, but are not suited to all courses. Many of these texts are heavy on the historical context of entrepreneurship and on the various theories in the field. However, many courses, programs, and instructors are focused on developing skills for accomplishing entrepreneurial goals rather than focusing on the more “academic” side of Entrepreneurship. And, if academics in the field are notorious for one thing – it is not being practical enough in our teaching of entrepreneurship. So, what if we threw such texts out the window and started from scratch? What is it that we want our students to take away from our classes and how could we deliver that content? This discussion took place at North Central College three years ago and resulted in the re-formatting of several courses in entrepreneurship, including the introduction of a popular trade book as the primary text in the course along with online articles, an online simulation tool, real-life, real-time case studies, and a series of local entrepreneurs teaching lessons both in-person and via publicly available online videos.

Many programs have been exploring Social Entrepreneurship as a course topic. The debate is still out regarding how similarly or differently this should be taught from “regular” Entrepreneurship. Ignoring that for a moment, introducing the subject of Social Entrepreneurship into our courses and programs is deserving of consideration. One successful approach has been the use of an entrepreneurial fundraising project where students develop a simple business plan centered on serving a charitable cause. Typically the goal of such a project is to generate donations for non-profit or social ventures. While one can argue that there is a difference between non-profits and social ventures, the project itself is social in nature and students come away with a much better understanding of the challenges involved in running a business that does not have profit maximization as a top-line goal.

If we believe the only way our students should operate their future (or current) businesses is with a keen sense for what is ethical, what are we doing about instilling those values in our teachings? Leadership, Ethics and Values tend to receive a lot of lip service from academics, but are we teaching it practically? Surely, reviewing a few end-of-chapter ethical problems is not sufficient, nor is a standard university or college-wide course in Ethics. Designating specific courses within a program with a requirement that Leadership, Ethics, and Values be taught, discussed and experienced rather than just “talked about” for a few moments may be a better approach. Which courses would merit such a requirement in our programs?

Entrepreneurship is reaching out from the halls of business schools into the sciences, arts, and other disciplines at a rapid pace. As it relates to these students, Entrepreneurship courses may need to be taught differently. For instance, an engineering student who has an idea for a new technology but has not taken even the most basic of accounting courses will likely face an uphill battle in terms of classroom performance in an Entrepreneurship course full of business
Panel Position Papers

students. How can we develop or tweak our courses for these audiences? A look at North Central College’s Self-
Employment in the Arts program and conference will be examined as an example “format” for teaching Entrepreneur-
ship to Artists, among others.

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Panel Position Papers

CLAY, MARSHMALLOWS, SPAGHETTI, ROCK, PAPER, SCISSORS

Paul M. Lane, Grand Valley State University

INNOVATIONS IN TEACHING ENTRPRENEURSHIP
PANEL POSITION PAPER

Getting Started

One of the great things to do with a class of students interested in Entrepreneurship is to get the students to interact. On the first day try arriving with a box of markers, craft paper, and all kinds of stuff you find on sale at the craft store, or craft departments of stores. It is usually all contained in two tubs. Below are some of the things used here in the states. In other countries the list is adjusted depending on what is available and reasonably in expensive. The important thing is to have a diversity of junk that will challenge the students to think how to use it creatively.

Typical items

- Beads
- Cheap jewels
- Clay
- Construction paper
- Glue Guns and Sticks
- Feathers
- Felt
- Ice Cream Sticks – of multiple sizes and colors!
- Kitchen Scrubs
- Pipe Cleaners
- Post in notes
- Rubber Cement
- Scissors
- Small Rocks
- Sports insignias
- Staples
- Stars

You have to imagine the curiosity of the student as to what the tubs of stuff are about. They want to know what they are going to do which is engaging. They wait expectantly that something is going to happen. About ten minutes before class is to start is a good time to start spreading the stuff around the room. Put sharp things like scissors, on one table and piles of other materials in various places. Soon you will have helpers as they want to see what you are doing and want to understand. The students quickly understand that entrepreneurship is going to be a different kind of class.

The Goal

The goal of the exercise is to have the students create a place card with their name on it that in some way represents them. At least that is the announced goal. There are many other goals and you will be introduced to these in more detail in the discussion. Most students have written an introduction to themselves and read papers of the other students before the first day – after all they are entrepreneurial students in the 21st century and they should want to get ahead! This is a kind of standard test to have something due the first day and then a big fun activity. Students who have not been paying attention, who are not energetic, self directed and or networking quickly fall out because they may not be really entrepreneurial at this point in their lives.

Sub Goals Include

- Interaction: Occupy the mind while going through the beginning stuff
- Getting to know one another: Win over the hands on people
- Independence: Promote participation
- Creativity: Set up idea that this class is different
- Developing classroom energy
- Connection of hands minds and body involvement
Panel Position Papers

The Process

As class begins you announce that they can work on their place cards or name cards while you are talking. They are in shock that you are ok with this. If someone does not start reaching for stuff dump one of the boxes out on the table and they will begin to play around in the mess. If everything is on line and you are just reviewing it with them it is a perfect opportunity for minds to function on two levels while hands are busy crafting.

