Marketing Management Association

2011 Fall Educators’ Conference Proceedings

Brian A. Vander Schee, Editor
Marie Steinhoff, Proceedings Manager
ACKNOWLEDGMENTS

The Marketing Management Association is grateful for the financial support of our conference exhibitors including Cengage Learning, Interpretive Simulations, Ivey Publishing, LINKS Simulations, The Magellan Exchange, and Wiley Publishing. Wessex Press and LINKS Simulations as well as the MMA Foundation Legacy Fund provided the financial support for the two new conference competitions. A special thanks also goes to Cengage Learning and Interpretive Simulations for their sponsorship of our two conference awards.

I would like to thank those who have put in much time and effort to make the conference a success. Peter Gordon 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. The judges for the two new conference competitions were also instrumental in getting these new ventures off the ground.

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 28-30, 2012 and then the Fall Educators’ Conference next fall in Minneapolis September 19-21, 2012. I hope to see you again soon!

Thank You,
Brian A. Vander Schee, Conference Program Chair

 Exhibitors, Award and Competition Sponsors
CONFERENCE AWARDS

Cengage Learning 2011 MMA Fall Educators’ Conference
Best Refereed Paper Award

Contemporary Scholarly Productivity: An Alternative Measure for Excellence in Doctoral Marketing Programs
Matt Elbeck, Troy University - Dothan
Brian A. Vander Schee, Aurora University

Interpretive Simulations 2010 Journal for Advancement of Marketing Education Article of the Year

Revisiting Professional Development: Reconciling the Needs and Responsibilities of Faculty, Researchers, and Administrators with the New Realities in Higher Education
John Cherry, Southeast Missouri State University
Judy Wiles, Southeast Missouri State University

Wessex Press 2011 Teaching Innovation Competition Finalists

Dawn Edmiston, St. Vincent College
David Raska, Northern Kentucky University
Doris Shaw, Northern Kentucky University
Eileen Weisenbach Keller, Northern Kentucky University
Andrew Wong, California State University, East Bay
Lan Wu, California State University, East Bay

LINKS Simulations & MMA Foundation Legacy Fund 2011 Outstanding Teacher-Scholar Doctoral Student Competition Finalists

Ahir Gopaldas, York University
Saim Kashmiri, University of Texas
Deidre Pettinga, Fielding Graduate University
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LINKS Simulations & MMA Foundation Legacy Fund Outstanding Teacher-Scholar  
Doctoral Student Competition  
John Cherry, Matt Elbeck, Rama Yelkur

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BUILDING STUDENT PROFESSIONAL CONFIDENCE VIA CONFERENCE CALLING EXPERIENCE

Peter A. Kaufman, Illinois State University
Frederick W. Langrehr, Valparaiso University
Horace L. Melton, Illinois State University

ABSTRACT

Businesses are replacing some travel with various methods of holding meetings while people remain at differing locations. While web based meeting services are a new trend, conference calling is still frequently used. As part of a course where student teams wrote marketing plans for outside clients, students conducted meetings with project clients via conference calls. For a large majority of the students this was a new experience. In this report we detail the procedures and protocols that were developed to implement these conference calls.

INTRODUCTION

Client based projects, live cases, are frequently used in undergraduate capstone marketing strategy, international marketing, and marketing research classes. Client projects have been discussed in a number of articles over the past twenty-five years (Santos and Jensen 1985; Goodell and Kraft 1991; Elam and Spotts 2004; Lopez and Lee 2005). Two recent articles have good reviews of prior articles on how to implement client projects and also provide current guidelines for using live cases in the 21st century (Razzouk, Seitz, and Rizkallah 2003; Bove and Martin 2009).

A distinguishing feature of the client projects discussed in this paper is that all but one of them focused on developing marketing plans for bio-based products. Bio-ingredients are derived from renewable plant sources and for the majority of the products they replaced some percentage of petroleum derived resins used in plastic compounds. The students had to identify possible business customers for these ingredients and develop marketing plans to sell the bio-products to end product users or distributors. The main method of student team contact with their clients was via conference calls. This method of calling was also frequently used to contact potential customers to determine their interest in using bio-based ingredients.

While we recognize that conference telephone calling is very much low technology and has been available for decades most students involved in these projects had not used conference calling. In a pre-use survey of the students in the classes 71 percent had never made conference calls. Students describing their feelings about conference calls before making conference calls frequently used the words “anxious” and “nervous.” Because of this lack of usage and trepidation in making conference calls, the person teaching the course realized he would have to develop a conference call protocol and also supporting instructions for setting up the calls. We will first present a brief review of reports on using technology in marketing courses and then discuss how conference calling was used in marketing classes.

CLASS RELATED TECHNOLOGY

There have been numerous reports on using technology in the classroom and by students doing course work. Examples of professors using technology are the use of clickers (Lincoln 2008; Sprague and Dahl 2010), podcasting (Zahay and Fredricks 2009), computerizing exercises to create in-basket scenarios (Pearson, Barnes, and Onken 2006) and using wikis to create learning materials (Cronin 2009; Workman 2008). There are also reports on how students used technology to meet some requirements by using Second Life for developing a marketing plan (Tuten 2009), integrating social networks into a marketing research class (Boostrum, Kurthakoti, and Summey 2009) and developing blogs to reinforce learning in a marketing course (Kaplan, Piskin, and Bol 2010).
CONFERENCE CALLING

In the current study, seventy five students were enrolled in marketing strategy and international marketing classes offered the spring of 2010. The major course deliverable in both courses was a marketing plan for business client products which included the typical plan components such as market size, trends, competition, and proposed “go-to-market strategy.” The instructor assigned students to teams based on specific client project goals and student capabilities as presented on their resumes. Verbal communication with the clients was obviously critical to developing these plans. However, the project clients were not all based in the local area of the university and the students also had to contact the out of area potential users/buyers of the clients’ products.

Since there were on average four students on each of the 18 teams and for some companies there were multiple people who were involved in the marketing and sales of the products, conference calling appeared to be the best method of facilitating the contact between the teams and their clients. The college of business had two rooms with Cisco Unified IP Conference Station 7937G conference calling enabled equipment. The students used the Cisco phones to make calls to their clients every two weeks and occasionally called potential users of client products to obtain feedback on client using or buying the bio-ingredient products.

To make the conference calls each team was provided with a call in number and a password for them to use along with their client(s) and any other participant (e.g., faculty) telephone numbers. At the prearranged time, each party called this conference call number and entered the password and was able to talk on the same line. Student teams would use the speakerphone feature on their phone to enable their entire group to converse with their client(s). Although most faculty have used conference calling for a few decades, this type of calling is still a new experience for many students.

Seventy-five percent of the students in the three classes had never participated in a conference call. As might be expected the students were apprehensive and initially nervous about conducting calls with their respective clients not to mention cold-calling potential users of client products. Thus there was some emotional “push-back.” In a survey conducted after the completion of the project, participants described their feelings before the first conference call took place. The following are some representative comments from the students about their initial views of conference calling.

“Anxious – just nervous as to how they would go, interacting with the client.”

“I was anxious about them because I did not know what to expect.”

“Nervous but prepared.”

“Nervous - wishing for the best.”

“Nervous - thought it was going to be awkward.”

“I wasn’t sure what to expect and how things were going to play out.”

“Excited - curious to see how it was going to be.”

“Slightly nervous, awkward, and didn’t really know what to expect.”

“Anxious, excited, prepared, content.”

“Nervous, anxious wanting to have control of the call, wanted to get all of our questions answered.”

Perhaps one reason for this apprehension in using oral communication was due to students seeming to be more comfortable using Facebook in isolation than they were with orally communicating with people they may not have known. However, in business one must communicate typically with individuals one does not know and frequently on the phone. Even more important, the students involved in these courses intended to work in a marketing capacity, and many of them would need to be very effective at communicating orally with people. Thus along with learning marketing the instructor wanted to educate and prepare students to communicate effectively when they graduate. To help the students transition to making conference calls, to develop comfort with the process and to effectively manage the calls, the instructor created and provided each team with a conference call etiquette guide (please see Appendix). He also participated in each of the 18 teams’ first student-client calls and most teams’ second student-client calls before letting them manage calls on their own.

Calls between students and clients and potential users took place outside of course meeting times which required detailed organization and appointment setting by the professor, students, and clients. To minimize inconvenience, a day and time for each team and client was set at the beginning of the course. Calls lasted between 20 minutes and 45 minutes and one student per
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group was assigned to take notes. For the majority of the team calls student attendance was taken at the beginning of the call either by the client, student team leader, or random “audits” by the instructor.

One of the most important outcomes of the training and conducting of the conference calls was an increase in student confidence in their ability to conduct future conference calls. Average student confidence in their ability to participate effectively in conference calls prior to conducting the calls was 4.90 (measured on a 7 point scale, with 1 = not very confident and 7 = very confident), and at semester end after making the conference calls it was 6.28, a statistically significant improvement of more than one scale point ($t = 8.28, p < .001$). The 65 students completed a survey prior to beginning the conference call process, and completed a second survey at the conclusion of the project. The second survey asked them to recall their level of confidence after completing their first conference call. Surprisingly, confidence after the first call (4.44) dropped when compared to the pre-project confidence level (4.90), $t = -2.3, p = .026$, but confidence increased significantly when comparing confidence after the first call with confidence after project completion ($t = 10.5, p < .001$); see results of paired sample $t$ tests in the following table.

The following are some selected student comments after their first client conference call.

“I was very satisfied with the overall experience. Now I feel more comfortable taking up more conference calls.”

“Relieved that we were working with a great client.”

“Much more confident in my ability to speak to a perfect stranger and result in something productive.”

“Good because we did well and got some good info.”

“Felt confident about the project. It helps to actually talk on the phone with the client.”

“It wasn’t as bad as I thought it would be. In fact I liked this better than one on one call.”

“I felt confident and could contribute and be successful in doing this project.”

“I felt good and so did our group. We were excited to be working with professionals.”

“I felt good and much more comfortable with what we had accomplished.”

“I was hesitant at first. Jeff was very nice and made the calls very relaxed.”

In the post-project survey, students were asked how engaged they were with the project (with 1 = not very much and 7 = very much), and their average response (5.89) indicated a moderately high level of engagement. Furthermore, there was a significant, moderately strong, positive correlation between project engagement and their post-project level of confidence in their ability to participate effectively in future conference calls ($r = .302, p = .015$). The study shows that higher levels of project engagement (i.e., time and effort expended on the project by students) were positively associated with greater self-confidence. The link between engagement and confidence gives a reason to help students use technology, since as they become adept at using it they have a greater commitment to doing the work necessary for writing marketing plans.

CONCLUSION

Development and use of oral and written communication skills are very important in business. Further confidence, not always highlighted in university bro-

<table>
<thead>
<tr>
<th>Ability to Participate in Business Conference Calls</th>
<th>Mean Scores</th>
<th>$t$ statistic</th>
<th>Sig. 2 tailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before vs. after first call</td>
<td>4.9</td>
<td>4.44</td>
<td>-2.3</td>
</tr>
<tr>
<td>Before first call vs. after project completed</td>
<td>4.9</td>
<td>6.28</td>
<td>8.28</td>
</tr>
<tr>
<td>After first call vs. after project completed</td>
<td>4.44</td>
<td>6.28</td>
<td>10.5</td>
</tr>
</tbody>
</table>
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churches etc., may be one of the most important qualities that students can receive from their college experience. Students in this study felt more confident in their oral communication abilities after doing numerous conference calls. This experience provided students with additional skills and most importantly enhanced the confidence that they needed to pursue their careers.

Will this improved confidence make a difference in their job search? The short answer is maybe. Ellis and Taylor (1983) conducted research with graduating college seniors on the students’ task specific and global self-esteem (measures of confidence). They found that when comparing students with high versus low self-esteem (confidence) the ones with the higher levels of self-esteem performed better in job interviews, received more job offers, were more likely to take a job they wanted and students forecasted that they would stay longer with this employer.

For the graduating seniors in this class the competition for jobs was intense. Thus, besides earning a grade in a required course the students were able to bolster their resumes by highlighting their contributions to developing client marketing plans which involved frequent interaction with clients and potential users of client products. These project activities, including the conference calling, helped increase the students’ confidence and thereby may have helped them in pursuing their careers.

REFERENCES


Zahay, Debra and Elisa Fredricks (2009), “Pocasting(sic) to Improve Delivery of a Project-Based Internet Marketing Course,” Marketing Education Review, 19 (Spring), 57–63.

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APPENDIX

CONFERENCE CALL PROTOCOL

Preparation

1. Provide client with correct call-in instructions (see page 2 of this document). Call in numbers are different if more than one individual is calling in.

2. Review background information.

3. Prepare questions for call.

4. Agenda sent to client 1-2 days in advance of call containing #3.

5. Designate person/people in group whose role will primarily be note takers or asking questions for a specific call.

6. Team leader should manage call from student team side but all team members can ask questions during call.

7. Ensure that you do not have a schedule conflict with call time.

8. Arrive 15 minutes early to call location and make sure equipment (phone/speakerphone) is ready) and location (room) is accessible.

9. Verify/confirm call day/time by email and call (leave a voicemail) the client 1-2 days before scheduled call. Email contains agenda for call.

During Call

1. Close all doors to room and turn off all cell phones to ensure a quiet room.

2. Introduce self/selves so caller knows who is on the line. Do this for each call.

3. Person asking questions should speak loudly and slowly.

4. Listen carefully. Ask for clarification, if lost.

5. Take notes.

6. Do not talk to other group members while caller is speaking. Do not shuffle papers.

7. At call close, thank caller for his/her time.

After Call (Same Day or Next Day)

1. Person/people who took notes should circulate a copy to full team.

2. Assess any issues that could have gone smoother – adjust for next conference call to maximize results.

Team leader should send by email a concise written call summary and follow-up action items to client. This summary, along with any other information that you wish to include regarding process, should be placed into the team’s diary document and emailed to the client by the end of each week (Friday 5:00 p.m. CST) and cc his/her team and myself.
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If you do not have a conference call for a specific week, send (by Friday 5:00 p.m.) a one page status update in the diary document with progress made since previous week and action items to be accomplished for next week. The diary document will build each week and will serve as a roadmap of development and team progress and will enable the client to see progress made. *Follow review email etiquette document prior to sending email.

MAKING CLIENT/CONFERENCE CALLS

Two conference call phones were purchased and installed in the College of Business in January to facilitate communication with your client for this program. Regular communication with your client is extremely important to project success. Call duration will vary with longer calls (perhaps 30 minutes) more likely at project outset. Be efficient with client time!

To engage in a call, your team will be assigned either room 351 (conference room off of Marketing Dept. 352) or 336 (Focus Group room) for the duration of the semester. Both rooms are located on the 3rd floor of the COB. Arrive 15-20 minutes early to call location to verify call location (room) is open and phone is connected on the table. If you are assigned to COB 351 please check-in with Marketing Dept. secretary in COB 352 prior to entering COB 351 and following your call please exit promptly through COB 351. (Do not have a meeting in conference room following call.)

COB 351 – Telephone number to provide your client is xxx.xxx.1445. Your client should dial this number at the call time and you press the large circular button with a green colored phone symbol when phone rings so that all team members can hear the client. Note, there is a volume adjustment button located below the large circular button that has a red colored phone symbol. Arrive 15-20 minutes early to location and test equipment/volume by calling in using a team member’s cell phone. Important: If more than one person is going to call your team (e.g., client, me, etc.), you need to offer each of them the following telephone number/instructions: Dial xxx.xxx.1000 and when prompted they need to enter xxxx and hit #. At call time your team would simply dial x-1000 and enter xxxx and hit # (if you hear music, wait, as another caller hasn’t yet dialed in). If the Marketing Department main door which provides access to COB 351 is locked, please check with the COB Tec team housed in the basement (xxx-7926 and xxx-3591) who can open the door.

COB 336 – Telephone number to provide your client is xxx.xxx.1446. Your client should dial this number at the call time and you press the large circular button with a green colored phone symbol when phone rings so that all team members can hear the client. Note, there is a volume adjustment button located below the large circular button that has a red colored phone symbol. Arrive 15-20 minutes early to location and test equipment/volume by calling in using a team member’s cell phone. Important: If more than one person is going to call your team (e.g., client, me, etc.), you need to offer each of them the following telephone number/instructions: Dial xxx.xxx.1000 and when prompted they need to enter xxxx and hit #. At call time your team would simply dial x-1000 and enter xxxx and hit # (if you hear music, wait, as another caller hasn’t yet dialed in).

If you are assigned to COB 336, a key may be needed to enter the room. The Department of Marketing secretary can assist you with this. She is located in COB 352 (xxx-7261). If she is not available and the door to COB 336 is not open, please check with the COB Tec team housed in the basement (xxx-7926 and xxx-3591) who can open the door for you.

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Normal, IL 61790–5590
Phone: 309.438.8995
E-Mail: pkaufma@ilstu.edu
COLLABORATIVE PEDAGOGICAL RESEARCH ON CUSTOMER PERCEPTIONS OF SERVICE QUALITY IN THE FAST FOOD INDUSTRY

Stephen Jones, Arkansas Tech University
Kevin Mason, Arkansas Tech University
Michael Benefield, Arkansas Tech University

REFEREED PAPER

ABSTRACT

Using undergraduate students as consumer subjects, this study examines consumer behavior in the fast food industry from marketing, management, and economics perspectives. Specifically, our study takes a comprehensive approach to determining both expected preferences and realized preferences, including 232 separate subject meal experiences. From a marketing perspective, this study explores how consumer’s satisfaction levels can lead to customer retention and loyalty. Using the SERVQUAL dimensions of service quality we explore management practices which can lead to customer loyalty, and thus, higher profitability. Also, from an economics perspective, this study looks at differences in consumer choices based upon price sensitivity considerations.

INTRODUCTION

It is generally understood that student classroom learning is more involving and retained more effectively if practical application of the academic material is evident. To that end, we conducted an interactive study with undergraduate students designed to explore consumer behavior related to an industry for which they have germane experience: the fast food industry. Results of the study will be used in our respective marketing, management, research methods, and economics classes as primary “real world” evidence of academic learning.

The fast food industry was chosen as the focus of this research because of its significance in the American economy and because most students have personal experience with the industry, enabling them to relate to it for classroom examples and discussions. In both 2002 and 2007, the U.S. Census Bureau (2007) reported that limited service (fast food) restaurants accounted for about 35% of all restaurant sales in the United States and that sales grew almost 30% for the fast food industry while the number of establishments for the industry surpassed the 200,000 mark. In 2007, the industry’s sales surpassed the $150 billion mark, and more than 3 million people were employed in the industry (U.S. Census Bureau 2007). The limited service restaurant industry has grown to a point that there are now about 67 fast food restaurants for every 100,000 people in the U.S. In one study (Gordon & Sterrett 1999), it was estimated that between 30 and 50 percent of all restaurants in the U.S. were of the fast food variety and that the number varied regionally. Usage among average fast food consumers was reported in 2006 to be at over 17 visits per month and among heavy use consumers to be nearly one visit per day (Clarke 2006). As a prominent industry which affords considerable student consumer behavior interaction, we felt that studying fast food eating experiences would be interesting, relevant, and practical for our students.

METHODOLOGY

To defray expenses associated with our subjects’ fast food purchases, we received a $1,500.00 university grant to subsidize $5 towards meal expenses for up to 300 meal experiences (three meals for 100 customer subjects). We used a two stage research project which made use of self-selected participants as customer respondents. In stage I, we made contact with 508 students (296 were lower classmen and 212 were upper classmen) in several different business classes taught at a mid-size university in the South and asked them if they would be willing to participate in a fast food research project. We had 112 indicate their willingness to participate. Each of these provided us with demographic information and general perceptions about the fast food industry. Among the
students who participated in stage I, 51% were female, 97% dine at a fast food restaurant at least once per week and 46% have worked in a restaurant.

In addition, stage I of the study provided us with subjects’ general perceptions about fast food restaurant selection criteria and general food preferences. More specifically, subjects were asked to rank the five most important criteria in their choice of a fast food restaurant (quality of food, location, service speed, price, cleanliness, quantity of food offered, atmosphere, menu variety, number of customers already there, ease of getting in and out of restaurant parking, and the number of others in the party). In addition, the subjects rated their frequency of consumption of various food categories (deep-fried foods, salads, chicken, beef, fish, pork, vegetables, dessert, meat, carbohydrates, fats, bread, hamburgers, pizza, Mexican food, Italian food, Chinese food, and buffets).