From time to time stop to see if anyone needs anything – the scissors always seem to all end up on one of the student tables in some weird form of monopoly and will need to be redistributed. Admire the most creative and challenge others to see what else they can use to make it interesting. Remind them that creativity is an important part of entrepreneurship. It will often help if you will move things between tables, which seem to work to change perspectives.

Try to finish whatever you have to say one half hour before the end of class so that each person will have time to share their item and one or more things about themselves that they consider important. You are trying to build connection name, interesting fact, and creative nameplate in the process. Be sure to offer compliments to all designs including the simplest. This is supposed to be a very supportive exercise, but some people will have elaborate structures while others will be lucky to have piece of paper with a pipe cleaner glued on it. It should be fun, educational, hands on and if you do it right really connected to entrepreneurship.

Fortunately the classroom used is like an Entrepreneurship workshop and so there is space to store the name cards so that they can come out class after class for the first few weeks. It is a great device for the professor and students to get to know each other. For many students you not only be reminded of their name but of their special interest.

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COMMUNITY CONNECTIONS THAT FOSTER ENTREPRENEURSHIP AND INNOVATION

Dena Lieberman, Alverno College

INNOVATIONS IN TEACHING ENTREPRENEURSHIP
PANEL POSITION PAPER

Biz Starts Milwaukee and Alverno College: The School of Business at Alverno College has partnered with Biz Starts Milwaukee since 2009. Biz Starts Milwaukee is a nonprofit entity created by forward looking business leaders in Milwaukee who saw the need to accelerate early stage business ideas and start ups in a state that ranks in the lowest third of states on metrics for business start ups. Biz Starts is funded through private business sponsorships, the Kaufmann Foundation, the U.S. Department of Labor and U.S. Department of Commerce. One of the goals of BizStarts is to advocate for an increase in the number of entrepreneurship courses, programs and experiences offered on college campuses in the region. The idea is that increased curricular emphasis on entrepreneurship will foster a growing interest in entrepreneurship as a career path and will help foster a more innovative and entrepreneurial workforce. There is also a hope that Biz Starts will help the region retain and attract more college graduates.

Biz Starts College Consortium: In March, 2009, BizStarts held its’ first meeting of the BizStarts Learn College Consortium, a consortium of educators from the twenty public and private colleges and universities in the Milwaukee and surrounding seven counties. These schools include five of the University of Wisconsin system campuses, four public technical colleges, Marquette University, the Medical College of Wisconsin, Milwaukee Institute of Art & Design, Milwaukee School of Engineering, and six of the smaller private colleges and universities in the region including Alverno College. All the schools completed a survey on their individual entrepreneurship courses and programs and these results were shared at the March meeting. The conclusion was that while most schools offer entrepreneur courses, programs and activities, there is no existing structure to facilitate collaboration and sharing. There are many pockets of “excellence” but no formal means to facilitate sharing of best practices among the schools. BizStarts sees its’ role as providing the glue to connect the schools and facilitate sharing through three consortium meetings each year, with the summer institute serving as the key educational event.

First BizStarts Collegiate Business Plan Competition: The Mason Wells BizStarts Collegiate Business Plan Competition was organized in fall 2009 and the first contest took place in spring 2010. The purpose for the competition was to use the competition to help student entrepreneurs realize their goals while helping the region grow and prosper economically. Each school was asked to select their two best plans for the 2009-2010 academic year. The due date for each college to register to enter was March 31, 2010. The institutional registration required a designated institutional representative who would submit the institution’s entries and who would act as the official institutional contact during the contest. One of our newer faculty with small business practical experience served as our institutional representative, and worked with our students to identify the top plans and mentor our students.

Each school could enter their two best business plans by May 12, 2010. Eight of the twenty schools participated and submitted plans. Entrants had to be enrolled students during the 2009-2010 academic year. They could be part-time students, graduate students, PhD students, Masters Degree students, undergraduate students, or students in professional degree programs. Ventures that have already received external equity funding in excess of one hundred thousand dollars were ineligible. Also, existing business were not eligible to compete unless the scope of entry covers expansion into a new industry or customer base or new geographic region. All plans were limited to for-profit businesses. Business Plan Competition Results: Each plan was evaluated by a panel of judges using a rubric and the top five plans with highest scores were invited to participate in the final stage of the contest involving an oral presentation that an entrepreneur would make to potential capital providers for the purpose of solicitation of financial resources. The presentations were limited to 15 minutes followed by Q & A. These oral presentations were evaluated by another rubric.
Panel Position Papers

Alverno College submitted two undergraduate business plans from the fall 2009 small business course. One of these plans was awarded an Honorable Mention and a cash prize of $500 and was recognized at the BizStarts awards reception. This plan was for a new company, 100% Organic, offering healthy, organically grown food via innovative drive-thru outlets constructed of recycled international shipping containers. The top five winners were awarded combined prize money of $15,000 and included two winners from UW-Milwaukee, one from UW-Whitewater, one from Carthage College and one from Milwaukee School of Engineering. Alverno is pleased with our first year showing and encouraged to continue to participate in this annual competition. Details of the business plan rubrics will be distributed at the conference session. For more information on BizStarts Milwaukee see [www.bizstartsmilwaukee.com].

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During the summer of 2007, preliminary planning meetings – focused on the entrepreneurship program at the University of Indianapolis School of Business – sought to develop a framework for innovative and productive initiatives that would (a) pave the way for students to significantly enhance their business community outreach/networking opportunities, (b) establish and sustain direct student engagement, connections, and networking with appropriate business leaders and the venture/investment community, and (c) offer students the means for on-going, hands-on management of entrepreneurial projects and programs outside the classroom. Inputs were solicited from students, business leaders, and other faculty; in all cases, the principle of – and inherent and acknowledged benefits derived from – “experiential learning” played a key role in guiding our program planning activities.

Three of those programs are summarized in the following paragraphs, and will be discussed in further detail during the Innovations in Teaching Entrepreneurship panel session, at the Fall 2010 MMA Educator’s Conference.

**Global Entrepreneurial Leadership (GEL) Conference:** The start of the 2010-2011 academic term will mark the fourth consecutive year that students of entrepreneurship at the University of Indianapolis School of Business will commence planning and implementation of the annual GEL Conference event, hosted on campus in April. The GEL Conference is designed to reach out to business community leaders and to students, teachers, and administrators from some one hundred fifty central Indiana high schools.

In highly summarized terms, the daylong program includes (a) a business plan competition and “elevator speech” presentations from participating Indiana high school juniors and seniors, (b) an assortment of panels, workshops, and seminars conducted by selected entrepreneurs, business leaders, and venture/investment representatives, (c) presentations/discussion groups hosted by prominent business and regulatory principals, e.g., the Indiana State Secretary of Commerce and the Director of the Indiana Economic Development Commission, and (d) featured speaker(s) representing the local business community. Winning business plan presenters are awarded an assortment of prizes, including laptop computers, i-Touches, and achievement certificates for themselves, their schools, and their teachers.

UIndy entrepreneurship students are accountable for engaging in every aspect of the event, including budgeting, logistical planning, promotion, speaker selection, scheduling, competition judging, media contact, and involvement, and Improved Practices follow-up after the event. For the coming year, and in the interests of bringing the program a step closer to being self-sustaining, students will add an entrepreneurship trade show component to the mix of events.

Payoffs for students: business community networking, budget management, test of resourcefulness, and organizational skills, hands-on project/program management, teamwork, development of critical thinking skills.

**“Show Me the Money” – Venture/Investment Community Plan/Presentation Reviews:** For the past three years, in addition to traditional classroom/lecture teaching protocols, each UIndy student of entrepreneurship has developed a minimum of two complete business plans of approximately fifty pages in length, and based upon a business idea of his or her choosing. The plan development process includes ongoing peer reviews from fellow students, and the comprehensive plans include an Executive Summary, a Detailed Business Description, an Industry Analysis, a Market Analysis, a Marketing Plan, a Management Team Description, a Product/Service Development and Business Implementation Timetable, a Five-year Financial Plan, and a Risk Identification and Assessment section.
Panel Position Papers

Upon completion of the business plans, each student selects one of his or her plans for further development, refinement, and fine-tuning . . . including continued peer review. The student is then responsible for initiating and securing contact(s) with a minimum of three separate funding and financing institutions in the community – that may include venture capital groups, angel investors, or commercial banks - presenting a bound copy of the selected plan to the principals of those institutions, and arranging for an oral presentation of the plan to representatives of each of the three selected institutions.

Thus far, the funding and financing institutions have responded enthusiastically to the opportunity to review new ideas and fresh thinking, and – in most cases – have offered productive and helpful follow-up critiques of each of the submitted plans and oral presentations.

Payoffs for students: enhanced financial planning skills, direct engagement with the financial/funding business community, independent critique of student work product, test of resourcefulness and organizational skills, communications skills development, teamwork, development of critical thinking skills.

“Profiles in Entrepreneurship” – Direct and Sustained Business Community Engagement: The Profiles in Entrepreneurship program is designed to provide semester-long, direct contact between individual students and individual entrepreneurs outside the classroom, and in addition to traditional classroom teaching protocols.

Using self-developed research efforts, each student is responsible for identifying – and securing relationships with – three local entrepreneurs who are actively engaged in the day to day management of an ongoing business enterprise started through the direct efforts of the entrepreneur. Contacts with three types of entrepreneurial start-ups are required; a for-profit manufacturing company that produces a product, a for-profit service organization, and a not-for-profit firm.

At a minimum, students meet with each of their selected firms twice each week, to “shadow” the owner/entrepreneur and to get “inside” the operations of the selected organizations. The twice-weekly engagements provide an outside-the-classroom opportunity for students to learn the mechanics and metrics of the subject start-up companies, using an exploratory template that follows the issues generally covered in the business planning process. (See paragraph 1 under “Show Me the Money” above.) In addition, students use the ongoing contact opportunity with the owner/entrepreneur to explore issues of (a) original motivations that drove the start-up, (b) particular challenges that had to be overcome, (c) funding resources and financing structures, (d) what might have been done differently, and (e) current risks to the business.

By the end of the semester, students will have completed a fifty to sixty page journal of their data and findings, for each of the subject companies. The journal is submitted as part of each student’s work product and grade achievement for the term.

Payoffs for students: direct engagement with the entrepreneurial business community, networking, test of resourcefulness and organizational skills, communications skills development, teamwork.