In stage II, we randomly selected 100 student subjects from stage I and asked them to engage in three fast food eating experiences and then provide their perceptions about the experience in an online survey. The 100 subjects were told that they would receive $15.00 after completing all three of the eating experiences and the surveys related to each experience. Table 1 shows the survey items associated with each eating experience.

RESULTS

While the direction of this paper is to discuss the academic applications of our study process, we would like to report some of the early results obtained from this research. Further papers are planned to examine the impacts of gender and food preferences on consumer perceptions and on the more critical service determinants of fast food consumer satisfaction with the dining experience.

During stage II of the study, 54 percent of the participants (54 of 100) were female, 69 percent were between the ages of 20 and 24, and 72 percent were either juniors or seniors. Despite a common perception that this consumer sector (young college students) has poor eating habits, 59 percent (59 of 100) these respondents indicated that they ate at fast food restaurants only once or twice per week, and only 33 percent indicated they visited such restaurants several times per week. In fact, using food preferences as a proxy for determining nutrition-orientation, almost half (36 of 77 or 46.8 percent) of study subjects who completed the first round indicated a higher orientation toward what would be considered healthier food choices (e.g., salads and low-fat alternatives) versus less-healthy food choices (e.g., pork, fried foods and fat).

Respondents clearly selected one of three reasons most often as to how they selected the fast food restaurant they would go to at any particular time. Nearly one-third (32 of 100) of second stage participants indicated that restaurant cleanliness was their first criteria for selection, while 22 percent chose price and another 20 percent chose food quality as their most important criteria. However, when asked about a specific visit, food quality (35.3 percent), location (23.3 percent) and cost (22.0 percent) were the most often cited reasons they chose a specific restaurant on a specific day.

McDonalds (40 visits) and Taco Bell (35 visits) were the most popular restaurants selected each of the survey rounds (75 of 232 or 32.3 percent of surveys completed), and hamburger-type restaurants (e.g., Wendy’s) were the most common selection (91 of 232 or 34.7 percent). Consistently, participants indicated that they were satisfied with the eating experience. Nearly ninety percent (204 of 232 visits) eating experiences were judged satisfactorily by students, 77.1 percent (178 of 232 visits) led to plans to re-visit the restaurant again soon, and 77.5 percent (179 of 232 visits) were said to be positive enough to recommend to friends and family.

ACADEMIC BENEFITS OF THE STUDY

Although we are all College of Business faculty, we teach business principles from different academic discipline perspectives. As such, results of our study will be discussed in various classes to provide empirical evidence of underlying concepts that are part of our various disciplines. We hope and expect that students’ understanding will be enhanced as they realize that all business disciplines are integrated in the “real world”.

Marketing Classroom Implications

Customer retention has become a major concern for many businesses. It is widely believed that it costs far less to hold on to a customer than to acquire a new one. That is why customer retention is of vital importance to business success (Coyles and Gokey 2005). Customer retention for retailers has been found to be a function of customers’ satisfaction levels, which in turn have been found to be related to customers’ perceptions concerning the service quality that they received during a given transaction (Zeithaml, Berry and Parasuraman 1996).

Our study investigates critical factors which help to determine the expectations that consumers have about the fast food industry and their perceptions of service quality formed shortly after a given fast food experience. Prior research has shown that customer satisfaction leads
### Table 1. Survey Experience Items

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>I am satisfied with the quality of food I received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I am satisfied with the quality of service I received</td>
</tr>
<tr>
<td></td>
<td>I am satisfied with the value I received for the price I paid</td>
</tr>
<tr>
<td></td>
<td>I feel like I got exactly what I paid for</td>
</tr>
<tr>
<td>(Rated from strongly disagree to strongly agree)</td>
<td>I plan to visit this restaurant again soon</td>
</tr>
<tr>
<td>(Note: Bolded items are used as dependent variables in some tests)</td>
<td>I would recommend this dining experience to friends and family</td>
</tr>
<tr>
<td>Overall, I am satisfied with this dining experience</td>
<td>This dining experience was exactly what I expected</td>
</tr>
<tr>
<td>The Food</td>
<td>My food was served fresh and at the correct temperature</td>
</tr>
<tr>
<td></td>
<td>The amount of food was as large as I expected it to be</td>
</tr>
<tr>
<td>(Rated from strongly disagree to strongly agree)</td>
<td>The food was delicious and flavorful</td>
</tr>
<tr>
<td></td>
<td>The food was well-packaged and attractive</td>
</tr>
<tr>
<td></td>
<td>The quality of the food was excellent</td>
</tr>
<tr>
<td>The Environment</td>
<td>The atmosphere provided a pleasant dining experience</td>
</tr>
<tr>
<td></td>
<td>The bathroom appeared to be cleaned and prepared on a regular basis</td>
</tr>
<tr>
<td></td>
<td>The cleanliness and overall atmosphere were what I expected</td>
</tr>
<tr>
<td>(Rated from strongly disagree to strongly agree)</td>
<td>The dining room music or entertainment improved the dining experience</td>
</tr>
<tr>
<td></td>
<td>The dining room seating was comfortable</td>
</tr>
<tr>
<td></td>
<td>The dining room was clean and attractive</td>
</tr>
<tr>
<td></td>
<td>The lighting in the dining room improved the dining experience</td>
</tr>
<tr>
<td></td>
<td>There was a sufficient supply of items such as sauces, utensils, and napkins</td>
</tr>
<tr>
<td>The Business</td>
<td>Employees addressed my concerns quickly and efficiently</td>
</tr>
<tr>
<td></td>
<td>The employees acted and dressed professionally</td>
</tr>
<tr>
<td>(Rated from strongly disagree to strongly agree)</td>
<td>The employees seemed to know what they were doing</td>
</tr>
<tr>
<td></td>
<td>The employees were friendly and courteous</td>
</tr>
<tr>
<td></td>
<td>The hours that this restaurant is open are convenient</td>
</tr>
</tbody>
</table>
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Table 1. (Continued): Survey Experience Items

<table>
<thead>
<tr>
<th>The Transaction</th>
<th>The prices at this restaurant are competitive with other fast food restaurants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There was enough parking for me to find a space for my car</td>
</tr>
<tr>
<td>(Rated from strongly disagree to strongly agree)</td>
<td>I received the correct change at checkout</td>
</tr>
<tr>
<td></td>
<td>My order was correct and complete</td>
</tr>
<tr>
<td></td>
<td>My order was served to me quickly</td>
</tr>
<tr>
<td></td>
<td>My order was taken promptly and professionally</td>
</tr>
<tr>
<td></td>
<td>The menu board was easy to read</td>
</tr>
<tr>
<td></td>
<td>The menu had a variety of items to choose from</td>
</tr>
</tbody>
</table>

to higher customer loyalty (Law and Hui 2004; Onyeason and Adalikwu 2008; Van Pham 2006) and that it leads to behavior intentions to continue using a specific fast food location (Qin and Prybutok 2008). Several models for measuring service quality have emerged in the literature. Lewis and Booms (1983) have stated that service quality is how well the service delivered matches the expectations of the consumer. Gronroos (1984) stated that consumers compare the service they expect with the perceptions of the service they receive. However, the most prominent measure of service quality comes from the SERVQUAL model presented by Parasuraman, Zeithmal and Berry (1988). Using the SERVQUAL model, service quality measures comparisons of consumers’ expectations with their perceptions. We used the SERVQUAL dimensions of service quality, applied them to the fast food industry and extended the research by using multiple and longitudinal responses from participants.

In addition, our study will provide empirical evidence of how different demographic market segments vary in their consumer behavior and, thus, necessitating different strategy for marketing success. For example, in our study we found that for women, restaurant cleanliness was the most important criteria in the selection of a restaurant, whereas, for males the most important criteria was price followed by food quantity. Also, consistent with other research (Chapman 2004), we found that males spend more on a fast food purchase and are more likely to order a side dish than women and that women are more critical than males in their perceptions of service quality.

Economics and Finance Classroom Implications

From a Micro-Economics viewpoint, our study provides empirical evidence about how consumers make purchase decisions. Students are often less affluent than the general population, so we assume they may be price sensitive. But since our subjects were partially reimbursed for their dining decisions in this study, their sensitivity to price may be affected. Specifically, we believe that the flat rate compensation of $5/meal could lead to two possible outcomes. First, because the maximum amount of reimbursement for dining experiences was set at $5/meal, our subjects may be more price conscious and choose less expensive meals or establishments. However, second, the fact that subjects’ meals were subsidized might cause them to consider their contribution to the total meal cost as their “marginal cost” allowing them to eat a more expensive meal.

To better understand how price sensitivity might impact purchase decisions, we plan to follow this study with at least two more studies. Since this study used monetary reimbursement, there was a financial incentive to participate. A study, scheduled for the upcoming fall, will use a grade incentive. We will count participation as a bonus assignment, i.e., points given toward the semester grade. Then, in the spring of next year, we will give the assignment, but give no credit for it. Therefore, even though the individual students will change, we should be able to ascertain if the incentive impacts not only the results, but also participation.
From a Personal Finance approach, we hope to use results from this study to address personal budgeting as well as good health and nutrition decisions. About two-thirds of fast food restaurant consumers are those making less than $40,000/yr or more than $80,000/yr (Tlapa, Miller and Washington 2010). Those making more than $80,000 seem to have the resources to afford to eat out more often, even if that may not be the most healthy choice. We would expect this group to be better educated and make better nutritional choices among the fast food chains and the menu items. Of concern to the implications of this study might be the other income group, those making less than $40,000. They are probably less able to afford to eat out, but due to stereotypically expected lower levels of education, they may not make the best nutritional choices. At the grocery store, they may buy more prepared food at higher prices instead of doing the preparation and cooking themselves, saving money and eating better balanced meals.

Management Classroom Implications

Various fields of interest to management can also take advantage of the results of this study. Obviously, management can use the strategic ramifications of the study to better address strengths and weaknesses of individual firms. However, understanding the critical areas for consumers also aids executives in planning for potential competitive advantages. Additionally, human resources, employee training and other areas of study are prime for use of this type of inquiry. These results – especially in business classrooms – can emphasize to students the concept that customer satisfaction is more than a theoretical idea from textbooks.

This study also gives us the opportunity to address specific areas of interest in the management field. Within the last ten-to-fifteen years, studies have begun to explore the fields of cycle times and operations management, human resource development and product development strategy within the fast food industry (Lashley 1998; Pitta 2010; Whiting and Weckman 2004). This study provides case material for discussions of how queuing strategy and operations layout affect customer cycle times and satisfaction, how employee interactions create positive or negative customer experiences, and how simple or complex product selections can influence customer preferences, workplace complexity and other outcomes. Finally, we plan to use the process of creating this study instrument as a discussion case for research methods students in preparation for creating their own studies. “Real-life” examples of applicable and practical research will likely connect more easily with student experiences and expectations than will theoretical pieces with less daily relevance.

SPECIFIC CLASSROOM APPLICATIONS

We have planned various applications of our study to help illustrate concepts to our students and to get them involved in the learning process. While we have indicated in previous paragraphs the potential applications from this study, we will now briefly discuss two planned learning activities.

First, in a research seminar taking place in the Spring 2012 semester, students will be required to create their own consumer survey using an online data collector. Students will be required to construct an instrument based upon a theory or framework currently used in their own field of interest, find and select participants for their study, and then download and analyze the data using a statistical package. This study, its structure and its results will be the starting model for their own research project.

Second, in the Fall 2011 semester, three College of Business students in the University’s Honors Program have decided to replicate this current study and collect and analyze their own data and report their own results to the Honors College as their thesis project for their degree. These students have been trained in the basics of data collection but will be further mentored by one of this study’s authors in completing the project. While their study scope will be more limited in nature (one eating experience and one survey per participant), they will still learn practical consumer market research skills applicable to their careers.

CONCLUSIONS

Our study of the fast food or quick service industry and its conclusions are of interest to businesses in the field, but the study and its structure can also be of use in the classroom. This study and the process by which it has occurred help to keep us current on an issue common to the daily life of students, and the industry itself is a significant part of the American economy. We intend to further the basic principles of the study in a future project with senior honors students at our university, assisting them in conducting their own research project using our methods. The results from this second study may provide useful data for comparison with that from our own study.


**Refereed Papers**

**REFERENCES**


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"SWAT" (STUDENTS WITH ACADEMIC TALENT): A COMMUNITY-ENGAGED PARTICIPATORY LEARNING PROJECT TO PROMOTE MARKETING TO PROSPECTIVE STUDENTS

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Peter Knight, University of Wisconsin – Parkside

ABSTRACT

This research reports student perceptions of outcomes from community-engaged participatory learning (CEPL) projects in two recent Promotions Management course offerings. CEPL projects are intended to contribute to students’ understanding theoretical concepts, sensing personal growth, realizing civic responsibility, and developing professional perspectives. Surveys taken after the 2009 client-based projects show promotions students perceived benefits in all four areas. However, in 2011, the Professor replaced the client promotions planning projects with an institutional promotions initiative, known as the SWAT project, targeted toward prospective students. Results show the 2011 promotions students perceived similar learning benefits, and 371 prospective students responded favorably to their marketing presentations and panel discussions.

INTRODUCTION

The University of Wisconsin–Parkside is among an elite group of public universities in the United States that are recognized each year with the prestigious Carnegie Advancement of Teaching Classification for Community Engagement. The University is highly regarded for its community engagement within Wisconsin’s South-eastern business region, notably as seen in as many as twenty community-engaged participatory learning (CEPL) projects conducted by the marketing faculty each year. This research reports on the experiences of one marketing faculty member during two recent Promotions Management course offerings in 2009 and 2011 that included CEPL project components.

CEPL projects are intended to contribute to students’ understanding theoretical concepts, sensing personal growth, realizing civic responsibility, and developing professional perspectives. The 2009 students reported benefits in all four areas after preparing promotions plans for seven businesses and other community organizations. However, in the 2011 course, the Professor took substantial risks by replacing the successful client-based promotional projects with an innovative institutional promotions project to promote the marketing major to targeted high school and two-year college students. Survey results compare the marketing students’ perceptions of learning outcomes along the four dimensions as a result of CEPL projects in 2009 and 2011. The results of the 2011 institutional promotion project in reaching its target audience of 371 prospective students are also reviewed and discussed.

LITERATURE REVIEW: COMMUNITY-ENGAGED PARTICIPATORY LEARNING AND BENEFITS

Community-engaged participatory learning (CEPL) is a learning-teaching-research-service tool that recognizes the mutual benefits of learning from expert knowledge and application of personal experience (Minkler and Wallerstein 2008). In an early form, CEPL was conceived of as “volunteerism” (Martinson and Minkler 2006). However, educators, students, and project clients know that doing good works for others may be only a superficial representation of what is achieved through CEPL. Another often-used term, “service learning,” implies that organized engagement helps students develop professional perspectives and realize civic responsibilities while communities are strengthened (Munter et al. 2009). Through the service learning process, students
COMMUNITY-ENGAGED PARTICIPATORY LEARNING AT THE UNIVERSITY OF WISCONSIN – PARKSIDE

The University has a total student enrollment of approximately 5,300 that is largely drawn from the two Wisconsin counties of Kenosha and Racine. Over half of recent graduates remain in Wisconsin’s South-eastern region after graduation. With this local orientation, the University has sustained a commitment to community engagement and supports a strong tradition of CEPL. The University has invested in infrastructure to support faculty engagement in CEPL projects, as a tool for service, teaching, and research. The Center for Community Partnerships (CCP) is the principal vehicle for connecting the resources of the University with Wisconsin’s South-eastern region. The CCP was formed in 1997 and has been sustained by program revenues and support from the University, the University of Wisconsin–Extension, and community partners. The Solutions for Economic Growth (SEG) Center was formed within the School of Business and Technology (SBT) in 2003 to support CEPL projects conducted by faculty in several Business disciplines, including Marketing. The SEG Center works closely with the CCP to match clients to courses, track project progress, and report on project results.

THE PROMOTIONS MANAGEMENT COURSE AT THE UNIVERSITY

For the Promotions Management course, client intake occurs through ongoing interaction between the SEG Center and the CCP and their community partners. The Professor evaluates prospective projects on the potential benefits for students, as it relates to course objectives, and the potential positive impact for the client organizations. Selected course projects are conducted under the auspices of the SEG Center, and are initiated with formal project charters and project plans, which the SEG Director archives with all client deliverables for future reference and research purposes. Promotions Management and Market Research, taught by the co-authors, are the two primary marketing courses that consistently use CEPL projects as part of the curricula.

The current Promotions Management Professor has supervised over sixty client projects under SEG auspices over the past ten years. The course and the CEPL component are considered successful, with student evaluations of effectiveness averaging 4.8 on a 5.0 scale. Glowing student testimonials are also difficult to ignore. The Promotions Management course typically enrolls from twenty-four to thirty-two students and has capacity for six to eight client projects each semester. The projects typically involve student teams preparing Promotions Management plans, following a prescribed format from the text to ensure uniformity and comparability across projects. Students are motivated to engage actively in their projects, as the CEPL component of the course varies from 25 to 33% of the total basis for the grade. Team performance includes peer evaluation of oral project deliverables.

Students at the University typically work part time while attending college full time, and often express their concerns about the amount of outside-of-class time involved in CEPL projects, particularly for client interaction and preparation of deliverables. However, the authors believe that the time costs to the students are offset by a combination of the four recognizable student benefits, as identified above by Munter, et al. (2009). The surveys taken after the 2009 course offering, in which students prepared promotions plans for business and community organizations, find favorable student perceptions in all four areas (composite average of 1.96 on a 4.00 scale, with 1.00 being strongly agree).

The findings, regarding students’ understanding theoretical concepts, indicated to the Professor that CEPL projects have a proper role in the process of Business education, especially in Marketing courses in which such projects are relevant to the subject matter. As part of the Promotions Management course, the Professor assigns students a series of written tests in which students apply theoretical concepts from the text to working world situations, in addition to the written and oral deliverables of the CEPL projects. The students effectively teach themselves and each other the principles of Promotions Management by applying the theoretical concepts to their clients’ specific situations, presenting and discussing them in class. The level of student agreement with the civic responsibility statements may reflect the fact that students may be receptive to the applicability of Promotions Management concepts in both Business and non-Business environments.
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Table 1. Student Perceptions of CEPL Projects in 2009 and 2011 Promotions Management Courses

<table>
<thead>
<tr>
<th>Project Outcomes</th>
<th>2009 Response</th>
<th>2011 Response</th>
<th>Independent Samples</th>
<th>T-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Mean</td>
<td>Mean</td>
<td>Sig. &lt; .05</td>
</tr>
<tr>
<td>(1 = strongly agree, 4 = strongly disagree)</td>
<td>of Indicators</td>
<td>(s.d.)</td>
<td>(s.d.)</td>
<td></td>
</tr>
<tr>
<td>Understanding</td>
<td>3</td>
<td>1.78 (.74)</td>
<td>1.81 (.59)</td>
<td>t = .17</td>
</tr>
<tr>
<td>Theoretical Concepts</td>
<td></td>
<td></td>
<td></td>
<td>(.87)</td>
</tr>
<tr>
<td>Sensing</td>
<td>3</td>
<td>1.93 (.73)</td>
<td>1.77 (.57)</td>
<td>(t = .83)</td>
</tr>
<tr>
<td>Personal Growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realizing</td>
<td>4</td>
<td>1.87 (.62)</td>
<td>1.75 (.52)</td>
<td>(t = .69)</td>
</tr>
<tr>
<td>Civic Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td>4</td>
<td>2.19 (.87)</td>
<td>1.97 (.45)</td>
<td>(t = 1.09)</td>
</tr>
<tr>
<td>Professional Perspectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The 2009 students also agreed with statements about sensing personal growth. One of the key CEPL learnings for the Professor about personal growth is reflected in these survey findings. Students have the greatest to gain by taking on the greatest team and individual responsibility. Promotions Management students are made fully responsible for achieving client satisfaction by solving meaningful problems and communicating their solutions clearly, concisely, and coherently within the constraints of tight deliverable deadlines. Student experiences in CEPL projects closely resemble the work-life experiences that Business students will have after graduation, according to the Professor, whose background includes a twenty-year professional career in Chicago’s LaSalle Street financial district.