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Panel Position Papers

FROM SUPPLY CHAINS TO VALUE CHAINS
INTERFACE OF MARKETING AND OPERATIONS MANAGEMENT

Cigdem Z. Gurgur, Indiana University – Purdue University Fort Wayne

USING VALUE CHAINS TO INTEGRATE THE MARKETING AND OPERATIONS CURRICULUM
PANEL POSITION PAPER

Marketing is the creation of customer demand. In the broad sense operations management is the supply and fulfillment of that demand. When the two functional areas are in conflict, one often sees a mismatch in demand and supply, leading to inefficiencies and unsatisfied customers. When the two functional areas are in synchronization, we see an improved firm’s competitiveness and profit.

Supply Chain Management (SCM) emerged in the 1980s as a new, integrative philosophy to manage the total flow of goods from suppliers to the end user and evolved to consider a broad integration of business processes along the chain of supply (Cooper, Lambert, and Pagh 1997). Keith Oliver, a vice president in Booz Allen Hamilton’s London office, coined the term “supply chain management” in 1982 (Laseter and Oliver 2003). Oliver developed an integrated inventory management system to balance trade-offs between his clients’ desired inventory and customer service goals. The original focus was the “management of a chain of supply as though it were a single entity, not a group of disparate business functions,” with the primary objective of fixing the suboptimal deployment of inventory and capacity caused by conflicts between functional groups within the company.

SCM evolved quickly in the 1990s with the advent of quick response initiatives in textile and grocery industries, and was refined by large retailer Wal-Mart who used point-of-sale data to enable continuous replenishment (Sherer 2005). Supply chain is a term “now commonly used internationally – to encompass every effort involved in producing and delivering a final product or service, from the supplier’s supplier to the customer’s customer” (Supply Chain Council 2010). As the name implies, the primary focus in supply chains is on the costs and efficiencies of supply, and the flow of materials from their various sources to their final destinations. Efficient supply chains reduce costs.

The Value Chain concept was developed and popularized in “Competitive Advantage,” a seminal work on the implementation of competitive strategy to achieve superior business performance (Porter 1985). Porter defined value as the amount buyers are willing to pay for what a firm provides, and he conceived the “value chain” as the combination of nine generic value added activities operating within a firm – activities that work together to provide value to customers. Porter linked up the value chains between firms to form what he called a Value System; however, in the present era of greater outsourcing and collaboration the linkage between multiple firms’ value creating processes has more commonly become called the “value chain.” As this name implies, the primary focus in value chains is on the benefits that accrue to customers, the interdependent processes that generate value, and the resulting demand and funds flows that are created. Effective value chains generate profits.

The Industrial Engineering and Operations Management disciplines, combined with management and operations improvement initiatives such as lean manufacturing, Total Quality Management, and Six Sigma, have been improving the efficiency of manufacturing and supply chain operations for many years. While there is still some considerable work to do in the field, academics and practitioners at many of the more advanced firms began to turn to a broader view of the enterprise to continue making a contribution to improving competitive stance. Improving the operational capability of other value added activities in the enterprise, such as product development, requires shifting perspective from the supply chain to the value chain.

Further, organizations today have become extremely complex with the existence of global manufacturing and sophisticated information exchange, making business processes, to be unpredictable and uncertain. For supply chains

MMA Fall Educators’ Conference – 2010
Panel Position Papers

to generate maximum value in this dynamic environment, the organizations must synchronize the flows of supply with the flows of value from customers in the form of rapidly shifting tastes, preferences, and demand. In this environment managers and marketers are needed who are able to improve their products and services and develop new-value added propositions for specific customers and targeted consumer segments. Thus, graduates with skills encompassing both marketing and operations management fields are desirable who will be able to achieve the necessary synchronization to increase the firm’s competitiveness in a global environment.

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Panel Position Papers

INTEGRATING MARKETING, SUPPLY CHAIN AND OPERATIONS PRACTICES IN TODAY’S BUSINESS CURRICULUM

Michael J. Messina, Gannon University

USING VALUE CHAINS TO INTEGRATE THE MARKETING AND OPERATIONS CURRICULUM

PANEL POSITION PAPER

As educators, we continuously investigate better ways to link the current business curriculum to the needs of today’s businesses. One goal of educators is to prepare graduates to enter the workforce with an understanding of the relationships among all business disciplines which is important for a student’s success. The 1990’s became a time of collaborative relationships both inside and outside the organization. Students today, whether they major in marketing, management, finance or accounting, to mention a few, can never truly be effective in the business world if they choose to work in only one discipline. Organizations strive to find the best ways to increase revenues and reduce expenses which is partly fulfilled by improving services through linking organizational and inter-organizational units. The marketing curriculum at most schools today does an excellent job in teaching about the product, price, place and promotion along with the important emphasis on the customer’s needs and wants. As educators, we need to do a more effective job explaining how the various business disciplines interact in the real world. For example, an area in marketing that needs to be addressed more thoroughly is supply chain management. Incorporating more real-world tours of distribution centers, for example, will better enhance the understanding of the supply chain’s importance for today’s marketing majors. A lecture about a distribution topic cannot have the impact as seeing a distribution center where inventory is constantly moving.