The 2009 students, a bit surprisingly, showed a lower level of agreement with statements about developing professional perspectives. One possible reason for the slightly lower level of business student agreement with the professional development statements may be the fact that more than half of CCP projects are performed for non-profit clients, which may provide fewer well-paying professional career paths for business graduates. On this premise, and due to student preferences, the Professor had tended over time to select more projects with business clients than not-for-profit organizations.

However, the Professor also considered another possible explanation. Student teams were tasked with preparing deliverables, which primarily consisted of promotions plans for their clients. The student teams’ process of preparing Promotions Management plans could positively affect the learning outcomes of understanding theoretical concepts without having the experience of developing professional perspectives. Student teams were tasked with preparing and presenting promotions plans to their clients, but not with executing them. Students were applying Promotions Management concepts, but were not actually promoting anything in the real world.

THE CASE FOR AN INSTITUTIONAL PROMOTIONS PROJECT

During the period of 2009 to 2011, the Professor became increasingly aware of issues related to the University’s enrollment management by way of personal service involvement with Integrated Marketing Team (IMT). The University of Wisconsin–Parkside ranks only twelfth in enrollment of thirteen four-year campuses in the University of Wisconsin System. Enrollment has grown only slightly during the past ten years, during which time a larger nearby University of Wisconsin campus grew substantially.

The case for an institutional promotions project lies in both the quantity and quality of incoming freshmen. The entering freshmen class at the University generally has a median high school class rank at the fifty-fifth percentile (i.e., the median freshman was just above the
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mid-point of his high school class in rank). Entering freshmen standardized test score medians are consistent with the class rank profile. This recruitment outcome has been statistically related to low retention rates and low graduation rates relative to other campuses in the University System. The Professor and the IMT have advanced an institutional objective of “sweetening the mix” by targeting better-prepared students who placed in the second quartile as determined by class rank or standardized tests.

The organic growth prospects for the University, Business, and Marketing enrollment seem limited as the number of births in Wisconsin’s traditional college-bound demographic segments began a cyclical decline in 1990. The prospects for expansion of its geographic territory seems limited as the University has been positioned as a local post-secondary institution for over forty years, and efforts to establish a brand for the University based on small-scale, magnet academic programs have met with internal resistance. The Professor recognized that the University was losing market share to larger competitors in a declining market of college-bound high school graduates, a veritable perfect storm for an institutional marketer.

The Professor considered this enrollment management problem during the two intervening years, and with the encouragement of his IMT colleagues and co-author, decided to offer a new type of CEPL project for the 2011 Promotions Management course. He decided to assign an institutional project in which all students would prepare and execute a promotional plan. This decision involved considerable risks, including potential declines in students’ perception of the effectiveness of the CEPL project component and declines in students’ overall course evaluations. Doubling these risks was the potential that the project might counter other institutional marketing or branding initiatives, or encounter internal resistance or lack of cooperation. The project could also fail due to the resistance of time-constrained promotions students, fully scheduled target classrooms, or unavailable resources.

STUDENTS WITH ACADEMIC TALENTS (“SWAT”) PROJECT

The design of this unique project format involved assigning the 32 seniors enrolled in the 2011 course to eight teams of four students each, based at least in part, on their high school alma mater or hometown of origin. The promotions students came to be known as “SWAT” (for “Students with Academic Talents”) team members, and the assignment came to be called the “SWAT” project. SWAT Teams were comprised of students from targeted and local (e.g., Kenosha or Racine Unified) school districts, and were assigned to visit high school and two-year college classrooms, selected as targets based on enrollment data. Business and Marketing instructors at targeted campuses were asked permission for SWAT teams to visit their classrooms during a six-week period. SWAT teams were instructed to prepare marketing presentations and panel discussions to promote the University’s Marketing program as a “destination major” to students on targeted campuses.

The Director of Educational Outreach of the CCP provided a regional directory of active teacher contacts for high school Business and Marketing courses. The Interim Director of Enrollment Management coordinated the assignment of admissions counselors for the on-site visits and the availability of materials and incentives. The Academic Advisor for the School of Business and Technology provided business promotional materials and feedback on student presentations.

SWAT teams rehearsed classroom marketing lessons and promotional panel discussions, and each team conducted approximately three 45 to 75-minute sessions in targeted classrooms. Twenty-two on-site sessions took place on 11 high school and 2 two-year college campuses during March and April 2011. SWAT teams elected their own leaders and took full responsibility for contacting the teachers to coordinate the specific logistics for their campus presentations and panel discussions. This assignment of responsibility to the student teams certainly involved another element of risk for the SWAT project, but students clearly improved in their efficacy with each campus visit they conducted. The primary difference between the 2009 and 2011 projects was that in the former, student teams developed client promotions plans, and in the latter, they executed an institutional promotion program.

RESULTS OF 2011 PROMOTIONS STUDENT SURVEYS

Promotions students’ perceptions of the SWAT experiment in the 2011 course were evaluated in the same manner as the 2009 client-based initiatives. Students perceived similar levels of agreement with the 2009 cohort to statements about their understanding theoretical concepts, realizing civic responsibility, and sensing personal growth (see Table 1). The 2011 students still agreed less with statements about developing professional perspectives than about the other three criteria. However, although not statistically significant, it is noteworthy that the greatest improvement between 2009 and 2011 results is that students agreed more that their CEPL
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Project positively affected their developing professional perspectives. The Professor speculates that this may be because of two reasons: 1. The SWAT teams included their own career goals as part of their panel discussions before the on-campus audiences. 2. The SWAT teams were actually promoting the Marketing program as a destination major, that is, they were not just preparing promotions plans, they were also executing their plans.

RESULTS OF AUDIENCE STUDENT SURVEYS

At the conclusion of each on-site presentation, the audience members were asked for their perceptions of the SWAT team’s Marketing presentation and panel discussion. Audience members were given prize drawings incentives, and 371 (nearly 100%) participated. The results show that the audiences enjoyed both the Marketing presentations and panel discussions (5.94 and 5.96 of 7.00; 7.00 = very much). (See Table 2) Audience members also increased their interest in attending college (6.15), pursuing a Marketing career (5.28), studying Marketing in college (5.08), attending the University of Wisconsin–Parkside (4.97), and studying Marketing at the University of Wisconsin–Parkside (4.50).

The results of the student survey and the consistent comments received from both teachers and class members indicate that the presentations and panel discussions were a success in enabling our marketing seniors to connect to the audiences. The degree of change in student interest declined as the survey questions became more specific, indicating a gradual progression of generating audience members’ interest in attending college, studying Marketing, attending our University, and, finally, studying Marketing at our University.

The intermediate-term effects of the SWAT program will be gauged further as coded interest cards, collected from students at the on-sites by admissions counsellors, are recorded in a prospect database. The database will track how many students apply, are admitted, and enrolled at the University. The long-term benefits of institutional promotion will be determined, in part, by the number of prospective students in the target audience.

Table 2. Audience Student Perceptions of Marketing Presentations and Panel Discussions

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Response Mean</th>
<th>s.d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyed Marketing Presentation (1 = Not so much; 7 = Very much)</td>
<td>5.94</td>
<td>1.04</td>
</tr>
<tr>
<td>Enjoyed Panel Discussion (1 = Not so much; 7 = Very much)</td>
<td>5.96</td>
<td>1.04</td>
</tr>
<tr>
<td>Interested in Attending College (1 = Less; 7 = More than before)</td>
<td>6.15</td>
<td>1.11</td>
</tr>
<tr>
<td>Interested in Marketing Career (1 = Less; 7 = More than before)</td>
<td>5.28</td>
<td>1.33</td>
</tr>
<tr>
<td>Interested in Studying Marketing (1 = Less; 7 = More than before)</td>
<td>5.08</td>
<td>1.37</td>
</tr>
<tr>
<td>Interested in Attending University of Wisconsin–Parkside (1 = Less; 7 = More than before)</td>
<td>4.97</td>
<td>1.44</td>
</tr>
<tr>
<td>Interested in Studying Marketing at University of Wisconsin–Parkside (1 = Less; 7 = More than before)</td>
<td>4.50</td>
<td>1.47</td>
</tr>
<tr>
<td>How Changed Impression of University of Wisconsin–Parkside? (0 = No Comment; 1 = Comment)</td>
<td>71.7%</td>
<td></td>
</tr>
</tbody>
</table>
who ultimately become Marketing students in the Professor’s courses.

**IMPLICATIONS FOR PRACTICE AND FUTURE RESEARCH**

The SWAT project is seen to be no less effective than client-based projects to benefit students in achieving the four objectives of CEPL identified previously by Munter, et al. (2009). However, the model is also a potential vehicle for institutional marketing. This finding may have practical implications to other institutions like the University of Wisconsin–Parkside, which faces a perfect storm of enrollment challenges: declining high school graduate population, branding as a local, post-secondary school, and intense competition from larger public institutions. The SWAT program allowed high school and two-year college students to see the academic and personal lives in the faces of the successful promotions students. Many college Marketing seniors sat in the same classrooms, in the same high schools, facing the same college and career decisions less than five years in the past. Future intermediate- and long-term tracking and research will assess whether the risks taken in pursuing an innovative institutional promotions project will produce rewards in recruiting from targeted high schools and two-year colleges.

**CONCLUSIONS**

Though students’ may express their concerns to faculty about the amount of time involved in client interaction and preparation of deliverables for CEPL projects, the authors believe that the time costs to the students are offset by a combination of recognizable benefits in understanding theoretical concepts, realizing civic responsibility, sensing personal growth, and developing professional perspectives. The SWAT experiment proved to be at least as beneficial based on student perspective as previous very successful CEPL initiatives in this Promotions class. Additionally, this research suggests that institutional marketing through CEPL projects may be effective in reaching target student audiences. The risks of undertaking an innovative project type may have paid off in greater rewards.

More research and intermediate term tracking in this area are generally recommended by the authors to facilitate the advancement of CEPL practices, which effectively benefit Marketing students. The authors suggest that future SWAT-type initiatives seek permission for pre-tests of perceptions of target audiences on relevant criteria.

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INNOVATION AND SOCIAL MEDIA: THE DEVELOPMENT OF A NEW INTEGRATED MARKETING COMMUNICATIONS COURSE

Sara G.N. Kerr, St. Catherine University
Mary U. Henderson, St. Catherine University

REFEREED PAPER

ABSTRACT

It is a given in the marketing world that social media is not a fad. The authors present a teaching opportunity centered on addressing student and employer needs around social media and writing in a dynamic technological environment. They explore pedagogy, teaching in the public sphere, and textbook source challenges in designing a new Integrated Marketing Communications course within a constantly evolving digital environment. Students put social media theory to practice on Twitter, Facebook, and LinkedIn, in their blogs, and by developing a comprehensive integrated marketing communications plan.

INTRODUCTION

Whether social media is a marketing panacea (Coleman 2011) or not, our business graduates are confronting changing employer expectations around marketing communications. Per ongoing communications with employers, internship managers, and recent graduates, the authors learned that employers require Web 2.0 social media strategy and writing skills. Simultaneously, the authors and their department colleagues noted an observable decrease in writing skills. Students weren’t using slang or emoticons; they were simply pedantic and verbose. It’s something Ben Yagoda (2011) calls “clunk” in a recent Chronicle of Higher Education blogpost.

DYNAMIC EXPECTATIONS AROUND MARKETING COMMUNICATIONS

Our teaching goal is to meet these student and employer needs around social media and writing in a dynamic technological environment. Through internal and external assessment and as a result of a major overall Marketing/Management program review, we identified two teaching challenges: students must write well so they can effectively communicate through various social media tools and they need to understand how to leverage social media in order to compete in the global marketplace. The business administration deemed these teaching challenges critical to our students’ learning and professional development.

As a result, the instructor designed a new integrated marketing communications course grounded in traditional marketing principles that incorporates the most current social media tools. According to Kotler and Armstrong (2012), “…marketing managers face some new marketing communications realities. Perhaps no other area of marketing is changing so profoundly as marketing communications, creating both exciting and anxious times for marketing communicators” (p. 409). In the last five years, many organizations have changed their promotional mix to incorporate social media in addition to the traditional means such as advertising and public relations.

We have received feedback from site supervisors at internships reflecting an expectation that undergraduate juniors and seniors, particularly marketing and sales students, should know how to utilize social media. Internship job descriptions often include responsibility to work on the organization’s social media relationships. Today, it is assumed that Millennial students will know how to work with various social media tools since there are digital natives (Prensky 2001) having grown up with the computer, they will know how to work with various social media tools. However, according to a June 2011 survey of our business students working in summer internships, 50% of them use social media (Kerr 2011). Facebook, LinkedIn, and Twitter are the most frequently utilized social media tools in internships. In this same survey, students indicated they did not feel qualified to
work with some of the tools. Thus while social media expectations are high, half of our students did not possess these skills.

**A NEW COURSE**

The new course, Integrated Marketing Communications, housed in the Business Administration Department, fully complements other principle courses within the marketing major, preparing students for the dynamic needs of the marketplace. Learning goals for Integrated Marketing Communications include interactive communication, writing across the curriculum, and concise and civil writing in traditional and new media. These goals are in addition to accepted marketing communication learning outcomes. As per Kotler, “Integrated Marketing Communications calls for recognizing all touchpoints where the customer may encounter the company and its brands” (p. 412).

The new course transformed an old, interdiscipliary class that relied heavily on traditional promotional writing, such as press releases, into an integrated marketing communications class that promotes interactive communication between businesses and their customers. As heralded by David Meerman Scott in one of the course books, “The tools of the marketing and PR trade have changed” (2010). Scott expands upon the dynamic marketing landscape with, “The Internet has made public relations public again, after years of almost exclusive focus on media. Blogs, online video, news releases, and other forms of Web content let organizations communicate directly with buyers.” By marketing directly to customers, companies are able to “. . . strong customer relationships in order to capture value from customers in return” (Kotler and Armstrong 2012). Therefore a critical component of this new course is for marketing students to understand the value of social media in building connections with customers.

From a pedagogical perspective, Integrated Marketing Communication teaches writing across the marketing communication curriculum in the public sphere of blogging, social networking (LinkedIn, Facebook), microblogging (Tweeting), and social bookmarking (Diigo, Delicious, Stumble Upon, etc.). Projects, marketing theory, and new media coalesce into a multidimensional plan for a local business for the final course project. Unasked, students used their blogs to reflect on this course, “When we met for the first time the thought of writing an IMC plan was a daunting though for me, but [the instructor] breaks up the process in several manageable steps so, at the end, you are impressed and surprised with what you have created . . . Prior to taking this course, I was aware of the different types of social media but wasn’t exactly sure what target markets and purpose each of them served or appealed to. I now have a much better idea, thanks to this class” (Schrempp 2011).

By writing in the public sphere the course teaches civility. Our students are governed by a student conduct policy as well as First Amendment protection, which affords them a right to express themselves. Sometimes these come into conflict with each other. In class, we studied the case of Minneapolis blogger, Johnny Northside who was sued over a blog post that caused his subject, Jerry Moore, to lose his job at the University of Minnesota. The case created significant controversy and was closely watched by constitutional law experts and free-speech advocates: “Jane Kirtley, a U of M professor of media law and ethics, called the lawsuit an example of ‘trash torts,’ in which someone unable to sue for libel, which by definition involves falsity, reaches for another legal claim. She predicted the verdict will be overturned. ‘This is based on expression, and expression enjoys First Amendment protection,’ Kirtley said” (Simons). This case is used as an example of risks associated with writing in the public sphere. In Civil Discourse in the Age of Social Media, Junco and Chickering, assert that institutions need to “create policy statements that frame online interactions as a civil space and provide support for teaching critical evaluation of online material” (2010). In the classroom, the instructor and students role-play using blog entries to present dissenting or critical opinions with respect and courtesy.

**AN ITERATIVE APPROACH TO COURSE DEVELOPMENT**

By teaching this course four times during the last year, the instructor applied action research techniques, formulated a writing skill hypothesis, and tested several tactical solutions to best achieve the previously stated learning goals.

Action research (Mertler 2009, p. 4) is a model in the words of Naima Prevots (2009) that provides an educator with an opportunity to “explore areas of interest, grapple with areas of concern, reflect on their practice, and collect data that will improve their teaching and the lives of their students.” This approach is an ideal framework for the instructor to qualitatively measure her success in teaching writing and technology concurrently and adapt her pedagogy to best meet student needs. For example, in the course’s first iteration (Fall 2010), students created integrated marketing communications plans for both small, local companies and multinationals. Through discussion and feedback on a class and project level, the instructor
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and students assessed their perceived learning based on the scope of their project (real and local vs. hypothetical and large). While all students learned and effectively applied integrated marketing communication theory, the students who worked on real projects had a deeper understanding of how to best leverage available tools be they traditional or new media given the limitations imposed by the situation and their client.

Although there is not agreement regarding the effect of social media use on academic outcomes (Junco and Cotton 2011) the instructor questioned whether informal communication, such as instant messaging, texting, and social media status updates were eroding writing skills. This hypothesis is supported by Junco who stated students “. . . are prone to write English in the same manner that they use during their IM chats” (2005). Given this situation, the instructor chose to emphasize the best practices of writing-intensive pedagogy in the realm of social media. Thus blogs are read and commented on by the instructor, fellow students, and anyone in the public who happens to find them, or in the parlance of social media, “stumble upon” them. Twitter is used to both seek real-time information about customers, but also to write in the preferred voice of the client. As Foroughi states in the Online Journal of Workforce Education and Development, students who used Twitter “practiced writing concise thoughts, developed sensitivity to one’s audience and connected with practitioners in their field” (2011). The major writing project, the integrated marketing communications plan, is written in GoogleDocs where all team members and the instructor are collaborators. As described by Julie Meloni (2009) on the Profhacker blog, GoogleDocs provides rich editing, commenting, and revision capabilities while preserving the work from hardware crashes and making it available and trackable to all collaborators, all the time. Using a multi-dimensional writing rubric, the instructor assessed student writing skills over the length of the course and identify measurable improvement.

There are two innovative concepts reflected in the aforementioned tactics that permeate this new course. One is using the assumed problem of social media causing poor writing to try and solve that problem. The other is using Web 2.0 tools to teach students how to use Web 2.0 technology. Per Minocha, students and educators who utilize Web 2.0 tools both benefit from peer-to-peer learning, reflective learning, [transferable] skill development, immediate (instantaneous) support from the educator and fellow students, and social engagement” (2009). The inherent benefits of Web 2.0 tools stated above correlate to conventional definitions of good teaching or pedagogy: problem- and inquiry-based learning, active, dialogic and collaborative learning, connectivism, and constructivism (De Freitas and Conole 2010, Foroughi 2011).

In combination, this dual approach improves business writing along with teaching students the marketing power of writing well while utilizing technology. As author, and Geek Factory CEO, Peter Shankman asserts, “BAD WRITING IS KILLING AMERICA. Good writing is brevity, and brevity is marketing. Want to lose me as a customer, forever, guaranteed? Have a grammar error on any form of outward communication.” One can say that when students are writing, revising, and applying marketing theory, they are learning the most current and widely used Internet-based technologies in business. And doing it well.

CHALLENGES

The principle challenges in this approach are teaching in a public space with its inherent privacy concerns, creating pedagogy real-time due to the dynamic nature of the subject, the dearth of current textbooks, and designing an efficient methodology to access a plethora of web-only articles.

To address privacy, students are instructed how to set up various accounts, such as a WordPress blog, anonymously and to manage the access and sharing settings in others, such as Facebook. To demonstrate the richness and immortality of Internet data, students are required to “Google themselves,” analyze how their Internet presence could be interpreted by future employers, and orally present their findings to the class. Conversely, students are also taught how to manage their personal Internet brand by utilizing their real names in their blog titles and connecting them to their Twitter and LinkedIn accounts. These brand savvy students are often delighted to see their blogs appear on the first page of their Google search even if they have a common name. Setting up a Google Alert, students learn, is a free and easy method to manage how they present themselves electronically. Riva Richmond in The New York Times reported in April 2011, that “The harder part is masking the information. It’s often possible to remove information yourself, though it will probably be a time consuming ordeal.” Thus class time is spent applying brand management on a personal and business level in the classroom to remove or devalue inaccurate or misleading data.

Due to the lack of up to date textbooks pertaining to new media, the instructor sources and curates pertinent information found online. There is significant challenge
in discovering relevant and applicable material that is suitable for an academic environment. The instructor follows leading scholars and industry experts via their Twitter feeds, blogs and on-line journals to stay abreast of industry change. These materials are written for business use. Part of the instructor’s pedagogy for this course involves translating this information into content that is applicable in the marketing classroom.

Once the sources are identified and translated for the classroom, the next step is efficiently delivering this information. In the fall of 2010, the instructor provided the students with pages of web links on a Microsoft Word document via email for reading and discussion. Next, the links were transferred to Blackboard where they loaded faster. Finally, for the summer 2011 section, the web links were saved to Diigo.com. Diigo is an underused (Allen 2010) social bookmarking website with an educator portal that allows teachers to highlight, provide commentary, and organize lists of links into common collections. Diigo improves the instructor’s efficiency by allowing her to read, source, organize, annotate, and store web articles from anywhere with an internet connection. Simply discovering Diigo is an example of real-time pedagogy. The instructor believed an educational use for social bookmarking might exist, researched various tools, and then sought practical advice by asking her Twitter followers about their use and experience with them. This act of Web 2.0 crowdsourcing (Howe 2006), is yet another example of the leveraging technology to teach students how to strategically use technology.

FEEDBACK

Students enter this new course excited, apprehensive, and sometimes unconvinced of the business case for social media. Per anonymous instructor evaluations and ongoing social relationships between the instructor and her former students via blogging, Tweets, Foursquare check-ins, and the odd phone call, we learned the following: Students matriculate from the course with an appreciation of the nuance required to integrate Web 2.0 tools in a marketing communications plan, an appreciation for effective 140-character communication, and a sophisticated understanding of personal Internet privacy and branding. When asked in an anonymous survey if they could strategically use social media for an organization, 80% of students said they could having taken the class, where as none (0%) could prior (Kerr 2011). A student blog comment summarizes their attitude; “I would love to audit this in about a year” (Taylor 2011). This quotes illustrates the dynamic nature of the topic and the pedagogical effectiveness of the course.

From an employer perspective, “Companies must also communicate their value propositions to customers, and what they communicate should not be left to chance. All communications must be planned and blended into carefully integrated programs (Kotler and Armstrong, p. 407). The rapid advancements in technology and social media provide an opportunity for companies to connect with prospects and customers in an engaging way. Students know this and understand how this new course will affect their employment and internships. Student interns report that they are excited to take this new course, “I just had an informational interview with a Marketing Dev. Mgr here at 3M. The first thing she mentioned in the meeting was Social Media and having skills around Facebook, Twitter, ebusiness, websites. I wanted to share this with YOU . . . . I am so excited to be in your Integrated Comm. class this semester learning the skills that are in demand at 3M and will allow me to position myself as an expert (hopefully by the end of the semester) in this area!!!!” (Schill, personal communication, June 1, 2011).

In the Integrated Marketing Communications course, students learn the theory and practice of social media, and they increase their knowledge of writing and technology. They understand and apply methods to build relationships with customers and deliver value for the company. As a result, they are better prepared to address the opportunities ahead in their marketing careers. Based upon our initial learning and observations, the authors believe this course is meeting student needs and employer expectations around social media and writing in a changing, technological environment.

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Social media is now a part of almost everyone’s life today. Permeating our personal and business lives, students at all levels of the education system are using these tools without any formal education. Millennials are the first ‘always on’ generation with a high level of expectation about their access to leading edge technology in the workplace (American Society for Training & Development 2010). Improving the skills and knowledge base of today’s students to prepare them to be competitive and to lead in the digital economy of the future is essential. For the first time in history, the emerging generation has a technological competence greater than their parents. A recent study from Ipsos OTX MediaCT Ipsos (Schiffer and Sabino 2010) suggests that kids are becoming digital sophisticates by the age of 12 and that they are influencing the family consumption and usage of media. Despite this influence and perceived digital literacy, there is still a considerable lack of knowledge in many areas, particularly social media (Government of Canada 2010).

In February 2010 Pew Internet and American Life Project (Lenhart et al. 2010) reported that 73% of wired American teens are using social media and a 2010 Nielsen study (Nielsen Company 2010) on teen use of text messaging found that teens were sending and receiving an average of 3,146 text messages a month. However, appropriate usage of the media is still a challenge. In today’s technological environment where multiple systems access the Internet including most cell phones, children have autonomous access to the Internet and social networking sites. Combining this with the lack of understanding and experience of parents on the safe and effective method of utilizing these tools and a significant education gap is emerging.

In order to address this gap, and to prepare today’s children for the technological workplace of the future, education needs to occur in the pre-K-12-post education environment. Rather than attempting to ban access to social networks and social media within educational environments, the Youth Safety on a Living Internet report stated that “based on the research and the opinions of several experts, one of the biggest risks to children may be adults who try to shut down the informal learning involved in their use of Internet technologies at home and school” (Online Safety and Technology Working Group 2010). What complicates this suggested approach is the fact that most parents and teachers are “digital immigrants” trying to impart knowledge onto students who are “digital natives”. For individuals entering the job market for the first time, it is seen as beneficial to enter with an existing understanding and knowledge of social media. Herein lies an opportunity. With pre-existing knowledge of social media providing an opportunity to access the job market hidden in social media and to be more employable, a logical place to develop such knowledge is in an academic setting. If social media knowledge and intelligence were taught in an engaged academic setting, before individuals enter the work force, it would be possible to bridge the gap between schooling and social media that many of today’s graduates encounter in “the real world.”

More and more, educators are starting to grasp the importance of pupils understanding, “the fundamental areas of the medium” and the power in “arming students with the tools to carve out a career in the social media sector” (Davis 2009). Given the emerging role of social media in marketing, communications, customer service and other integral components of business operations, such education also presents opportunities for a wide range of careers that have been enriched by their adoption of social media. Some universities are already seeking to bridge the gaps between personal, academic and professional use of social media. Memorial University in Newfoundland and Labrador offers a ‘Personal Branding with Social Media’ course that includes the application of theory and best practices in online reputation management. Other universities such as Harvard and Columbia are currently taking steps to include it into their curriculum (Saadi 2010). Progressive educators see a restrictive response as “not protecting [students] today so much as handicapping them tomorrow.” Increasingly, educators are seeing the value in helping students to have a better understanding of the implications of their online actions and, “to understand that the digital footprint they leave matters” (Smith 2010).
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The reality is that youth are using all kinds of social media tools that they have taught themselves. In many households, the children surpass the technical knowledge of the parents before they reach their teen years and with a few exceptions, educators are not providing them with the in-depth understanding necessary. I propose the following model is representative of the varying levels of understanding with respect to social media. Many parents and educators have Social Media Awareness, they may have a Facebook account, but are not actively engaged and typically “do not get” social media. Most kids today are referred to as being ‘digital sophisticates,’ but in reality, they only possess Social Media Knowledge, the ability to use and understand social media. The goal (and the challenge) is how to move them to the ultimate level of Social Media Intelligence. At this level, they have a complete understanding of the implications and strategic application of social media.

Most schools continue to discourage or ban the use of social media despite knowledge that students of all ages are active users of and contributors to social media in their personal lives. Those being receptive to the importance and benefits of social media are being cautious, adding digital citizenship to the curriculum, setting policies for online student conduct that communicate a commitment to safe and flexible social media education and are using social media tools as a means to teach (Ali 2010). It is important that, in seeking to educate students on social media, a critical attitude towards technology be developed; “not that we see it in a negative light, but that we see it with all its nuances and power” (Brooks 2009). Embracing or rejecting technology, “without a clear vision of how it complements or confounds our pedagogical goals” will not lead social media education in the right direction (Brooks 2009). Based on the importance of social media in many professional roles, limiting student education on social media may translate to limitations further down the road when students are required to switch from their understanding of social media for personal use to use of social media in a professional capacity. “The fact is, social networks are here to stay, and with our without rules, kids are going to use them” (Ali 2010). “They’re creating all sorts of content . . . [and] they’re becoming Googleable without us” (Richardson 2008). If students are unable to receive the guidance that they need from home, and it is not provided for them in the classroom, they run the risk of embarking on a journey where they are forced to ‘learn from their mistakes’ in the social media space.

The potential impact of a misstep within ones youth being forever implanted on the Internet needs to be prevented in a world where “Google Never Forgets.” “It’s a consequence of the new Web 2.0 world that these digital footprints – the online portfolios of who we are, what we do, and by association what we know – are becoming increasingly woven into the fabric of almost every aspect of our lives” (Richardson 2008). While evidence exists of individual teachers succeeding with pilot projects incorporating social media into the curriculum, there is a lack of a cohesive, social media educational curriculum in place to provide students with the skill sets they need to compete and succeed in the globally connected economy of today. References available upon request.

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MARKETING THE MARKETING DEPARTMENT: AN EXPLORATORY LOOK AT SOCIAL MEDIA USAGE

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REVIEWED PAPER EXTENDED ABSTRACT

Given the high use of social media by business to market their organization and communicate with customers, it’s logical to expect that academic marketing departments should, and would, be fluent and active in using social media to promote the department’s activities. Attracting students to the university is only one benefit associated with social media. Social networks such as Facebook or LinkedIn provide a means in which to communicate with students and external constituents such as alumni, local businesses and employers, who can provide internships, class speakers, advice on what is happening in industry, live projects or case studies, employment opportunities, and possibly financial support. Social media provides a relatively inexpensive way to build and strengthen these relationships, which in turn will benefit students by increasing students’ professional network and opportunities for contact. This will help students grow professionally and give them an edge in a competitive job market. This study examines the extent to which social media is being used by marketing departments at traditional 4-year comprehensive universities to promote their department’s students, faculty and activities. The study also examines social media usage for promotional purposes by business colleges and universities as a whole.

A judgment sample was used to select 34 traditional public 4-year comprehensive institutions, similar to that of the author’s home institution based on factors such as number of full time equivalent (FTE) faculty, number of full-time versus part-time faculty, operating budget, endowment, college of business enrollments and budget per FTE. Business enrollments range from approximately 830 to 3,500. Total faculty full-time equivalents range from 27 to 90, with full-time faculty ranging from approximately 25-85. Operating budgets range from $2.7 million to 10.5 million according to AACSB business school profiles.

To determine usage of social media, four popular social media sites are examined: Facebook, Twitter, LinkedIn and Blogs. The website for each university is examined, looking for the relevant social media icons or words. Given that university websites typically have numerous links and pages, and the impossibility of examining every page or link, a set procedure is used to consistently observe each website. At each level, university, college and departmental, the home page is examined. In addition, the researcher clicked on predetermined links, also looking for social media icons or words. At the university level, the front page is examined, as well as the alumni link, current students link and career services link; never, however, going more than one click/link away from the homepage. For the business colleges and marketing departments only the front page is examined (one link away from the university home page or college of business homepage, respectively).

The findings suggest that at the university level, all use some form of social media with 100 percent showing use of Facebook and Twitter, 68 percent showing use of blogs and 44 percent showing use of LinkedIn. At the college level, 56 percent of business colleges show the use of some form of social media with about 41 percent showing use of Facebook, 21 percent showing use of Twitter, 24 percent showing use of blogs and only 15 percent showing use of LinkedIn. At the departmental level, only 12 percent of academic marketing departments examined show the use of at least some type of social media on their website. Surprisingly less than 10 percent show the use of Facebook, 3 percent show the use of blogs and no departments of marketing show the use of Twitter or LinkedIn.

The primary limitation of this study is that it examines the extent to which marketing departments, business colleges and universities use social media for promotional purposes as reflected on their website. Educational organizations may be utilizing these sites but simply have not added the icons, or information, yet to their website. Or, it may be on the website but may appear on web pages deeper in the website than examined in this study. It is very likely that individual faculty or administrators are using social media, such as LinkedIn or Facebook, for communication with
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colleagues or students, but not for promotional purposes; and, thus, it is not reflected on the organization’s website. The statistics in this study should be viewed as a conservative estimate of social media usage for promotional purposes by academic marketing departments, business colleges and universities.

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**HELLO iPAD. GOODBYE TEXTBOOKS?**

*Philip M. Hurdle, Elmira College*

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**ABSTRACT**

A review of the reasons that electronic textbooks are gaining popularity over traditional textbooks and how the iPad from Apple Inc. offers greater potential to replace today's traditional textbooks than netbook and laptop computers. The iPad fits into the lifestyle of today's college students and is easy to learn.

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**INTRODUCTION**

“Okay, Students. Take out your textbooks, please. Let's take a look at the data provided with the case we've been talking about. Your textbooks. You know, the ones the syllabus states that you should bring to class each day.” Students answer my request with blank stares and silence. A couple of students look up from their laptops, possibly annoyed that their FaceBook time has been interrupted.

Due to their cost not all students purchase courses’ required texts. According to the College Board, the cost of books and supplies for the 2010–2011 academic year averaged $1,137 at four-year public colleges (2005). And those who do purchase the text or borrow a classmate’s don’t necessarily use it. In a study of psychology students, it was found that only 27.5 percent read the assigned textbook readings before class and 70% before an exam (Clump, Bauer, and Bradley 2004).

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**THE PROBLEM WITH TRADITIONAL TEXTBOOKS**

It’s no wonder that students balk at purchasing traditional textbooks. They often include outdated material due to their lengthy publication cycles, offer narrow perspectives due to a limited number of authors, provide a passive medium that is simply read, and, therefore, does not promote active learning, and contain only links to multimedia and relevant Web sites (O'Shea, Onderdonk, Allen and Allen 2011). Not only have textbook prices steadily increased, students in the classrooms have changed. Today’s students are the “virtual” generation. They have a learning style unlike their predecessors’ verbal and then visual learning styles. Students of the virtual generation are computer savvy, comfortable acquiring information non-linearly, learn by themselves at their own pace and time, and think of learning as fun (Proserpio and Gioia 2007).

Electronic textbooks are one of many technologies that over the years have promised educators enhanced learning opportunities. A second-order meta-analysis that analyzed 40 years of research on the effect of technology in classrooms from kindergarten through college revealed a significant positive small to moderate size effect favoring use of technology over more traditional, technology-free instruction (Tamim, Bernard, Borokhovski, Abrami, and Schmid 2011). In college classrooms computer aided instruction (CAI) has been found to be a valuable tool for improving performance outcomes in the traditional college classroom (Timmerman and Kruepke 2006). In business school education the use of technology has been found valuable in accounting classes (McVay, Murphy, and Yoon 2008), as well as in marketing classes where undergraduates relied on technology more in preparing for class than on reading the relevant chapters of the textbook (Debevee, Shih, and Kashyap 2006).

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**WILL ELECTRONIC TEXTBOOKS REPLACE TRADITIONAL TEXTS?**

Textbooks in digital form, called electronic texts, e-textbooks, or e-texts, have the potential to replace traditional textbooks. E-textbooks are widely available, offer a substantial cost savings over standard texts (often 50%), and presumably appeal to the virtual generation. E-textbooks allow students to search the text, highlight text passages, make notes, and jump to web links embedded in the text. E-textbooks have been found to facilitate student communication and collaboration with fellow students, faculty members, and advisers, in addition to allowing students to more effectively organize, store, and share files (SOLNIK 2010). Students in an introductory psychology course reported spending less time reading electronic texts than students who read traditional texts, but final grades received in the course between the two groups did not differ significantly (Shepperd, Grace, and Koch 2008).
Textbook publishers are rushing to meet the popularity of e-textbooks. CourseSmart (http://www.coursesmart.com), one of many providers of electronic textbooks and digital course material, offers electronic versions of more than 90% of core higher education textbooks produced by major publishers. The electronic textbooks can be purchased (subscribed to) for a period of 180 days, for as much as 60% less than the print versions and offer subscribers print, search, copy, and paste functions (Zucker 2011).

A significant drawback to using e-texts is their limited life span. Typical e-textbooks are rented or subscribed to for a defined period of time (often 180 days), at the end of which they are automatically rendered inoperable on the computer onto which they were installed. Another concern about using e-textbooks is where they reside once downloaded. Many subscriptions allow students to use the material only from the computer to which it was downloaded. Once loaded onto a desktop computer, students cannot transfer or share the material on a separate device.

AND NOW THE IPAD

Tablet computers – mobile devices that connect to the Internet, have a form factor larger than smart phones, use a touch screen, and contain a virtual keyboard – are the latest entry into the digital classroom. Tablet computers are the leading contender to replace traditional textbooks and provide opportunities for a variety of CAI functions in addition to allowing users to work with e-textbooks. Among the growing field of tablets available today, Apple’s iPad and, more recently, the iPad2 have become the most popular. First made available in April, 2010, Apple, Inc. sold 25 million iPads in its first 14 months on the market (Forstall 2011).

Despite its popularity, the iPad faces stiff competition for student dollars. The virtual generation has or would like to own a smartphone; a digital music player; a television; a DVD or Blu-Ray player; and one or more desktop, laptop, or netbook computers. Of the three types of computer that a student might use to replace the traditional textbook, the netbook computer appeared to be the most viable computing platform until the arrival of the iPad.

Compared to netbooks and laptops, which might vie for space on a classroom desk, the iPad was found to weigh the least and offer the most portability, along with an engaging design and feel, intuitive interface, and long battery life (Waters, 2010). To their credit, netbooks are less expensive, offer a physical keyboard, and provide large volumes of storage. Additionally, netbooks support Adobe Flash and typically run Microsoft Office applications. Laptop computers offer many advantages over tablet computers and netbooks but are relatively heavy and expensive and are inconvenient to use in a classroom on a small desk.

The iPad was released into a thriving software ecosystem established for its siblings, the iPhone and the iTouch. Applications for the iPad, including e-textbook readers, are available through Apple’s iTunes, an intuitive web site that the virtual generation has been downloading music from since the original iPod was released in 2001. Setting up an iPad and purchasing applications through iTunes is easy and familiar to students who have been downloading music from the iTunes store since middle school.

The iPad turns on instantly and is advertised as having a 10-hour battery life. The 9.7-inch screen is bigger than a netbook’s, and its 1024-by-768 pixel density provides significantly higher quality than a netbook’s. It offers Wi-Fi that automatically finds available networks and Bluetooth technology, and select models provide 3G on either AT&T or Verizon networks. The device’s built-in accelerometer, three-axis gyroscope, and compass work together to allow applications to adjust to movements of the user and the device. It can be customized to support different languages and turn text to speech. The iPad2 has front and back facing cameras that provide high definition video that, along with audio recording, allow students to record a lecture or take photos and videos of what is being presented to the class. Netbooks have, at best, low quality webcams and microphones and speakers.

iPads are not the perfect solution for all students in all situations. The device doesn’t support Adobe Flash, a popular software program that provides computer animations. With its touch screen keyboard, students may want the optional wireless keyboard for their 20-page papers. When the keyboard is called up on an iPad, it consumes a large portion of the screen. Its 64 GB internal storage is significantly less than the storage offered on netbooks or laptops. The iPad is currently constrained by the need to connect it to a laptop or desktop computer to download applications and their updates. Netbooks and laptop computers offer multitasking similar to desktop computers; the iPad offers multitasking, but only one application at a time is visible on screen.

For applications the iPad has a tremendous selection including iWorks from Apple that includes word pro-
cessing, spreadsheet, and presentation, while netbooks can use Microsoft Office applications and Adobe Flash. The file system on the iPad2 is hidden from the user, and it’s a challenge to share files with other applications and other computers.

The advantages that netbooks and laptop computers have over the iPad will lessen in time, except, of course, for the relatively high price of the iPad. Tethering to a laptop or desktop will no longer be necessary after Apple releases the next operating system for the iPad, iOS 5. The new operating system software will use over-the-air networking for setup, acquiring and managing applications, and synchronizing content with other Apple devices. To minimize concerns about memory, Apple will offer a free service called iCloud, Apple’s implementation of cloud computing, that will provide to all users 5 GB of free storage of data and applications on central, remote servers. iPad users will be able to use iCloud to share and collaborate on word processing, presentation, and spreadsheet documents created by Google Docs (http://docs.google.com.demo) and Apple’s iWork applications.