Experiencing the importance of a value chain offers students a better appreciation of the connection between marketing, operations and the supply chain. This understanding is invaluable to a student’s career. Lumber, appliances, food, and services, all require the need for customer satisfaction that is built on the idea of an efficient delivery system. A secondary goal of this approach is to pique student career interest is this area. With U.S. firms spending approximately 10% of gross domestic product on logistics operations, career opportunities are on the rise (Bowersox, Closs, and Cooper 2006). Teaching marketing students that reducing supply chain costs exerts more leverage than other marketing strategies such as volume selling is an often overlooked concept. This panel session will create an important dialogue among educators who need to address the importance in connecting operations and supply chain management which ultimately will benefit both the students and the firms that recruit them.

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USING VALUE CHAINS TO INTEGRATE THE MARKETING AND OPERATIONS CURRICULUM

PANEL POSITION PAPER

Value chains have been used in various organizations since Porter (1985) proposed a model. This proposed model evaluates the range of activities used in manufacturing and service organizations. These different management functions provide the opportunities for organizations to create or add value. Although based on the traditional model which suggests that only production adds value, Porter (1985) initially theorized that four basic parts add value to the process: design, production, marketing and consumption/recycling. Porter’s (1985) model includes primary and secondary activities. Primary activities consist of inbound logistics, operations, outbound logistics, marketing and sales, and service. Secondary activities consist of general administration, human resource management, technology development, and procurement. Kaplinsky and Morris (2000) remind strategists to seek those processes that affect critical success factors.

Researchers have used value chains as a strategic planning process to increase efficiencies when bring a product or service to the consumer (see Lynch 2003; Pearson 1999). These authors suggest the value chain model allows organizations to success by allowing them to view processes in a new, strategic manner. Not only to be used in actual manufacturing or service provision processes, value chain management assists in those support functions that make the product or service come to the marketplace (see Moore 2005; Lynch 2003; Magretta 2002). According to Magretta (2002), Wal-Mart successfully used value chain strategy to improve its business through innovative practices in activities such as purchasing, information management, and logistics, resulting in the value offering of “everyday low prices.” Moore (2005) noted that Apple preassembles the value chain for leading products like Macintosh and the iPod. For Macintosh computers, Apple replaced the IBM processor to Intel, improving the system performance and reducing the price to the consumer. According to Moore (2005), the only variable Apple manages is consumers’ preferences. These industry examples indicate that the role of creating differentiation through unique quality features, along with promotion in order to create brand awareness, image and eventually brand equity becomes imperative for volume operations driven companies (Moore 2005). The general consensus is that the use of value chain as a strategy tool insures quality by evaluating not only each component separately, but also evaluating the process as a whole.

Crain and Abraham (2006) believe the value chain approach should also be used to find customers and keep customers for the organization. These authors suggest a five-step approach: (1) explain how internal and external value chains can be used separately and in related ways, (2) show how to construct a customer’s value chain, (3) show how to identify the customer’s business strategy by examining this value chain and using other kinds of information, (4) explain how to use additional information and intelligence to leverage that understanding into strategic needs and priorities, and (5) explain how a firm’s marketing function can best use this method of value-chain analysis as a new strategic capability. These authors note that this process is best utilized in a business to business relationship.

From the current research shown there are two primary uses for value chain to enhance the organization. First is to use the value chain strategy in order to enhance the production/service of a particular product. Second is to use value chain to attract and retain customers by use of incorporating data (marketing research) and applying the value chain to the target customers. Thus, the use of value chain strategy is an excellent tool for integrating operations, managerial economics, and marketing strategy in the Integrated Master of Business Administration program (iMBA). This program, first offered at Delta State University in 2008, allows students to complete the degree requirements within
Panel Position Papers

three semesters using an on-line, integrated format. One of the modules consists of managerial economics, operations, and marketing strategy. Integrated coursework allows students to see how the information in various courses is intertwined in real word situations. Accomplished through the incorporation of service learning projects, students apply value chain a local organization. The faculty in the iMBA program finds service learning opportunities to be a format in which the intertwining of business concepts in an actual working environment enhances the integration of the concepts taught in the module.

As a teaching method, employing value chain has been successful in creating the experience desired to allow students to not only see the value of strategic analysis within a process or department of an organization, but also how these various components create value for the organization as a whole.

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Morningside College is a church-related institution located in Sioux City, Iowa. Undergraduates number around 1200. In the spring of 2004, the President’s office announced a number of goals, all of which were to be achieved by 2015. Of the ten related to Academic Affairs, one called upon the faculty and staff of the college to “Create a culture where the library transitions from a book-centered location to a student-centered facility and becomes a place of increased student activity, housing other services such as the Achievement Center and the Learning Disability Program, and has transitioned from being a warehouse for texts to serving as a gateway to information and a learning laboratory for information literacy” (Morningside College).

A consultant’s report followed in which Scott Bennett, a Yale University Librarian Emeritus made a number of recommendations. A central theme of his report pointed to the creation of learning spaces that might accommodate the social nature of student learning and foster the development of collaborative behaviors. Foremost of the changes in the physical space was to be the addition of a coffee bar to the library. In his view, the coffee bar was an “initial step” toward a re-conception of the library and its position in the life of the mind at Morningside College” (Bennett 2004, p. 4). In the summer of 2005, the college undertook the anticipated remodeling effort of the library. The primary objectives of the project were to ‘domesticate’ the space with the addition of a fireplace and soft seating, to create group study areas, to build the aforementioned coffee bar and to accommodate the relocation of the Academic Support Center and its staff. A name change followed when the library officially became the Learning Center.