In addition to allowing students to conveniently bring electronic textbooks to class and participate in all manner of class-wide CAI activities, students can use an iPad to anonymously question the instructor during class without interrupting the class and, more important, without the fear of appearing to classmates that they don’t understand the material. An important use of a classroom full of iPads is in the area of outcomes assessment. iPads can essentially replace various forms of audience response systems (ARS), commonly known as clickers, which have been shown in nursing education to encourage participation, motivate students to answer questions and interact with the subject matter, and significantly increase course satisfaction scores (Filer 2010). Accounting students who used student response system (SRS) technology have been found to perform significantly better than students in non-SRS technology courses (Edmonds and Edmonds 2008).

**DISCUSSION**

Is the traditional textbook the next classroom fixture to be replaced by technology? Some think so. Bill Gates, past chief executive officer of Microsoft Corporation, was interviewed by Walter Isaacson, President and CEO of the Aspen Institute, at the 2010 Aspen Ideas Festival in Aspen, Colorado, on July 8, 2010. Gates was asked, “Why do we have textbooks, and when are we going to get rid of them?” He responded with, “In the next three or four years, some evolution of the Netbook or iPad or phone will be adequate for engaging in that textbook in an interactive way” (Gates 2010). Many colleges and universities are exploring the use of iPads. At the C.W. Post campus of Long Island University in Brookville, New York, approximately, 1,000 incoming freshmen and 500 transfer students were given iPads, and all full-time undergraduates were offered a substantial discount on the device (Solnik 2010). In 2010 Seton Hill University in Greensburg, Pennsylvania, gave faculty and all 1,200 full-time students an iPad, and all new full-time students will receive an iPad2 in 2011. The cost of providing the tablet computers is covered by students’ technology fee (Goral 2011). During the fall 2010 term Reed College conducted a pilot study using iPads and concluded, “Based on the results of our iPad study, we believe that the adoption and use of iPads and similar devices will grow rapidly, both at Reed and throughout higher education” (Marmarelli and Ringle 2011, p. 8).

Will college teachers be ready to take advantage of the iPad? Mastering a new computer platform and taking the necessary time to select tools, applications, and content and to anticipate the learning issues can take significant amounts of time (Huang and Behara 2007; Peluchette and Rust 2005). Many concepts and practices necessary to effectively integrate the use of the iPad into the classroom have already been mastered by faculty using desktop and laptop computers and netbooks, especially by those who have been using Apple products. Likewise, a multitude of Web 2.0 activities such as blogs, Wikibooks, and social networking will remain the same. Only the platform is different.

Are the days of heavy and costly textbooks numbered? It’s quite likely that digital texts will become a more viable alternative to traditional textbooks as students face higher and higher costs of attending college. The iPad fits into the digital lifestyle of the virtual generation more easily than netbooks and laptops and can easily handle any other CAI activity in a college classroom.

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COMBINING PEER AND TEACHER ASSESSMENTS OF GROUP PROJECT WORK (GPW): SOME ALTERNATIVE INTEGRATION METHODS

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ABSTRACT

This paper is a sequel to an earlier one (Onyia and Allen 2011) that examines the efficacy of two innovative peer-assessment templates (PET and PACT) introduced to enable students provide progressively documented evidence of their fairness in evaluating their peers’ contributions to GPW. This one presents three alternative methods of integrating peer and teacher assessments, including the equal weighting, unequal weighting and modulation methods. These methods can help a teacher combine his/her scores with those from students’ peer assessments in order to achieve fairer final grades for students in a GPW that involves individual or group written-reports and presentations.

INTRODUCTION: THE ROLE OF GROUP PROJECT WORK (GPW) IN BUSINESS EDUCATION CURRICULUM

Group project work (GPW) involves students learning in seminar groups of about 12 to 18 members (Bean 1996; Light and Cox 2004) or working on group coursework assignments in smaller groups (also known as teams) of about 5 to 6 members per group (Atherton 2005). The effectiveness of GPW as a method of student-centered learning in business education cannot be over-emphasized. It encourages collaborative learning among students (Li 2001). It engenders a “student-controlled” learning environment (Schelhout et al. 2004). It also enhances “individual accountability and positive interdependence” amongst students (Prins et al. 2005). It helps students in “undertaking substantial project work” (Atherton 2005).

Existing research also indicates that students learn more from each other when they work in small collaborative groups by studying educational materials, critically analyzing theories, writing up reports, making presentations, and assessing each other’s contribution to the group work (Van den Berg et al. 2006; Almond 2009). In addition, when students work on coursework projects in small groups, Johnston and Miles (2004) are of the opinion that it helps them in many ways. Citing Mello (1993), the authors note that it affords the students the opportunity to open up to their peers’ points of view and to develop more comprehensive assignments and projects that are not possible for one individual alone to accomplish. Another benefit is that it enables them to develop interpersonal and teamwork skills such as communication, leadership, planning, and time management skills that will enhance their employability (Harvey and Green 1994). Moreover, it also helps them to develop role-playing skills necessary for teamwork and active group-based learning (Johnston and Miles 2004).

From an industrial practice perspective, the acquisition of the requisite knowledge and skills for successful employability requires that students be imbued with creative-thinking and problem-solving abilities. Others are the skills of written and oral communications, report writing, and business presentations. These skills are essential because professional practice in most aspects of business (especially marketing) requires the generation of reliable information and creative ideas that are aimed at solving internal and external organizational problems that will enhance the market potentials and competitiveness of the business. The pieces of information, often garnered through extensive market research, are vital for sound business decision-making; while the creative ideas, often generated through extensive brain-storming sessions, are used in solving huge customer-related problems in the market place.

The ideas and decisions thus generated must be produced, documented, and properly presented to the management (and, sometimes, the board of directors) before being transformed into products and services worth millions of dollars in the market. Not only does the production and marketing of such products and services cost huge sums of money, even the generation of market information and creative ideas is also very costly. No one
individual undertakes any of such activities alone in the
industry. They are usually undertaken as group-tasks and
achieved through interdepartmental collaborative efforts.
Acquiring the relevant academic knowledge and practi-
cal skills necessary for such industrial accomplishment
therefore requires that business education institutions
infuse practice-centered learning and student-led GPW
in their programs. Hence, group learning through GPW is
a fundamental pedagogical method in business educa-
tion, and has been employed extensively in most areas of
the business discipline (see Freeman 1995).

Employing Peer Assessments in GPW

Quite a number of scholars have argued in favor of
involving higher education (HE) students in the assess-
ment of their own coursework by incorporating peer
assessment (PA) in the curriculum. For examples, Race
(2001) is of the view that including self and peer assess-
ments in curricula assessment legitimizes what students
already do instinctively on their own, and helps them to
do it a lot more efficiently. Freeman (1995, p. 289) asserts
that peer assessment promotes “independent, reflective
and critical learning” among students. Ellis (2001) adds
that peer assessment improves critical thinking and group
assertiveness. Moreover, a study by Pope (2005) con-
firmed that peer assessment ensures greater student par-
ticipation in the learning process.

However, in employing peer assessment, HE teach-
ers have often taken the easy way out by multiplying the
score they have given to each team for a GPW by the
number of students in that team and asking each member
to redistribute the total among members, based on his/her
perception of each person’s contribution. This “pie-
slicing” method (Buchanan 2004) of peer-reviewing the
teacher’s assessment of GPW has been integrally de-
signed into some institutions’ curricula in line with the
recommendations of Lejk et al. (1996), Gatfield (1999),
and Johnson and Miles (2004). However, as the name
implies, it is only a “review” of the teacher’s assessment
by the students, not a proper peer-assessment method.
This paper argues that this peer-review process makes
nonsense of the teacher’s own evaluation of the whole
work because by allowing students to allot the teacher-
assigned scores as they like, it usurps and distorts the
teacher’s judgment and evaluation of the whole work
done. I am in favor of the use of peer assessment to
modulate and enhance teacher assessment, but not to
replace it entirely by relinquishing the teacher’s norma-
tive judgment to the students.

In some cases also, students’ peer assessments have
been used merely for formative evaluation purposes and
hardly counted toward the final summative-assessment
grades of the coursework, but as Race et al. (2005, p. 135)
rightly observe, “if students are to take peer assessment
seriously, it should count for something, even if only a
small proportion.” Teachers therefore need to make more
and better use of peer-assessment scores as part of their
summative-assessment grades. The curricula implication
of employing peer assessments by using student-as-
signed scores in combination with teacher-assigned scores
for summative grading is that while it is ideal for a teacher
to evaluate and award marks for the end-product(s) of a
GPW, including the written reports and presentations;
the students are in a much better position to evaluate the
work preparation process, much of which takes place
outside the classroom and in the absence of the teacher.
Peer assessment (PA) is, therefore, a vital modulator of
teacher-assessment in the evaluation of student skills
development attainable through group coursework.

Furthermore, I find that while teachers are aware that
they can make better use of students’ peer assessments by
assigning weights to them and combining them with their
own weighted scores, the problem that makes them take
the easy way out by using the above-mentioned “review”
process is the time-consuming task of calculating the
weights of the peer-assessment scores, calculating the
weights of their own scores, and combining them to
obtain a final mark for each student in the class. In this
paper, my aim is to make the teacher’s life less cumber-
some by presenting three easy methods of integrating
teacher- and peer-assessment scores to arrive at a final
and fairer grade for each student in a group project
assignment. Table 1, which contains hypothetical peer-
assessment results, has been provided to show how the
peer-assessment scores for each student group in a GPW
should be summarized. Preparing such a table in Excel
Spreadsheet and using the “Formulas” tool will help the
teacher arrive at the totals and averages automatically.
Data from this made-up PAS table have also been used in
all the examples provided for the three integration meth-
ods proposed in this paper. Any of the three methods can
be employed after using the PET and PACT peer assess-
ment tools introduced by Onyia and Allen (2011) for
engaging students in a full and proper peer assessment of
a GPW. The PAS table is the natural summary from such
a full PA exercise.

MENT INTEGRATION METHODS

Two unique methods are proposed in this paper, including
the weighting and the modulation integration methods, but the weighting method will be split and
discussed as two distinct methods, including the equal
weighting method and the unequal weighing method.
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Table 1. Hypothetical Peer Assessment Summary (PAS) Table for ‘Group C’

<table>
<thead>
<tr>
<th>Assessor Assessed</th>
<th>Johnson</th>
<th>Michael</th>
<th>Tony</th>
<th>Becky</th>
<th>Sarah</th>
<th>Nicole</th>
<th>Total PA score</th>
<th>Average PA score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Johnson</td>
<td>-</td>
<td>88</td>
<td>95</td>
<td>85</td>
<td>90</td>
<td>92</td>
<td>450</td>
<td>90</td>
</tr>
<tr>
<td>2 Michael</td>
<td>90</td>
<td>-</td>
<td>95</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>425</td>
<td>85</td>
</tr>
<tr>
<td>3 Tony</td>
<td>90</td>
<td>90</td>
<td>-</td>
<td>85</td>
<td>80</td>
<td>90</td>
<td>435</td>
<td>87</td>
</tr>
<tr>
<td>4 Becky</td>
<td>95</td>
<td>85</td>
<td>95</td>
<td>-</td>
<td>90</td>
<td>85</td>
<td>450</td>
<td>90</td>
</tr>
<tr>
<td>5 Sarah</td>
<td>85</td>
<td>70</td>
<td>80</td>
<td>92</td>
<td>-</td>
<td>88</td>
<td>415</td>
<td>83</td>
</tr>
<tr>
<td>6 Nicole</td>
<td>95</td>
<td>90</td>
<td>90</td>
<td>80</td>
<td>85</td>
<td>-</td>
<td>440</td>
<td>88</td>
</tr>
</tbody>
</table>

Cumulative Peer Assessment Total (CPAT) for Group C  523

Note: Data from this hypothetical table have been used in all the examples for the proposed integration methods.

1. The Equal Weighting Integration (EWI) Method

The EWI or “50-50” integration method involves an equal weighting of the teacher- and peer-assessments of a GPW. This equal weighting means that equal importance is attached to both the student-led/student-evaluated out-of-class preparation and production processes of the GPW and the teacher-evaluated end-products such as the final written reports and/or presentations. As aforementioned, so much of the real preparation work that culminates in the written reports and presentations of a GPW tend to be student-led and also takes place outside the classroom and behind the teacher. This justifies the need to involve the students in the assessment of their GPW, and also to vest them with the full responsibility of evaluating those aspects of the work that take place behind the teacher. Both the work preparation process (student-evaluated) and the end-products (teacher-evaluated) may or may not be considered equally important in the overall summative assessment of the coursework. However, if the teacher considers them to be of equal importance, then the EWI method should be used. There are two equalization procedures that can be followed when employing this method, including:

1. A. Equalization for a GPW with Individual Reports and/or Individual Presentations

Where the GPW ends with individual reports and/or individual presentations, the teacher’s score for each student’s report/presentation should simply be added to the average PA score he/she has received from his/her peers and then divided by 2 in order to determine the student’s final grade.

Example:

(i) A student named Johnson scored 94 in the teacher’s assessment of his individual report and presentation.

(ii) From table 1, he also scored 88, 95, 85, 90, and 92 from his 5 peers in their 6-man group.

(iii) Calculate his average PA score from the peer assessment (see table 1):

\[
\frac{88 + 95 + 85 + 90 + 92}{5} = \frac{450}{5} = 90
\]

(iv) Add his teacher-assigned score to his average PA score and divide the sum by 2:

\[
94 + \frac{450}{2} = 94 + 184 = 92
\]

(v) Johnson’s final grade for the group project work is 92.

(vi) Perform similar computations for all the members of each group in the class.
mark for each group. However, if both group reports and group presentations (i.e., two end-products) are involved, add the teacher’s marks for both as the group mark for each group. Then compute the final grade for each student in the group by using either of the two options below:

**Option 1.B.1: Assuming the Teacher-assigned Group-mark as Each Person’s Score**

(i) Regard the teacher’s group-mark as each member’s score from the teacher-assessment.

(ii) Calculate the average PA score for each student in the group as shown in table 1.

(iii) Add the teacher’s individual mark (i.e., the group mark) to each student’s average PA score and divide by 2, as explained in the first example above.

**Example:**

(To calculate Michael’s final grade using this option and his PA scores from table 1):

(i) Take the teacher’s group mark for Group C’s written report and presentation to be 85.

(ii) Each member of the 6-man team is therefore assumed to have scored 85 in the teacher’s assessment.

(iii) Michael’s average PA score =

\[
\frac{90 + 95 + 70 + 80 + 90}{5} = \frac{425}{5} = 85
\]

(iv) The final grade for Michael = 85 + 85 = 170 divided by 2 = 85.

(v) Perform similar computations for all members of the group.

**Option 1.B.2: Not Assuming the Teacher-assigned Group-mark as Each Person’s Score**

(i) For each group member, divide the teacher’s group mark by N, where N is the total number of students in the group. Regard the result as A.

(ii) For each student in the group, divide his/her total PA score by N. Regard this as B.

(iii) Add A and B together and regard the sum as C.

(iv) C is the final grade for the individual student.

**Example:**

(To calculate Tony’s final grade using this option and his PA scores from table 1):

(i) \( A = \frac{85}{6} = 14.17 \)

(ii) \( B = \frac{90 + 90 + 85 + 80 + 90}{6} = \frac{435}{6} = 72.5 \)

(iii) \( C = A + B = 14.17 + 72.5 = 86.67 \)

(iv) Tony’s final grade is therefore 86.67

**Implications and Advantages**

All the assessment integration techniques explained under the EWI method above are ways of equalizing the teacher and peer assessment scores where equal importance has been placed on both the work-process and the end-product(s) of the GPW. For GPW with group reports and/or group presentations, option 1.B.2 tends to equalize the teacher- and peer-assessment marks better than option 1.B.1 because it equalizes the averages of both the teacher’s group mark and the peer-assessment scores, while option 1.B.1 only produces a simple average between the tutor’s full, untouched group mark and the average PA score. By not assuming the teacher-assigned group-mark as each student’s grade from teacher assessment, option 1.B.2 also increases the ability of the peer-assessment process to deal with “free riders”.

2. The Unequal Weighting Integration (UWI) Method

The UWI method indicates that the teacher-assigned scores and the peer-assessment scores are not equal, whether or not the GPW involves group or individual end-products. In this case, the teacher’s marks are weighted higher than the peer-assessment marks. Teachers could employ variations of this method, depending on the ratios of the importance they attach to the assessments of the work-process and the end-products of the GPW. Giving a negotiated weighting to peer-generated scores, rather than just asking students to share the teacher’s own group mark, will afford the students a sense of genuine importance of the group work process and also a recognition of the fact that their involvement in the whole assessment process is not just an exercise in futile formality. Although teachers may use any weighting ratios they choose.
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to, two options are suggested here, including the 70–30 and the 60–40 options. This means that the teacher’s grades are weighted 70% or 60% respectively, while the peer-assessment grades are weighted 30% or 40% respectively.

I propose these ratios because, although Race et al. (2005, p. 135) aver that students will be more serious with peer assessment “even if only a small proportion” of it contributes to their final grade, I strongly believe (based on experience) that the amount it contributes to their final summative grading should be substantial rather than paltry. This is because it will entice them to engage actively and seriously in the proper peer assessment process. My experience has shown that if peer assessment counts only for a meager portion of students’ final grades (say less than 15%), they are likely to take it just as un-seriously as they would if it did not count for anything. Hence, while I believe that the teacher’s assessment should have a larger weighting ratio than peers’ assessments because the end-products of a GPW are often perceived to be more important than the preparation process, I also believe strongly that the preparation process is important enough to merit a substantial assessment weighting. I therefore propose that to make peer assessment more useful, it should count for at least 30% of a student’s final grade in a GPW.

**Option 2.1 – The 70–30 Integration Technique**

(a) Regard the teacher’s group mark for the GPW as each individual’s grade from teacher assessment (or simply note down each student’s grade if the teacher has awarded individual marks for the end-products).

(b) Calculate the 70% weighting of each student’s teacher-assigned score by multiplying the score by 0.7.

(c) Calculate the student’s average PA score as shown in Table 1 above.

(d) Calculate the 30% weighting of the student’s average PA score by multiplying the score by 0.3.

(e) Add the two weighted marks to obtain the student’s final grade.

**Example:**

(To calculate Becky’s final grade using this option and her PA scores from table 1):

(i) Teacher’s group mark = 85 (now assumed as Becky’s individual mark).

(ii) 70% weighting of Becky’s mark from the teacher’s assessment = 85 x 0.7 = 59.5

(iii) Becky’s average PA score = 90 (from table 1).

(iv) 30% weighting of Becky’s average PA score = 90 x 0.3 = 27

(v) Becky’s final grade = 59.5 + 27 = 86.5

**Option 2.2 – The 60–40 Integration Technique**

Follow the procedure detailed in option 2.1 above, using 60 in place of 70 and 40 in place of 30.

**Example:**

(To calculate Sarah’s final grade using this option and her PA scores from table 1):

(i) Teacher’s group mark = 85 (also assumed as Sarah’s individual mark).

(ii) 60% weighting of Sarah’s mark from the teacher’s assessment = 85 x 0.6 = 51

(iii) Sarah’s average PA score = 83 (from table 1)

(iv) 40% weighting of Sarah’s average PA score = 83 x 0.4 = 33.2

(v) Sarah’s final grade = 51 + 33.2 = 84.2

**Implications and Advantages**

It is worth noting that for the UWI method, the higher the teacher’s assessment weighting, the more the technique will give higher final grades to students who score highly in the teacher-assessment marks, while the reverse will also be the case for those who score poorly in the teacher-assessment marks. This not only emphasizes the higher importance placed on the end-products of the GPW (i.e., written reports and presentations) than the work preparation process, but also reaffirms the teacher’s evaluative supremacy, which cannot and should not be relinquished entirely to students under any peer-review pretext. The UWI method as a whole therefore tends to reward students who perform better in the teacher-evaluated end-products with higher final grades than those who do not. For instance, compared to Sarah’s final grade above, any other student who scores 70 in the teacher-
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assessment and 90 in the peer-assessment will have a final grade of $(42 + 36) = 78$.

3. The Peer Modulation Integration (PMI) Method

This is an innovative and better alternative to the “pie-slicing” method of peer review. It is a review method all right, but not about students being made to share the teacher’s marks. Rather, it entails students being actively involved in a proper process of evaluating their peers’ contributions to the GPW and generating the marks they award their peers based on a set of grading criteria laid down by the teacher and pre-negotiated with the students. However, the PMI or modulation method should only be used where the GPW involves group written reports and/or group presentations, and the teacher has awarded group marks rather than individual marks. If individual reports and/or individual presentations are involved, the teacher and peer assessments should be integrated using any of the procedures previously described in the equal or unequal weighting integration methods.