In the three years that followed, coffee flowed, smoothies were consumed and group study areas were often filled with students, book bags and notebook computers; it was readily apparent that spontaneous and collaborative learning was indeed happening. The question remained though whether or not the building had transitioned in the minds of students and faculty from a “book-centered” place. After all, the building named after three benefactors of the college, was still known by most as the library.

Students, as part of their studies in the advertising program at Morningside College, develop real marketing campaigns for real clients. Their work is based on a Brand-matrix process, and as such, is thorough and professional. In the summer of 2008, Professor Mickelson and her students agreed to take on as a client, the Morningside College Learning Center. The following Positioning Statement developed by Professor Mickelson students articulated the hope of the Learning Center staff: “The Hickman Johnson Furrow Learning Center will be positioned in the minds of students and faculty at Morningside College as a place to research, study, receive academic support and connect with others in a comfortable environment” (Balfour et al. p. 29). Also included in the team’s final report was a new logo for the Learning Center, secondary research, student and faculty marketing research and suggested creative strategies, implementation of which is still being planned.

During the following fall, a second team of students focused on faculty perceptions of the Learning Center. Similarly, these students conducted both secondary and primary research. The team, included in its report many helpful comments and insightful feedback from the Morningside faculty. Specifically, one focus group participant noted, “Call it what you want, but a library is a library.” In view of comments such as this, it is clear that the new brand for the library is elusive. Bennett (2004), in referring to an article by Craig Hartman, a Chicago architect, very ably describes the College’s challenge. “Putting a coffee bar in the library is easy. Making the library, with its coffee bar, a campus center for learning is hard. The latter task is much more about cognitive psychology than about coffee. If Morningside approaches this task as a community of learners, it can reasonably hope to effect the paradigm shift in thinking about library services and the design of library space that lies at the heart of the 2015 goal for the library” (p. 17).
Panel Position Papers

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Active Learning Strategy: Brand Builder Matrix
Panel Position Paper

The Brand Builder Matrix is a model that depicts active learning strategies intended to simulate “real” work in the advertising industry (Mickelson 2010). According to Bendinger (2009) advertising is a team sport, as such; students in teams to build brands. Considering the model’s use in active learning strategies such as Community Learning, Cooperative Learning, and Problem Based Learning will help put the Brand Builder Matrix into context. This presentation of active learning strategies and classroom practice can provide marketing and management educators a body of knowledge and a model to follow to engage a student’s ability to build brands.

Learning communities are noted by Tinto (2003) as a way to engage students in learning. Communities of learners seem to be most common as a curriculum design between two freshman level classes or they can be developed between students in a classroom and needs of a community. The impact of learning communities on student’s persistence to graduation as well as a deeper understanding of knowledge has been proven (Tinto 2003; Laverie 2006; Braxton 2008; Knowlton 2003). One group of students enrolled in two communication classes were part of a study by Brzovic and Matz (2009). They completed a project in California for Target and were enrolled in two different upper level communication courses. One course was offered through the College of Communications and the other through the College of Business. Faculty developed the learning community and noted the same student success Tinto reported in his 2003 study known as shared knowledge and shared knowing (Brzovic and Matz 2009). The origin of the Brand Builder Matrix can be traced to learning communities in advertising classes at Morningside College addressing marketing and communication problems.

Multiple levels of student interaction are integral in applying the Brand Builder Matrix. Conflict resolution often occurs in active learning environments, and as such, developing strategies to manage conflict are key to successful Cooperative Learning (Johnson, Johnson, and Smith 1998; Johnson and Johnson 2009). Advertising and brand building are full of rewards as well as conflict; the brand building strategies outlined herein are particularly relevant to the applications of the model in the classroom environment.

Problem Based Learning (PBL) was developed in the medical sciences and later adapted for use by the education field and by other disciplines. Physicians, for example, typically observe symptoms, collect data about the symptoms (problem) and design a solution or protocol to remedy or mitigate the symptoms. Similarly, PBL can work as pedagogy in marketing and brand management. The first of PBL’s steps is to develop open-ended and challenging research questions (the problem). The search for evidence to answer the questions – from things known and unknown typically come from a variety of sources. Jones refers to the sources as normally messy. Where PBL is part of a teaching strategy, faculty do not provide clean data sets to students. Some other steps include the identification and completion of authentic tasks, the use of performance based assessments, identifying communities who can solve the problems, and the formation of student centered teams (Jones, Rasmussen, Moffitt 1997). Teaching according to the PBL model in an advertising class will challenge the student to attain higher levels of learning as defined by Blooms Taxonomy – synthesis and evaluation and was most inspirational to the development of the Brand Builder Matrix.

The Brand Builder Matrix™

The Brand Builder Matrix is an outcome of observation of successful student teams solving communication problems, how advertising campaigns are presented, and previously discussed active learning strategies. The matrix
Panel Position Papers

below illustrates the brand’s pivotal relationship to four distinct elements – Business Goal(s), Target(s), Message, and Message Windows.

The brand is in the center to illustrate its close relationship to the four other elements. If one has a clear and effective view of what is needed for the brand in each of the quadrants, one should be able to build a successful branding campaign. For the purpose of this model, the author is using the following definition of brand (Mickelson, 2010):

Brand: Is a promise for a benefit to be delivered to an audience in a certain way.

1. A name, term, symbol, or design in someone’s head – or a combination of these elements, intended to clearly identify and differentiate a seller’s products from competitors’.

2. A conceptual entity that focuses the organization of marketing activities – usually with the purpose of building equities for that brand in the marketplace.

3. A verb (branding) represents activities – usually marketing activities – on behalf of the brand.

A brand is not just a product; it is a product or entity that comes with a name, identity, and meaning that is different and unique from others in the same market. Subway is unique, a sub sandwich is not. One can make a sub sandwich in the kitchen, but not a Subway sandwich.

The model uses five factors to help build a successful communication plan: the brand, the business goals for the brand, the target audience of the brand, a message that speaks to the target audience and represents the brand, and message windows that are purchased media or space adopted to deliver the message to the target (Mickelson 2010).

1. Business Goal(s): An enterprise or entity will probably have a long-term business goal. For example the enterprise called The Study Break has a long term business goal to be the leading student gathering place, plus a series of short-term business goals, i.e. to introduce freshman and transfer students to The Study Break and collect their e-mail address for additional relationship marketing.

2. Target(s): The better an organization understands who is its market, the more effective its messages will be. More than one Target might exist: for example, a business’s own employees may also be a Target (although secondary in nature to its primary target market). The primary Target audience for The Study Break would be students (freshmen and transfer students), and the secondary Target audience would be its employees (or members). Knowing the Target audiences – primary and secondary – will also help the organization establish appropriate Business Goals – for example, to establish our service staff as friendly and totally up-to-date on campus events.

3. Message: The Message is what is being said. Sometimes building a Brand means saying one thing over and over – like Bounty (the paper towel) is the Quicker-Picker-Upper. Sometimes one can develop a conversation that is welcomed by the Target. An important decision will be made here about the message – the message should be interesting, match the Brand’s character, and is deliverable. That’s often easier said than done. The message should be the most unique thing about the Brand.
Panel Position Papers

4. Message Windows: A Message Window includes all traditional paid media – TV, radio, newspapers, magazines, direct mail, and outdoor boards. But now-a-days, it includes a lot more unpaid and nontraditional forms of communication that have entered the main stream of how people make decisions. There is “The Big Window,” the network of computers, with e-mail, Google, FaceBook, and all the other windows that just might make sense for a Brand. For example, a local restaurant might pay attention to all the hungry people (the Target) that are within a few blocks. A restaurant that delivers (think pizza), might try to post a menu on the doorsteps of everyone in the market area – or, better yet, a magnet for every refrigerator. The entrepreneur can be the message window, in other words, what can he or she do and say to see that people come back again for a return visit?

This presentation describes the history and full implementation of the Brand Builder Matrix in an active learning classroom. Implications for marketing and management educators are provided in greater detail. Panelists are interested in receiving feedback relative to the Brand Builder model and its potential use for marketing and management student learning. Participants will also be able to: discuss problem based learning and its contribution to enhance student learning; reflect on their own projects in terms of current practice, research, writing, presentations; and discuss collaboration across disciplines and the effect on engaging students.