3.1. The PMI (or Modulation) Procedure

(a) Multiply the teacher’s group mark by the number of students in the group to obtain the cumulative teacher assessment total (CTAT) for that group.

(b) Conduct a full peer-assessment exercise and prepare a PAS table for each group as shown in Table 1. Ensure consistency of grading (e.g., marks awarded out of 50 or out of 100 consistently within and across all groups).

(c) Calculate each student’s average PA score (APAS) as shown in Table 1.

(d) Add up all the students’ average PA scores to obtain the cumulative peer-assessment total (CPAT) for the group (as shown in table 1).

(e) To obtain each student’s final modulated grade, divide his/her average PA score by the cumulative peer assessment total (CPAT) for the group and multiply the result by the cumulative teacher-assessment total (CTAT).

Example:

(To calculate Nicole’s final grade using the modulation method and PA scores from table 1):

(i) The cumulative teacher assessment total (CTAT) 

$$ = 85 \times 6 = 510. $$

(ii) Nicole’s average PA score (APAS) = 88

(iii) The cumulative peer assessment total (CPAT) = 523

(iv) Nicole’s final modulated grade is therefore:

$$ \frac{APAS}{CPAT} \times \frac{CTAT}{1} = \frac{88}{523} \times \frac{510}{1} = 85.8 $$

Implications and Advantages

The major implication and advantage of the modulation method is that both the teacher- and peer-assessment scores modulate each other and produce the most ideal grade for each student. The method is therefore better than multiplying the teacher’s group mark by the number of students in the group and asking students to allocate a proportion of the total to their peers, as is done in the “pie-slicing” peer review method (Buchanan 2004, p. 172). It also eliminates the flaw implicit in assuming the teacher-assigned group-mark as each individual student’s grade. It lets everyone “reap according to how they have sown” in the GPW, instead of rewarding hard workers and “free riders” equally, which both the assumption of group mark as individual grade and the simple averaging of teacher-assessment and peer-assessment scores are guilty of. As a result, the modulation method is also better than the technique of computing a simple average between the teacher-assigned score and the peer-assessment score.

As with the EWI and the UWI, the PMI method does not involve the students allocating a proportion of the teacher’s group mark to each other. That is the “pie-slicing” peer-review method which this paper seeks to negate and correct. Rather, for all the methods proposed in this paper, a proper PA is required, in which the students independently generate the marks they award their peers based on the grading criteria set down in a peer-evaluation rubric provided by the teacher. However, the PMI is innovative because in applying it, the cumulative teacher-assessment total (CTAT) modulates each student’s average PA score (APAS) as a fraction of the group’s cumulative peer assessment total (CPAT). This modulation integration process infuses a unique fairness into the peer assessment exercise because the teacher’s CTAT “reviews” the peer-assessment scores rather than the students slicing up the teacher’s group mark.
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A sneaky student cannot maximize his own success by giving low scores to others because apart from the fact that he cannot score himself (no self-assessment in peer-assessment), he will be lowering his group’s CPAT, which will affect him as well. Moreover, because this is not a “pie-slicing” peer review process but a proper PA process, the scores assigned by the other students in the group to those he gave low scores will ameliorate the effect of the low marks he gave them when the summary table is prepared.

**CONCLUSION**

In this paper, I have demonstrated an evidence of my critical review of teacher- and peer-assessment integration issues within business education curriculum. As a contribution toward modifying the flaw that I discovered in the use of peer reviews for assessing group project work, I have proposed three simple methods of integrating teacher-assessment scores and peer-assessment scores as better alternatives to the existing peer-review process. These include the EWI, the UWI, and the PMI methods. By explaining how these integration methods can be employed, I have also demonstrated my strong support for the increased and meaningful involvement of HE students in the active peer assessments of their GPW as proposed by Race (2001) and Pope (2005). Empirical evidence from the literature has shown that engaging HE students in the active assessments of their coursework is vital for the enhancement of student-centered learning (Li 2001; Light and Cox 2004) and the development of higher-level cognitive skills alongside valuable transferable skills that will boost students’ employability (Michaelson 1992; Harvey and Green 1994; Lejk and Wyvill 2002).

Indeed, I am confident that HE teachers who test and adopt any one of these teacher- and peer-assessment integration methods will find it useful for actively and effectively integrating peer assessments into the summative evaluation of their courses that involve group project work (GPW). I say this because I know it will give their students a stronger sense of involvement and confidence in the rational evaluation of their coursework. It will be interesting to find out, in future empirical research, which method appeals to teachers the most and which one appeals to students the most. Lastly, I advise that any of the methods or options adopted should be clearly incorporated into the curriculum or syllabus documents of the course. Very importantly too, it should be properly explained to, and negotiated with, the students. This is essential in order to elicit the students’ full cooperation and appreciation of the entire GPW evaluation process.

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DEVELOPING A CASE STUDY ON CREATING TEAMWORK THROUGH EFFECTIVE LEADERSHIP IN A COMPETITIVE ENVIRONMENT

Henry C. Roehrich, Park University

REFEREED PAPER EXTENDED ABSTRACT

The teaching method described in this paper utilizes the effective application of modern adult learning theory and student centered teaching techniques. The use of real world experience of a major league baseball team as a case study provided the students with the opportunity to analyze managerial strategies. This approach was used in order to prepare students for challenges they can expect in their career path. A student need for a problem based learning environment employing active learning techniques was the driving influence of developing a case study that encouraged the use of critical thinking, problem solving and analytical skills. A concern that was addressed in the paper is how the case that is selected could satisfy the student learning needs and the pedagogical goals of the instructor.

The book titled “Cool of the Evening” written by Jim Thielman complimented the text used in the course and provided a detailed look into how a business that required teamwork could flourish in a competitive environment. In order to use this book for the case study, students were consulted and a detailed analysis of the book was conducted in order to determine what concepts were to be studied. The paper details the approach as to the acceptance and implementation of the case study. Addressing the concerns of the university community and the students involved in the case study requires effective communication methods that relay the benefits of using this teaching method.

There were obstacles in using this active learning approach and how to overcome these challenges are detailed in the paper. Each obstacle required the instructor to resolve them in a timely manner. One obstacle was overcoming the perspective of using a case study as a way to fill the curriculum of the course. The approach to creating a case study that relates familiar information and satisfies student’s needs in a way that is meaningful and creative is described in a way that can be transferred to other disciplines. The activities involve collaboration, interaction and participation which motivates student learning. Assessment is used to determine if the learning objectives of the course are accomplished.

The learning environment and community acceptance of the case study required effective marketing skills by the instructor. This case instruction showed that a professional approach by the instructor in a creative learning environment can encourage student participation that can contribute to a positive learning experience by the students. The instructor in this case showed that effectively promoting a creative way of delivery done through the collaboration of the university marketing team and the instructor can make an impact. When the instructor provided information to the stakeholders, the students were motivated by the interest that was generated. As described in the case using “Cool of the Evening”, developing a case that involves historical events can make a difference in student learning if it relates to the student needs.

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THE TALE OF THREE TEACHING CHALLENGES

Jeri Mullins Beggs, Illinois State University

ABSTRACT

Three teaching challenges are presented along with solutions and results. First, a problem with inflated peer evaluations is remedied with a zero-sum evaluation in which the points available are tied to the group’s performance on the project. Second, to encourage students to read material prior to class, one section of a course is given unannounced quizzes. Their performance is compared to a section without quizzes with unexpected results. Finally, the problem with ethics education is that most techniques frame the situation as an ethical dilemma, which alerts students to act ethically. A seamless integration of ethics is proposed as an alternative method.

INTRODUCTION

Charles Dickens begins his classic novel The Tale of Two Cities with the following words “It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness…” and it is with similar feelings that I attempt to remedy problems in my courses. For every adjustment I make, students make a counter move that creates yet another problem. With wisdom or foolishness, I continue to try to improve my teaching techniques and therefore my students’ learning outcomes and student satisfaction. I would like to share my responses to three teaching challenges I have faced in recent years. The first two, unprepared students and peer evaluations on group projects, are common problems and my solutions are not particularly innovative. However the results are interesting with a combination of desired and unexpected outcomes. For the first two challenges, I will report simple statistical information since I decided to analyze results post hoc. The final challenge is a common problem in ethics education and I have spent considerable time researching an innovative technique for solving it.

TEACHING CHALLENGE #1

The first teaching challenge I’d like to present is a problem with peer evaluations for group projects. Throughout the semester, I will have multiple students complain about group members not participating, not returning emails or phone calls, and turning in poor work. However, at the end of the semester when students are given the opportunity to evaluate each of their group members, they have either completely forgotten their classmates’ misdeeds or more likely they are unwilling to give them a poor evaluation that will hurt their grade. In the past, group evaluations have been based on a 10-item Likert-type scale that includes items such as quality of work, communication, and share of workload. In past semesters, almost every student receives an A for group work even though the group may have done B or C work. I am particularly bothered by this because 2 items on the 10-item scale are based on quality of work and following instructions. My premise is if your group received a C on the group project, someone did not do quality work and follow instructions.

One indication that this is a common and persistent problem in classrooms is the considerable research available on “free riders” and social loafing. Pfaff and Huddleston (2003) found that the use of peer evaluations and the absence of a “free rider” problem was a significant predictor of a positive attitude toward group projects. They reported that peer evaluations reduced frustration by giving students the opportunity for input on group members’ performance and to voice their frustrations in some cases. Aggarwal and O’Brien (2008) found that as the number of peer evaluations increased, the problem with social loafing decreased. Multiple peer evaluations were recommended because they give students the chance to take corrective action. In addition, they discovered that students’ satisfaction with their group members increased if instructors used peer evaluations to change individual students’ grades.

This problem is exacerbated in one particular course that I teach that is a client based course and essentially one big group project. In the past, students completed the 10-item Likert-type instrument twice during the semester, once at midterm and once at the end. This provided feedback about how the groups were performing midway through the semester so that action could be taken to...
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remedy any problems. Last semester I decided to keep the midterm evaluation using the 10-item instrument but for the final evaluation tie the group’s overall performance on the group project to their peer evaluation. In other words, not everyone could receive an A for group work if the group did not receive an A on the project. I called this zero-sum peer evaluation because in order for some students to receive As, other students had to receive Bs and Cs, or even Ds depending on the group project grade.

Students were given the following instructions: You will allocate points to your group members based upon their performance in the group. Group grade percentage is the percentage of points your group has earned out of the possible points for group grades. Points are calculated by multiplying the number of members in the group by 50 points and then multiplying by the percentage the group received on the project. Each member allocated points to their group members and themselves. I averaged those numbers for a final peer evaluation score out of 50 points.

Table 1. Comparisons Between Techniques

<table>
<thead>
<tr>
<th></th>
<th>Likert-Type Group Evaluation</th>
<th>Zero-Sum Group Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average out of 50 pts</td>
<td>46.75</td>
<td>40.49</td>
</tr>
<tr>
<td>Overall grade</td>
<td>87.73%</td>
<td>85.45%</td>
</tr>
<tr>
<td>Overall GPA on 4.0 scale</td>
<td>3.21</td>
<td>3.04</td>
</tr>
<tr>
<td>% of As</td>
<td>17.1%</td>
<td>9.5%</td>
</tr>
<tr>
<td>% of Bs</td>
<td>82.9%</td>
<td>85.1%</td>
</tr>
<tr>
<td>% of Cs</td>
<td>0%</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

It’s no surprise that the peer evaluation score dropped since there were fewer points to allocate. Students had to make choices between dividing the points equally and rewarding some students while punishing others. In the Likert-type scale method, few students were willing to give their group members lower scores based on poor performance which inflated final grades. In the zero-sum method, it was rare that students divided the points equally among the group members. Most rewarded some group members and punished others.

In the past, I had struggled with the fact that group work could improve a student’s final grade regardless of whether that student actually performed well in the group. This method lowered the number of As and increased the number of Bs and Cs in the class in an appropriate manner. In other words, I believe that the grades that students received more accurately reflected performance in the class. Another advantage is that the feedback students receive from earning low peer evaluations should or at least could improve their performance on future group projects.

TEACHING CHALLENGE #2

The second teaching challenge I’d like to present is a common frustration among faculty. Students do not read the assigned material before class and their lack of preparation and knowledge results in less class participation and the inability to absorb higher level information. My solution was to add unannounced quizzes over reading material. Using 2 sections of consumer behavior taught in the same semester, one section had 12 unannounced quizzes and the lowest 2 quiz scores were dropped. If students missed a class period, the missed quiz was considered to be one of the dropped quizzes. Anecdotally the class that had quizzes was more prepared and greater class discussion ensued. I decided to look at the results of the technique in terms of grades and ran some basic numbers. The results indicated that the technique had the desired outcomes but also produced some unexpected outcomes.

Table 2. Comparisons Between Techniques

<table>
<thead>
<tr>
<th></th>
<th>Section w/quizzes</th>
<th>Section w/o quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Quiz scores (100 points)</td>
<td>59.88%</td>
<td>N/A</td>
</tr>
<tr>
<td>Exam scores</td>
<td>80.68%</td>
<td>78.74%</td>
</tr>
<tr>
<td>Participation points</td>
<td>81.15%</td>
<td>80.38%</td>
</tr>
<tr>
<td>Overall grade</td>
<td>84.45%</td>
<td>82.46%</td>
</tr>
<tr>
<td>Overall GPA on 4.0 scale</td>
<td>2.46</td>
<td>2.81</td>
</tr>
<tr>
<td>% of As (n)</td>
<td>3.8% (1)</td>
<td>7.6% (2)</td>
</tr>
<tr>
<td>% of Bs (n)</td>
<td>46.2% (12)</td>
<td>69.2% (18)</td>
</tr>
<tr>
<td>% of Cs (n)</td>
<td>42.3% (11)</td>
<td>19.2% (5)</td>
</tr>
<tr>
<td>% of Ds (n)</td>
<td>7.6% (2)</td>
<td>3.8% (1)</td>
</tr>
</tbody>
</table>

The section with quizzes performed better on the exams and received higher overall grade percentages in the course. The overall quiz scores averaged a 60%, a D-, indicating that students did not prepare well for quizzes. However, in spite of the quiz scores, they performed better on exams. Also, participation points (which are most often earned during class) were higher for the section with quizzes because class attendance was higher. Students attended because they did not want to miss quiz points and they did not know which class period quizzes would be given. However, the interesting finding is that the section with quizzes actually had a lower GPA because of the effect of very low quiz scores for some students. Students who did not attend class or did not perform well on the quizzes were detrimentally affected.
The DIT-2 uses 5 ethical dilemmas in which respondents must make a decision and then asked to rate 12 issues related to the dilemma in terms of importance. The second phase is to rank the four most important issues. Scores range from 0 to 95 with higher scores representing greater levels of moral judgment. The score measures two effects of the education intervention: the acquisition of new thinking and the rejection of simplistic thinking.

Self-efficacy, as defined by psychologist Albert Bandura (1977), is beliefs in one’s ability to organize and execute the courses of action required to manage prospective situations. Research has shown that self-efficacy is a predictor of an individual’s intentions, choice, and persistence to complete a task. In other words, if students believe that they are capable of making ethical decisions, that belief will affect their choice of behavior in an ethical dilemma and their determination to follow through with that choice. Self-efficacy was measured using three items (e.g. Making ethical decisions is well within the scope of my abilities) with a Cronbach’s alpha of .726, which is within the acceptable range.

For the class that received the seamless integration technique, there was no mention in syllabus under calendar or schedule. After completing the chapter material on ethnic and racial subcultures in class, an in-class group simulation was conducted with groups of 4-5 students. The simulation asks students to pretend they work for a large alcoholic beverage company such as Anheuser Busch and are asked to pick the most attractive target market to sell an alcoholic beverage from a list of 3 potential target markets. Each scenario has advantages and disadvantages that the students must consider. One of the choices is a low-cost high alcohol content beer that would be marketed to inner city African-American men. Students who choose that market are faced with a team member that thinks it’s unethical and a boss who says to use masked branding to hide the name of the company. If the students continue with the plans to market the product, the next phase includes bad publicity.

Although it is not illegal to sell this product to this group, the fact that this group is considered more vulnerable to alcoholism makes it an ethical dilemma. However, because the students see this as an exercise about the problems related to marketing to ethnic and racial subcultures, they do not see the ethical dilemma. Within the simulation, students are given numerous chances to pull the project but they are reluctant to do so because of the money they have spent on research/development and advertising. In four semesters of using this simulation, 18 out of 24 groups have chosen the vulnerable community and only one out of those 18 groups stopped the project even when in the simulation a group member raised a red flag about marketing to a
vulnerable community, and the company received negative publicity about the product in a national newspaper including a picture of a homeless person using the product. Surprisingly, only a handful was willing to even “tap the brakes” and discuss the issue with their boss before proceeding. Once committed, their attitude was full steam ahead! Drumwright and Murphy (2004) call this phenomena “moral myopia” and define it as “a distortion of moral vision that prevents moral issues from coming into focus.” Some people fail to see the ethical problem at all while others use rationalizations to distort or reduce the problem. This occurred in my classrooms as students either denied the ethical nature of the situation or used rationalizations to reduce their culpability.

The results of the pre- and post-test DIT-2 confirmed my hypothesis by showing that the class that received the seamless integration of ethics was the only class to significantly improve their scores from pre- to post-test (at .05). Neither the control class nor the class that received the traditional ethics education significantly improved their scores on the DIT-2. Although there was no significant difference, the self-efficacy scores did not improve for the class that received the seamless integration of ethics technique as much as it did for the other two classes. One possible explanation for this is that the students were actually surprised by their inability to spot an ethical dilemma. This reaction could make them doubt their ability to make ethical decisions and therefore lowering their self-efficacy scores. The control group, which is a senior level course, reporting higher pre- and post-test DIT2 scores is consistent with research indicating more education results in higher scores.

There are several advantages to this type of integration for faculty and students. The first advantage is that this technique provides for a more natural and honest reaction by the students. Students learn to recognize ethical dilemmas without prompts, which will not be available to them in the workplace. This leads to the second advantage which is that it is more memorable and useful for students than a list of philosophers and their respective viewpoints. The third and fourth advantages are related to faculty attitudes and aptitudes. One of the barriers for many faculty members is that they do not feel that they are adequately prepared to teach ethics (Lund Dean, Beggs, and Fornaciari 2007). Integrating an unethical option in to a class exercise is not as intimidating to instructors as preparing an entire class on ethics might be. The fourth advantage is that instructors do not have to devote an entire class period to ethics. Since time is barrier for many faculty members, this technique would benefit them.

There is obvious external validity to this technique because on the job ethical dilemmas do not come labeled as such. Instead, supervisors and co-workers present these situations as standard business practice or “the way we have always done it around here.” Employees are left to figure out that the situation is unethical on their own.

In conclusion, after testing each of these techniques in my courses, I have adopted all three and continue to use them in my classes. Although it seems to be a never ending battle, I believe a good teacher is always looking for ways to improve his or her teaching and therefore enhance student learning and student satisfaction.

REFERENCES
Refereed Papers


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JOB POLITICS IN THE CORPORATE WORLD: TWENTY-FIVE YEARS LATER HAVE STUDENTS’ PERCEPTIONS CHANGED?

Pamela A. Kennett-Hensel, University of New Orleans
Milton M. Pressley, University of New Orleans

REFEREEED PAPER EXTENDED ABSTRACT

Anyone teaching in a university in the mid-1980s who is still teaching today has observed significant changes in the student populations as they have evolved from predominately Boomers & Gen Xers to the current Gen Yers. Research substantiates that generational differences do exist (e.g., Schewe and Noble 2000; Jurkiewicz and Brown 1998; Kupperschmidt 2000). In 1984, the Journal of Business Ethics published a study by Pressley and Blevins which assessed the extent to which university students, presumably the executives of the future, agreed with various commonly heard assertions regarding the tactics of those climbing the corporate career ladder. One cannot help but wonder how today’s Millennium Generation students would respond to the questions asked of their predecessors in 1984, what might the differences be, and what all this might portend for the future?

In order to replicate this study, data was collected using online survey software from students enrolled at a major urban university in the Southeastern United States during the Spring 2009 semester. While response rate varies by question, 1,512 individuals started the survey (14.4%), and 1,471 completed the entire survey (14.0%).

The most pronounced shift in responses of 1984 versus 2009 students was with respect to two questions. First, there was considerably less agreement with the notion that to progress, one has to develop the philosophy that winning is everything. In 1984, 75.7% of the respondents felt that this was frequently or more often the case, but in 2009, only 59.6% felt this way. A similar shift was seen in responses to the notion that making money is the single most important objective. In 1984, 71.5% of respondents felt this was frequently or more often the case, but in 2009, only 58.3% felt this way.

Two other statistically significant changes emerged in the comparative analysis. When asked their assessment of the statement that one cannot progress without stepping on a few people, 30.5% of the 2009 respondents indicated this to be infrequently or less often the case versus 20.0% in 1984. A similar response pattern was found with respect to the necessity to “clear the path” as one climbs the corporate ladder. In 1984, 19.2% indicated this as an infrequent or less often occurrence, versus 29.4% in 2009. Current college students seem to be less convinced of the notion that one’s success has to be at the expense of another’s.

In the 1984 study, highly significant differences were found based on citizenship, race, and religion. In stark contrast, very few, if any, significant differences were found with respect to these same variables in the 2009 study. Historically, as outlined in Parson’s theory of socialization, cultural values are transferred from generation through an individual’s interactions in the home, school and church (Parsons 1951). However, these results indicate that perhaps over the last twenty-five years the influence of the home and church has become less pervasive and other identities or communities are performing this function.

Very pronounced differences were found in the 2009 study when it came to gender, age, and social class. In the 1984 study, these changes were considered only moderately significant. When it came to educational related demographics, some significant differences were found with respect to college of enrollment, year in school, and G.P.A. In the 1984 study, no significant findings were found with respect to G.P.A., and moderately significant differences emerged for the other two variables. The role of the educational system in the transference of cultural values
has conceivably grown stronger over the past twenty-five years increasing the influence of these variables. Students spend a significant amount of time in the classroom setting in which tolerance and egalitarianism are common themes.

The workplace of the future likely is to be much different as Boomers and Gen Xers are replaced by Millenials. A shift in cultural values and perspectives is evident between these cohorts. Millenials seem more optimistic and balanced in their views of what it takes to be successful in the corporate world compared to individuals at the same point in their life cycle a quarter of a century earlier.

REFERENCES


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VARIABLES IMPORTANT FOR STUDENT LEARNING: COMPARING STUDENT AND FACULTY PERCEPTIONS

Amy Risch Rodie, University of Nebraska, Omaha
Steven N. Rodie, University of Nebraska, Lincoln

The objectives of this pilot study were to better understanding the importance that students themselves place on factors relevant to their learning and to compare student perceptions to faculty perceptions. Thirty instructor-, student- or course-related variables were rated by 269 students in a mid-sized business college in the Midwestern U.S.A., and by 54 business faculty members from the same business college. Each variable was rated on its importance to student learning using a fully-anchored five-point scale: absolutely mandatory, important, mildly helpful, neutral and hindrance.

Based on the student sample’s mean ratings, the most important item for student learning was the instructor-related item, Presents material so it is understandable. Of the ten items rated most important by students, five were instructor-related and five were student-related. Instructor-related items included Gives fair tests (#4) and Has clear goals and objectives for the course (#8). Student-related variables included Studies for tests (#2), Attends class regularly (#3) and Completes homework assignments (#5). Females (53.9 percent of the sample) rated 15 of the 30 variables significantly more important for learning than did males, including seven of the ten most important items overall. Freshmen (32.7 percent) rated nine items significantly more important for learning than did seniors or MBA students. MBAs rated one item, Engages in critical thinking significantly more important than did seniors.

Faculty also rated Presents material so it is understandable as the most important variable for student learning. However, faculty rated three items significantly (p<.005) more important than did students: Reads course materials, Engages in critical thinking and Challenges me to think about course applications. Students in the sample valued actions as denoted by variable terms Studies, Attends, Completes and Asks, but more cognitively engaging items (Reads materials, Engages in Critical Thinking, Challenges me to think) were not considered mandatory for learning by students.

Asked which term best “describes you as a student in your relationship with the University…” the highest percentage of students (39.8 percent) indicated customer, while 29.4 percent marked client, 18.6 percent marked product and 10 percent indicated other. Students who related to the client role rated four items significantly (p<.05) more important for learning than the other groups: Presents material so it is understandable, Attends class regularly, Thoughtful discussion / participation among students and Participates in class discussion. Clients also rated thirteen additional items more important than the other student respondents, although these differences were not statistically significant.

Three recommendations stem from the findings. First, the data reflect that students value activities related to learning, but may not see the value of critical thinking in the learning process. Faculty should be encouraged to modify course requirements as necessary to ensure that successful course completion requires students’ critical thinking and related skills. Second, students who aligned themselves with the client role rated five variables significantly more important for their learning and nearly half of all the variables as more important than students who see themselves as a customer or product of the university. Therefore, students, faculty and administrators need to recognize and accept that the most beneficial role for student involvement with their own learning is not customer, but client. While not a perfect analogy, embracing the concept of students-as-clients may help each one adopt the mindset that--like clients-students must be engaged and active partners since the student/client is ultimately responsible for the decisions, implementation and success of the endeavor. Third, we recommend further research to explore gender differences in perceptions about variables’ importance for learning and the factors behind these differences, their effects on student success in business classrooms and other important outcomes such as GPA, employment or admission to graduate school.
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Refereed Papers

THE IMPACT OF A STUDENT-LED PHILANTHROPY COURSE ON STUDENT ATTITUDES TOWARD FUTURE PHILANTHROPIC ACTION

Janet Ratliff, Morehead State University
Beverly McCormick, Morehead State University

ABSTRACT

This paper provides insight into the role of participation at the freshmen college level in a student-led philanthropy project, and its impact on students’ attitude toward future philanthropic actions. The results of this study indicate overall, that students’ attitudes toward philanthropic/service activities improved after the project, and thus the activity was successful in developing the subjects’ commitment to furthering their involvement in service and community activities.

INTRODUCTION

In a society of disengaged philanthropy, people give their money to a wide variety of causes with little or no planning or thought (Jain 2011). Technology has made it incredibly easy for people to give to many different organizations with the click of a button, often prompted by an email plea for help. A twinge of conscience can be relieved with a $5 donation to the latest crisis. The 2010 National Assessment of Educational Progress (NAEP) results on the “The Nation’s Report Card” indicates that twelfth-graders’ scores on civics assessment show a decrease in student knowledge of the principles necessary for civic engagement (NAEP 2010). As John Gardner stated “Civic engagement in first year instruction suggests that higher education is about moving this next generation of college students into the important roles of improving communities for the greater good of all, not just for individual benefits” (LaBare 2008, p. 4). Nonprofit organizations depend on donations from individuals and businesses to bring their services to the public. To bridge the gap between the needs of nonprofits and potential contributors, college student philanthropy projects have been developed. Olberding (2009) defined student philanthropy pedagogy as: a teaching and learning approach that integrates charitable giving with academic study, in order to enrich learning, teach civic responsibility, and strengthen communities, (p. 465).

Research indicates that students, who participate in service during their undergraduate years, substantially enhanced their academic development, life skill development, and sense of civic responsibility (Astin and Sax 1998; Millisor and Olberding 2009). Likewise, individuals with higher levels of education are more likely to be involved with civic engagement (Davila and Mora 2007) and are also more likely to contribute financially (Toppe et al. 2002). Individuals from the United States who began giving and volunteering as youth go on to continue this pattern of giving as adults with both their time and money; this pattern of giving financially continues to exist across every income category as “those who volunteered as youth give more than those who did not, and this impact increases with income” (Toppe et al. 2002, p. 7). Essentially, the more students participate in civically engaged activities, the more students tend to develop habits that perpetuate their lifetime involvement (NESSE 2010). That is why it is so important that programs such as the “Pay It Forward: Strengthening Communities through Student-Led Philanthropy” exist. The purpose of the “Pay It Forward” student philanthropy project is to “help students to learn how to be engaged citizens and understand the important role that philanthropy plays in the health of our communities, our nation, and the world” (Ohio Campus Compact 2011, p.1). The purpose of this paper is to document the project as completed in two sections of a required First Year Seminar class at a regional university and to assess it based on a survey of student philanthropic attitudes towards future philanthropic contributions.

COURSE AND PROJECT DESCRIPTION

In the fall semester of 2010, a new course was offered in general education known as a First Year
Seminar (FYS 101). As part of the effective design of this course, professors had the opportunity to align the course requirements with the specific interests of the faculty member teaching the course. All entering freshmen as well as many transfer students (those entering our University with less than 24 hours) would be required to take this course as a three hour general education core course. This new course replaced a previous one hour course that really served as an orientation to college. In light of the new course, two faculty members created a course entitled “Chocolate and other Survival Skills”. This course offered students the opportunity to learn about business and entrepreneurship through the eyes of a chocolate business, their own and other successful chocolate businesses around the world. Excerpts from the syllabus for this course are found in Appendix 1. Each class also received a $5000 Pay It Forward grant from the Kentucky and Ohio Campus Compacts. In a time of a down economy and survival of the fittest, the students would have the opportunity to take part in offering to the community much needed money to assist in a variety of projects. The project followed the direct giving model of Olberding (2009), in which students were required in each class to prepare a cover letter to nonprofit organizations, a request for proposal, an evaluation form for proposal submission and finally, based on the rubric of evaluation, a list of finalists found to be viable candidates for the award amount. Each section of the “Chocolate and other Survival Skills” class awarded three grants to community nonprofits based on the student selection of the nonprofit and award amount. Another requirement of the grant was 15 hours of service learning by each student in the two separate sections of this class with community organizations. Cesar E. Chavez was quoted in the Campus Compact Manual as stating: “You should know that the education of the heart is very important. This will distinguish you from others. Educating oneself is easy, but educating ourselves to help other human beings to help the community is much more difficult” (Ferrante et al. 2007, p. 1). A University of Michigan research project involving sections of a course with service learning and other sections without service learning indicated that students in the service learning sections displayed significant positive changes at the end of the course in “Volunteering my time helping people in need”, “intention to serve others in need, and “intention to give to charity” (Markus 1993, p.413). Whether these same types of results were achieved in the First Year Seminar sections in this project was the subject of our research.

**PURPOSE**

The purpose of this research study was to explore the impact of student-led philanthropy courses on student learning outcomes related to students’ sense of civic engagement and philanthropic giving. The study looked at effective institutional and course practices around student philanthropy. In addition, it looked at future trends in regard to service and volunteerism, philanthropic giving, alumni participation, and community involvement as a result of participation in the “Pay it Forward: Student-Led Philanthropy Initiative.” The overall aim of this study was to assess service, volunteerism and philanthropy-related outcomes (skills, knowledge, competencies, and future trends) through gaining an awareness of the impact of philanthropy and service-infused courses on the student experience.

**METHODOLOGY**

This study surveyed students using the pre-designed “Pay it Forward” philanthropy course survey, provided by the Sillerman Center for the Advancement of Philanthropy at Brandeis University and the National Campus Compact Office (Fox 2010, section 3), as a part of a grant received by five faculty members on campus. This study examines sixteen specific items addressing students’ philanthropic attitudes, as part of the overall “Pay it Forward Philanthropy Course Student Survey” (Fox 2010, section 3). Comparisons are made between two sections of the same First Year Seminar Course, “Chocolate and other Survival Skills” examining attitudes of students toward philanthropic service, prior to and after project implementation. See Table 1 for the sixteen survey questions examined.

<table>
<thead>
<tr>
<th>Table 1. Survey Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How likely are you to do the following:</td>
</tr>
<tr>
<td>(1–4, not likely to very likely)</td>
</tr>
<tr>
<td>Volunteer after graduation?</td>
</tr>
<tr>
<td>Stay involved with the campus community after graduation?</td>
</tr>
<tr>
<td>Give money to my campus after graduation?</td>
</tr>
<tr>
<td>Give money to local nonprofits after graduation?</td>
</tr>
<tr>
<td>Seek out nonprofits to give money to that reflect my values?</td>
</tr>
<tr>
<td>Give money to nonprofits that request money?</td>
</tr>
<tr>
<td>Develop a budget for giving for the year?</td>
</tr>
<tr>
<td>Pursue work in the nonprofit sector after graduation?</td>
</tr>
<tr>
<td>Seek employment in an organization or corporation that values volunteer services?</td>
</tr>
<tr>
<td>Talk with peers about giving?</td>
</tr>
<tr>
<td>Talk with family about giving?</td>
</tr>
<tr>
<td>Plan to volunteer or engage in philanthropic activities throughout my life?</td>
</tr>
<tr>
<td>Live within the local or surrounding community after graduation?</td>
</tr>
</tbody>
</table>
RESULTS

Subject Profile

The respondents were all first-semester entering freshmen students. Age ranged from 18–20, with the majority (39 of 51) age 18, nine who were 19, and 1 each age 20 and 35. Thus, these two classes were very much a typical-aged freshman class. More than two-thirds (69%) of the students were female. One-third of the students indicated majors in science, twenty-five percent were business majors, and the remaining majors were fairly equal across education, humanities, or undeclared.

Statistical Analysis

To determine if there were significant differences between the two sections of the First Year Seminar class, “Chocolate and Other Survival Skills,” independent sample t-tests were conducted; comparisons were made between the two sections for each of the sixteen survey items for both the pre-test and post-test responses. This specific statistical analysis was performed in order to ascertain whether or not significant differences existed, so that the researchers would know whether or not the participants from each section of the class could essentially be combined to form one sample of participants.

This would be possible if in fact no significant differences existed. In this particular research study, no items were statistically significant for the pre-test comparisons. Only one item was statistically significant in the post-test comparison, developing a budget for giving ($t = 2.859, df = 48, p = .006$). The mean scores for this item were 2.64 and 1.88, indicating one group of students placed greater importance on budget development. Since the researchers found no major significant differences between the two sections of the one class, the sections were combined to form one sample population.

Paired sample t-test, for the combined sections of the one class, for the pre and post test questions found five items that were statistically significant (see Table 2) indicating attitudes toward philanthropic activities had changed over the course of the semester. Students indicated a greater likelihood toward volunteering after graduation ($t = -4.540, df = 45, p = .000$), giving money to local nonprofits after graduation ($t = -2.607, df = 46, p = .012$), talking with family about giving ($t = -3.458, df = 46, p = .001$), planning to volunteer in philanthropic activities throughout life ($t = -6.063, df = 46, p = .000$), and believed they could make a different in their local community ($t = -4.967, df = 46, p = .000$). Across all of these survey items, the mean score increased on the post-test when compared to the pre-test, indicating students’ attitudes toward these

<table>
<thead>
<tr>
<th>How likely are you to do the following: (1–4 not likely to very likely)</th>
<th>Mean Pre</th>
<th>Mean Post</th>
<th>S.D.</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer after graduation?</td>
<td>1.85</td>
<td>2.59</td>
<td>1.104</td>
<td>45</td>
<td>.000*</td>
</tr>
<tr>
<td>Stay involved with the campus community after graduation?</td>
<td>2.28</td>
<td>2.20</td>
<td>1.151</td>
<td>45</td>
<td>.611</td>
</tr>
<tr>
<td>Give money to my campus after graduation?</td>
<td>2.19</td>
<td>2.09</td>
<td>1.165</td>
<td>46</td>
<td>.535</td>
</tr>
<tr>
<td>Give money to local nonprofits after graduation?</td>
<td>2.13</td>
<td>2.60</td>
<td>1.231</td>
<td>46</td>
<td>.012*</td>
</tr>
<tr>
<td>Seek out nonprofits to give money to that reflect my values?</td>
<td>2.28</td>
<td>2.43</td>
<td>1.173</td>
<td>45</td>
<td>.384</td>
</tr>
<tr>
<td>Give money to nonprofits that request money?</td>
<td>2.19</td>
<td>2.13</td>
<td>1.009</td>
<td>46</td>
<td>.666</td>
</tr>
<tr>
<td>Develop a budget for giving for the year?</td>
<td>1.91</td>
<td>2.26</td>
<td>1.290</td>
<td>46</td>
<td>.077</td>
</tr>
<tr>
<td>Pursue work in the nonprofit sector after graduation?</td>
<td>1.51</td>
<td>1.81</td>
<td>1.102</td>
<td>46</td>
<td>.070</td>
</tr>
<tr>
<td>Seek employment in an organization or corporation that values volunteer services?</td>
<td>2.23</td>
<td>2.19</td>
<td>1.179</td>
<td>46</td>
<td>.806</td>
</tr>
<tr>
<td>Talk with peers about giving?</td>
<td>2.36</td>
<td>2.17</td>
<td>1.173</td>
<td>46</td>
<td>.269</td>
</tr>
<tr>
<td>Talk with family about giving?</td>
<td>1.78</td>
<td>2.35</td>
<td>1.109</td>
<td>46</td>
<td>.001*</td>
</tr>
<tr>
<td>Plan to volunteer or engage in philanthropic activities throughout my life?</td>
<td>1.77</td>
<td>2.72</td>
<td>1.083</td>
<td>46</td>
<td>.000*</td>
</tr>
<tr>
<td>Live within the local or surrounding community after graduation?</td>
<td>2.09</td>
<td>2.19</td>
<td>1.697</td>
<td>46</td>
<td>.669</td>
</tr>
<tr>
<td>Live within this state after graduation?</td>
<td>2.81</td>
<td>2.94</td>
<td>1.439</td>
<td>46</td>
<td>.546</td>
</tr>
<tr>
<td>Believe you have a responsibility to help others in need?</td>
<td>2.79</td>
<td>3.06</td>
<td>1.097</td>
<td>46</td>
<td>.091</td>
</tr>
<tr>
<td>Believe you can make a difference in your local community?</td>
<td><strong>2.38</strong></td>
<td><strong>3.19</strong></td>
<td><strong>1.116</strong></td>
<td>46</td>
<td><strong>0.000</strong>*</td>
</tr>
</tbody>
</table>

Note: above table is combined data from both classes
activities improved after the service project. While not statistically significant, five items had lower mean scores in the post-test results, indicating students are less likely to participate in the following activities: (1) stay involved with the campus community post graduation, (2) give money to the campus post graduation, (3) give money to nonprofits that request money, (4) seek employment with a company that values volunteer service, and (5) talk with peers about giving.

SUMMARY AND CONCLUSION

The results indicate overall, the students’ attitudes toward philanthropic / service activities improved after the project, and thus the activity was successful in furthering their involvement in service and community activities. Perhaps as freshmen, the questions directed toward employment and the university post-graduation are too far in their future for the students to feel committed. While not statistically significant, those items with lower post-survey mean scores could provide opportunity for further research. Additionally, following these students through their college career, via a longitudinal study, might provide further insights regarding their philanthropic activities and commitment to community service. Further tracking of these students might investigate how learning projects like this influence their commitment to give back to the university, post graduation. An additional insight may be that many students do not view universities and colleges as nonprofit organizations needing either money or volunteer support.

First Year Seminar Courses are created and approved for a consecutive three year offering; therefore, based on the results of this study, curriculum changes this year for “Chocolate and Other Survival Skills” will focus on assisting students in a more concentrated effort of identifying organizations that these students are interested in working for following college graduation and enabling these students to determine how these organizations give back to their respective communities both in volunteer hours and monetary donations. This will help students to more clearly identify avenues to continue their philanthropic support into their professional lives.

Since it is very possible that the Pay It Forward Grant may not always be available, other methods of raising money for student philanthropy projects could be pursued. The university could provide funds to the students in philanthropy courses or students could raise money for their projects. These are both direct giving models. An indirect giving model could be used. In the indirect model, the students would act as an advisory board to a corporation or foundation that supplies the funds for the project. The students would work on the grant process, evaluate the proposals and make recommendations on the awards to the corporation or foundation (Olberding, Neikirk, and Ng 2010, p. 14).

REFERENCES


Refereed Papers


APPENDIX

Appendix 1. Excerpts from Syllabus

Morehead State University
FYS 101
First Year Seminar
Chocolate and Other Survival Tools
Fall 2010

Instructors: Bev McCormick & Janet Ratliff


Common Theme: Fact or Fiction

Other Readings: Readings on entrepreneurship, leadership, business success, personal success and civic engagement will be used.