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Panel Position Papers

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## Author Index

<table>
<thead>
<tr>
<th>Author</th>
<th>Page(s)</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achenreiner, Gwen</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Adegbimpe, Phillips</td>
<td>114</td>
<td>Hutchinson, David</td>
</tr>
<tr>
<td>Alderson, Laura</td>
<td>61</td>
<td>Jacovelli, Jennifer</td>
</tr>
<tr>
<td>Alexander, Melody</td>
<td>107</td>
<td>Jednoroz, Jerry</td>
</tr>
<tr>
<td>Asiegbu, Chidi</td>
<td>60</td>
<td>Don</td>
</tr>
<tr>
<td>Aurand, Timothy W.</td>
<td>60, 79</td>
<td>Joseph, Mathew</td>
</tr>
<tr>
<td>Bailey, Bruce C.</td>
<td>65</td>
<td>Kahn, Aneela</td>
</tr>
<tr>
<td>Bailey-Hughes, Brenda</td>
<td>61</td>
<td>Keller, Lisa</td>
</tr>
<tr>
<td>Bastarrica, Air</td>
<td>60</td>
<td>Kennett-Hensel, Pamela A.</td>
</tr>
<tr>
<td>Bergren Jeffrey,</td>
<td>79</td>
<td>Khayum, Mohammed</td>
</tr>
<tr>
<td>Bokhari, Zafar A.</td>
<td>118</td>
<td>Kirk, Shannon</td>
</tr>
<tr>
<td>Brooks, Bradley W.</td>
<td>19</td>
<td>Knight, Peter</td>
</tr>
<tr>
<td>Burson, Timothy E.</td>
<td>19</td>
<td>Kripp, Dennis M.</td>
</tr>
<tr>
<td>Butler, Brian</td>
<td>60</td>
<td>Kunz, Michelle B.</td>
</tr>
<tr>
<td>Butt, Irfan</td>
<td>70</td>
<td>Lane, Paul M.</td>
</tr>
<tr>
<td>Carver, Patricia P.</td>
<td>95, 97</td>
<td>Leoni, Joanne</td>
</tr>
<tr>
<td>Chanthanakone, Peter</td>
<td>80</td>
<td>Levin, Michael A.</td>
</tr>
<tr>
<td>Christensen, Ethan</td>
<td>110</td>
<td>Lieberman, Dena</td>
</tr>
<tr>
<td>Christo-Baker, E. Anne</td>
<td>101</td>
<td>Lindgren, Lisa M.</td>
</tr>
<tr>
<td>Conner, Jeffrey B.</td>
<td>22, 93, 163</td>
<td>Lohman, Lora</td>
</tr>
<tr>
<td>Cox, Steven M.</td>
<td>19</td>
<td>Luthy, Michael R.</td>
</tr>
<tr>
<td>Dailey, Lynn</td>
<td>105</td>
<td>Mark, Robert E.</td>
</tr>
<tr>
<td>Davis, Rod</td>
<td>107</td>
<td>McCordle, Mike</td>
</tr>
<tr>
<td>DeGaris, Larry</td>
<td>84</td>
<td>McDermott, Maggie</td>
</tr>
<tr>
<td>DeLong, Debbie</td>
<td>139</td>
<td>Messina, Michael J.</td>
</tr>
<tr>
<td>Dennison, Chris</td>
<td>63</td>
<td>Mickelson, Pamela L.</td>
</tr>
<tr>
<td>Dulany, David</td>
<td>109, 128</td>
<td>Milewicz, Chad</td>
</tr>
<tr>
<td>Farazmand, Farideh A.</td>
<td>1</td>
<td>Min, Junhong</td>
</tr>
<tr>
<td>Faria, A.J.</td>
<td>116, 128</td>
<td>Mujumdar, Sudesh</td>
</tr>
<tr>
<td>Farris, John P.</td>
<td>50, 120</td>
<td>Mullen, Eileen Wall</td>
</tr>
<tr>
<td>Fisk, Jim</td>
<td>179</td>
<td>Novar, Ellen S.</td>
</tr>
<tr>
<td>Flatto, Jerry</td>
<td>12</td>
<td>Osweiler, Stanley J.</td>
</tr>
<tr>
<td>Ford, Frances Ann</td>
<td>91</td>
<td>Owens, Deborah L.</td>
</tr>
<tr>
<td>Fraedrich, John</td>
<td>150</td>
<td>Pettinga, Deidre M.</td>
</tr>
<tr>
<td>Freeman Ina,</td>
<td>70</td>
<td>Pisarski, Dorothy S.</td>
</tr>
<tr>
<td>Gerhardtson, Samantha</td>
<td>33</td>
<td>Reiss, Michelle C.</td>
</tr>
<tr>
<td>Gordon, David</td>
<td>137</td>
<td>Reynolds-McInlay, Ryann</td>
</tr>
<tr>
<td>Gowing, Maureen</td>
<td>116</td>
<td>Riddick, Jr., John C.</td>
</tr>
<tr>
<td>Grams, Allison</td>
<td>33</td>
<td>Roco, Richard</td>
</tr>
<tr>
<td>Green, Robert D.</td>
<td>1</td>
<td>Ross, Garret</td>
</tr>
<tr>
<td>Gregg, Janie</td>
<td>128</td>
<td>Rountree, Melissa Markley</td>
</tr>
<tr>
<td>Guo, Tao</td>
<td>69</td>
<td>Ruddell, Lawrence S.</td>
</tr>
<tr>
<td>Gurgur, Cigdem Z.</td>
<td>174</td>
<td>Saucier, Rick</td>
</tr>
<tr>
<td>Hanlon, Brian P.</td>
<td>166</td>
<td>Scales, Tim</td>
</tr>
<tr>
<td>Hensel, Paul J.</td>
<td>153</td>
<td>Scheller-Sampson, Jean M.</td>
</tr>
<tr>
<td>Hightower, Jr., Roscoe</td>
<td>114</td>
<td>Sen, Sandipan</td>
</tr>
<tr>
<td>Hochradel, Rebecca</td>
<td>177</td>
<td>Sorenson, Amanda</td>
</tr>
<tr>
<td>Hoyt, Frederick B.</td>
<td>155</td>
<td>Spake, Deborah F.</td>
</tr>
<tr>
<td>Hudson, David</td>
<td>131</td>
<td>Suszek, Sylvia</td>
</tr>
<tr>
<td>Name</td>
<td>Page</td>
<td>Authors</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Taillon, Brian J.</td>
<td>148</td>
<td>Vander Schee, Brian A.</td>
</tr>
<tr>
<td>Taran, Zinaida</td>
<td>37</td>
<td>Vaughan, Richard J.</td>
</tr>
<tr>
<td>Taylor, Matthew</td>
<td>79</td>
<td>Waring, Leigh Ann</td>
</tr>
<tr>
<td>Thorne, Scott</td>
<td>135</td>
<td>Wellington, William J.</td>
</tr>
<tr>
<td>Thorsgard, Greta</td>
<td>33</td>
<td>Wilde, Simon</td>
</tr>
<tr>
<td>Todd, Patricia R.</td>
<td>142</td>
<td>Yelkur, Rama</td>
</tr>
</tbody>
</table>