FYS Course Description: The intent of the course is to establish the expectations of life in an academic setting and as a local, national and global citizen. The foundations of communication and intellectual skills will be introduced in this course. These skills will be built through the interdisciplinary exploration of a common regional, national or global theme. The course will include a common reading assignment designed to provide a common introduction to academic life at Morehead State University.

Seminar Description: Chocolate! Undeniably delicious! It is also big business! This first year seminar will actively engage students in entrepreneurship by allowing them to explore the companies that make delightful sweets. There is more to a chocolate company than sweetness: survival of the fittest in a global, diverse and dynamic market takes a lot of survival tools. What are the facts and myths related to success as an entrepreneur? Students will find out by applying their critical thinking skills to the analysis of real companies striving to succeed in an ever changing world. As a result, students will learn how to apply these company survival tools to their own lives to create their own success.
Students will create a chocolate product, make a business plan for the product they design, and market this product. At the same time, students will be learning the importance of communication and personal dependability, respect of others with differing perspectives and cultures, giving back to the community, and understanding the basics of business and personal survival.

Life lessons covered will include: creative and critical thinking; consumerism; personal finance; leadership and team-building; etiquette and business protocol; time management, as well as participating in a service learning project in the schools involving chocolate economics and service learning projects with community nonprofit organizations. All of which will help prepare students for success in college. Are you up for the challenge? Success awaits you!

General Education Student Learning Outcomes: Upon completion of this course, the student should be able to:

1. 1a. Listen and speak effectively in conversational, small group and public and intercultural contexts.
2. 1b. Read college-level critical, creative, and technical texts for comprehension.
3. 1c. Write effectively for a variety of target audiences using conventions associated with standard English.
4. 1d. Perceive and articulate ethical consequences of decisions and actions.
5. 2e. Apply knowledge and skills to new settings and complex problems.
6. 2f. Explore the connections among practical, esoteric, critical and creative thinking.
7. 4b. Investigate the worldview and/or history of cultures outside the United States.
8. 4c. Analyze cultural, social, economic, geographic, and historical dynamics that influence individuals and groups.

Seminar Student Learning Outcomes: Upon completion of this course, the student should be able to:

1. Compare and contrast the fact and fiction related to the success of a new business.
2. Identify the steps in creating a business plan for a new business.
3. Prepare a basic business plan.
4. Apply personal finance concepts to a personal financial plan.
5. Utilize successful time management skills in college life.
6. Gather research about the needs of the local community.
7. Participate effectively in 15 hours of service learning with a local nonprofit organization.
8. Write reflections before, during, and after the service learning project.
9. Gain leadership knowledge and skills.
10. Utilize creative and critical thinking skills.
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Appendix 1. Excerpts from Syllabus (Continued)

Assessment: Achievement of the above learning outcomes will be demonstrated through writings, presentations, small and large group discussions, quizzes and other assignments appropriate to the course.

Course Assessment Matrix**

<table>
<thead>
<tr>
<th>SLO</th>
<th>Writing</th>
<th>Presentation</th>
<th>Pre-test Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Listen and speak effectively in conversational, small group, public and intercultural contexts</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>1b. Read college-level critical, creative, and technical texts for comprehension</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>1c. Write effectively for a variety of target audiences using conventions associated with standard English</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2d. Perceive and articulate ethical consequences of decisions and actions</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2e. Apply knowledge and skills to new settings and complex problems</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2f. Explore the connections among practical, esoteric, critical and creative thinking</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4b. Investigate the worldview and/or history of cultures outside the United States</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4c. Analyze cultural, social, economic, geographic, and historical dynamics that influence individuals and groups</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Pay It Forward Grant

1. Course name: First Year Seminar 101: Chocolate and other survival skills.

2. Description: This first year seminar will actively engage students in entrepreneurship by allowing them to explore the companies that make delightful chocolate sweets and then apply their critical thinking skills to enhance their understanding of how to start and run a successful business and apply that knowledge to their own success. These business and personal skills will then be applied to service learning projects with community nonprofit organizations.

3. Goals for the course: Students will: evaluate the success of different models of entrepreneurial approaches to business; create a chocolate product, make a business plan for the product they design, and market this product; learn the importance of communication and personal dependability; gain an appreciation for people with differing perspectives and cultures; give back to the community, utilizing the basics of business and personal survival and success; research the needs of the local community; apply creative and critical thinking skills in a variety of settings; apply skills related to consumerism and personal finance; gain leadership and team-building skills; practice etiquette and business protocol; improve time management; participate in Students In Free Enterprise Program.

4. Social responsibility is an increasingly essential part of business in today’s integrated society. Therefore, providing an opportunity for our students to become an active contributor to this community will be a first step to a professional and personal life that incorporates social responsibility as a natural part of being a citizen.
5. After this information is collected and analyzed, the students will create a Request for Funding Proposal (RFP) to be disseminated to these organizations. Upon receipt of the RFP’s, the students will choose the organizations to whom they will award the funding and with whom they will volunteer. Due to the size of our community, it is likely that the students will choose two or three organizations to receive the grant funds. Students will divide themselves into teams that will select a leader and organize the service learning hours of the team members. The students will account for number of lives impacted through this grant by the non-profit organizations and the student volunteers. This will provide the students with concrete experience in leadership, service, time management, and problem-solving. It is likely that students, who volunteer through this grant, will continue to do so throughout their time at our university thus continuing to “pay it forward” for years to come.

6. Potential service activities may include:
   a. Assisting the organization with organization of their office will help the students to learn the complexities and tasks of running a business while providing assistance to this group.
   b. Preparing mailings for events or fund-raising is something that all business must do in different ways. Mailing lists is an important asset of every business and organization. The students will also learn ways to connect what they do in business with a community organization.
   c. Planning and implementing fund-raising events will give students many skills that they will need in business and life. The planning function is especially vital to success both professionally and personally. This will also allow the students to improve their time management skills.
   d. Working in a variety of on-site jobs will provide practice in how to communicate with those with whom you work and to enhance traits such as dependability and responsibility.
   e. Evaluating and updating the computer functions of the organization would be entirely possible with this generation of students who have always had computers.

7. As students learn about entrepreneurship in our local community, the students will research this new community in which they will be living for the next four years to discover the unmet needs of the local area. This will be accomplished through interviews with community leaders and residents as well as through data that is available through local government and national sources such as the U.S. Census Bureau. They will then learn about the various local non-profit organizations that have as their goal to help fill the existing needs of the community. Non-profit organizations will be invited to our class to explain their organization’s work and impact through a mini-service fair.

8. Dr. Beverly McCormick has been involved in service learning for approximately 10 years and was actually in charge of civic engagement (including service learning) for approximately four years for the entire University. Dr. Janet Ratliff has been involved with service learning for approximately nine years and currently supervises service learning activities and volunteerism for Students In Free Enterprise comprising approximately 2200 hours each year.

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CONTEMPORARY SCHOLARLY PRODUCTIVITY: AN ALTERNATIVE MEASURE FOR EXCELLENCE IN DOCTORAL MARKETING PROGRAMS

Matt Elbeck, Troy University – Dothan
Brian A. Vander Schee, Aurora University

REFEREED PAPER EXTENDED ABSTRACT

The Marketing Management Association Fall Educators’ Conference has always had a vision to serve fellow marketing and business-related faculty. Similarly, the inaugural LINKS-Simulations & Marketing Management Foundation Legacy Fund Outstanding Teacher-Scholar Doctoral Student Competition demonstrates a commitment to aspiring faculty. It was in this spirit that this research study was conceived.

Knowing which business school offers the best doctoral (PhD or DBA) marketing program is a quandary for most. One could seek guidance from the Association to Advance Collegiate Schools of Business (AACSB 2011) on the quality of each doctoral program by considering (a) AACSB accreditation status, (b) faculty qualifications via posted vita, (c) faculty scholarship productivity based on quantity and quality of journal article authorship and (d) prior professor recommendations. We propose an alternative approach focusing on faculty scholarly impact.

Citation and journal impact analysis allow for an objective assessment of faculty productively and more importantly, scholarly influence in the marketing discipline. Google Scholar was utilized in this study to capture citations as a quantitative measure of scholar impact. Qualitative appraisal of published articles was determined by authorship in the marketing journals that have consistently ranked as the top five in terms of academic rigor over time (Hult, Neese, and Bashaw 1997; Bauerly and Johnson 2005; Hult, Reimann, and Schilke 2009; Touzani and Moussa 2010). The journals included in this study then were Journal of Marketing (JM), Journal of Marketing Research (JMR), Journal of Consumer Research (JCR), Marketing Science (MS), and Journal of the Academy of Marketing Science (JAMS).

The data analysis model selection is based on a popular yet simple quantitative model used by direct marketers (Alencar et al., 2006) known as the recency-frequency-money model (RFM), (Cullinan 1977). The underlying logic of the model is to focus resources on profitable market segments, in this study the application is designed to extract outstanding marketing scholars by specifying model parameters as follows;

R = recency of publication. We select the five-year period 2006 to 2010 to identify those academics actively publishing in top tier journals.

F = frequency of publication. We limit the selected scholars to those who have published two or more articles in JM, JMR, JCR, MS or JAMS in the 2006 to 2010 period.

M = total number of citations per author in the five selected marketing journals. We included those scholars if one or more of their article(s) met or exceeded the 90th percentile citation level, signaling the very highest levels of scholarly quality and impact.

The RFM model application is such that within the five-year period (2006 to 2010), for authors to be selected, they must publish at least two articles in one or more of the top five marketing journals, with one of the articles in the 90th percentile citation count from 2006 to 2010. In the case of multiple authors, the author’s impact, referred to as citation count share, is calculated as the article’s number of citations divided by the number of contributing authors. Institutions with current marketing faculty receiving at least 100 citations were categorized as preeminent. Those with at least 50 but not more than 99 citations were categorized as superior.
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There were 1,855 articles published in JM, JMR, JCR, MS and JAMS from 2006 to 2010 with one or more citations (range 1 to 301). To meet the RFM model requirements, the number of articles was limited to those with 45 or more citations (at or above the 90th percentile citation count for all 1,855 articles), resulting in a total of 117 articles (6.3% of the initial set of 1,855 articles) authored by 266 scholars and cited 6,661 times.

The 21 preeminent marketing doctoral granting institutions, each with over 100 citations over the five-year period were led by the University of Arizona, Columbia University, Duke University and Yale University (tied for third). The preeminent universities represent 24% of the 89 universities in the sample, accounting for 58% (3,880) of all 6,661 citations. In this group, all but two programs (ESMT – Berlin and HEC – Paris) are located in the U.S.

Even if the citation data are out by 20%, the dominance of the University of Arizona as a center for top flight marketing scholars is unequivocal. The historic dominance of U.S. doctoral programs in marketing may be waning slightly and may benefit from the competitive inroads from universities outside the U.S. such as the Germany’s ESMT, Frankfurt, Hamburg, Mannheim and Cologne; the Netherlands’ Tilburg; the U.K.’s London Business School; Singapore’s Nanyang Technological University; and France’s HEC – Paris.

Application of the RFM segmentation model in this study offers additional value to prior studies using citation data. By limiting article selection to the five most influential marketing journals whose citations per article meet or exceed the 90th percentile of all article citations in the 2006 to 2010 period results in this study’s predilection to a contemporary collection of outstanding scholars and their institutions. This information serves a number of stakeholders.

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WHEN TIMES ARE TOUGH: STREAMLINING THE THREE PILLARS OF ACADEMIA

Stefanie L. Boyer, Bryant University
Sharmin Attaran, Bryant University

REFEREED PAPER EXTENDED ABSTRACT

Given the pressures of reduced enrollment and budget cuts, the authors developed a strategy to create synergies between research, teaching and service. To help undergraduate marketing majors gain skills to survive in a global workplace and enhance the value of a marketing degree at this institution, the marketing department in a northeastern business school embarked on a redesign of the curriculum. The mission of the university is to provide a diverse and global education to students to help them assimilate into a dynamic work environment. However, the student population is generally homogeneous. Study abroad programs are limited and no short instructor-led courses are currently available.

As a result of this slow economy, university resources are limited and most schools experienced several budget cuts. Therefore, the authors decided to streamline efforts in satisfying the three pillars of the academic position: service, teaching, and research to attain multiple goals. The result of this effort is a course that takes students out of the classroom and out of the country to study the best practices of sustainable businesses around the world. This provides (1) instructors with an opportunity to align curriculum with the mission of the university, (2) students with real world experience, which will equip them for their future careers, (3) researchers an opportunity to obtain international and real world data, and (5) the university with funding from these businesses. Overall, such course development will allow universities to align their goals in a more sustainable way.

A mission aligns the short and long term goals of an organization. Therefore, the authors took into consideration the goals of the university in order to develop a new course. The authors wanted to develop a course that gave students the ability to work in groups to develop deliverables and present findings to industry professionals both in oral and written format so they could improve their ability to communicate effectively. It was important to find a course that allowed students to demonstrate their ability to develop innovative solutions to complex problems and for them to obtain a global perspective. Therefore, the authors developed a course where students explore the marketing of sustainable products and services by working with industry specific supply chain members on site.

♦ This course aids students in accomplishing goals such as obtaining an international experience, integration of marketing education to the real world, and the use of technology to build communication skills. As seen in the syllabus excerpt below, students will:

♦ Identify the categories or external environmental factors and discuss how they affect marketing decision making.

♦ Collect and analyze real world data with qualitative and quantitative tools.

♦ Utilize technology and digital communication tools such as presentation software, multimedia, social networking, blogging, vlogging and skyping. Provide feedback for adjusting marketing programs for optimal performance and evaluate market opportunities.

♦ Develop and use the marketing mix to acquire, defend, and enhance the brand/product/service position.

Research in the area of sustainability is growing with importance in these turbulent times. Much efficiency is presented through the use of such a course to cater to student educational needs, contribute to the needs of industry,
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as well as develop academic research opportunities for instructors. The business world is in need of data to create innovative methods for success. At the same time it is possible, with limited resources, to streamline all pillars of academia in a way that is sustainable and innovative. By embarking on an international course development project, academics are able to create a global perspective for students, research opportunities for publication, and deliverables that benefit both academia and industry. Companies interested in such research can provide funding opportunities for achievement of multiple academic goals.

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DIVING INTO A CONSUMER BEHAVIOR CLASSROOM LEARNING ENVIRONMENT: THE DEVIL IS IN THE DISCUSSION

Jill Mosteller, Portland State University

This exploratory study examines how physical and social aspects of the classroom learning environment influence course satisfaction and learning performance in a consumer behavior class. Relatively little research has examined the influence of physical attributes on the classroom learning environment (Herzog 2007), despite the belief that the physical qualities of classrooms are related to student learning and persistence (Earthman and Lemaster 1996) and students’ perceptions of their learning environment may influence their approaches to learning and the quality of their learning outcomes (Fraser 1989; Waxman 1991). This exploratory study, following Lammers and Smith (2008) recommendation, seeks to add to the understanding of other variables related to student learning, in order to gain a more comprehensive understanding of the learning environment.

Students enrolled in an undergraduate consumer behavior course at a northwestern university completed an online survey at the end of a winter term for course credit. Students evaluated physical aspects of the classroom, the exchange of ideas between students and the instructor, student to student interaction, and attitude towards the course. Items measured were designed to capture four conceptually distinct aspects of the learning environment; physical classroom comfort, the perceptual fluency of the classroom (i.e. ease in perceiving the educational information), students’ engagement (i.e. teacher-student interactions and idea sharing), student-to-student interactions and course satisfaction.

Course satisfaction was positively related with the perceptual fluency of the classroom, student engagement, and student-to-student interaction. These aspects describe the student experience while in the classroom. The more easily information presented is able to be absorbed and processed through social discourse, the higher the satisfaction with the course experience in the classroom. Interestingly, however, student engagement and interaction were negatively associated with grade performance.

Four potential, but not exhaustive, explanations are offered. One explanation is that student discussions and interactions may detract from learning, if the discussions are not relevant or related to the concepts of focus. Second, student interactions may serve as a form of temporary escape from the topics at hand, thus serving as a source of enjoyment but not contributing to learning. Third, deep learning may be associated with learning spaces outside of the classroom experience. Fourth, learning within the classroom may be primarily a function of the teacher and student interaction, with the space they encompass facilitating or detracting from the exchange of information. Thus, although students may enjoy interacting with one another and view this positively within their classroom experience, this discourse may detract from learning gains.

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Refereed Papers


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REDESIGNING A CAPSTONE CLASS USING
SIMULATIONS, CASE STUDIES AND
CRITICAL THINKING

Gordon R. Flanders, Montana Tech of The University of Montana
Tim Kober, Montana Tech of The University of Montana
David N. Ottolino, Montana Tech of The University of Montana

ABSTRACT

A capstone class is the final activity for students as they complete their undergraduate requirements. Faculty in the Business and Information Technology Department at Montana Tech of The University of Montana determined to add more rigor to the capstone class that would better prepare students as they enter the work force. A student-engagement pedagogical method was selected over the traditional lecture model. Thirty-eight students completed the redesigned class and 100% of the students felt they were better prepared to move forward as they graduated from college and begin the next stage of their lives.

INTRODUCTION

Russ Edgerton as cited by Smith, Sheppard, Johnson and Johnson (2005), was the first to introduce the concept of pedagogies of engagement in his 2001 Education White Paper in which he wrote:

“Learning about things does not enable students to acquire the abilities and understanding they will need for the 21st century. We need new pedagogies of engagement that will turn out the kinds of resourceful, engaged workers and citizens that America now requires” (p. 36).

Since Edgerton introduced the concept of developing pedagogies that engage students, many articles have been written that indicate engaging students with active-learning strategies deepens a student’s understanding of the course concepts (Heller, Biel, Dam, and Haerum 2010; Kuh 2009; LaNasa, Cabrera, and Transgrud 2009; Zyngier 2007).

Deep learning is a process which encourages students to move past surface learning of temporarily recalling facts and ideas (Beattie, Collins, and McInnes 1997). Deep learning enables students to synthesize content so as to reach an understanding of core concepts, that permits integration of the concepts into new applications (Floyd, Harrington, and Santiago 2009; Nelson Laird, Shoup, Kuh, and Schwarz 2008). Nelson Laird et al, argued “effective learning environments are characterized by the promotion of deep approaches to learning” (p. 470), which result in students being able to assimilate the information for use in a wider and more diverse set of constructs that solve real-world problems. Students exposed to deep approaches to learning are then challenged to develop a deeper level of understanding when asked to define and communicate solutions to problems (Gindy and Tsiatas 2009).

At Montana Tech of The University of Montana, faculty in the Business and Information Technology department sought to apply the pedagogy of engagement to replace the past pedagogy of transmission for the department’s capstone Strategic Management class. To apply a pedagogy of engagement, a new pedagogy would have to developed. This would prove to be a challenging process, as pedagogical approaches to teaching are typically based on the teaching style of the instructor (Smith 2010). Instructors, who see themselves as content experts use the lecture format to transmit the content and much of the teaching methods used in previous business related courses was in a teacher-centered lecture format. To apply active learning pedagogies, instructors would have to change their teaching style to foster a classroom setting which would require change of teaching paradigms (Johnson, Johnson, and Smith 2007).

Doing a literature search on active-learning strategies, student engagement, and student-centered learning
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activities reveals many articles on these topics, but there are few studies that discuss the faculty or student reaction to the course outcomes (Harpe and Phipps 2008). The results from this study hope to shed light on the experience of students and faculty when students are exposed to student-centered learning techniques and when faculty are asked to move past their traditional transmission pedagogies to a pedagogy of engagement.

REDESIGNING A CAPSTONE CLASS

In redesigning the capstone course, it became apparent a better understanding was needed of what is meant by a capstone. Stephen, Parente, and Browne (2002) used the analogy that like the last stone placed in the completion of a building, a capstone course in a curriculum is the last and final course before graduation. Knowing that the capstone is the last class in the curriculum before a student completes their undergraduate education provided some relief to faculty. This relief was based on the assumption that content delivered in previous courses need not be repeated. Acknowledging this gave some freedom to faculty, removing some of the guilt associated with the impression, that to teach, one must be lecturing and sharing knowledge with students.

DiCarlo (2009) argued teachers who are trying to:

“cover the content would limit student to simply learning facts without the ability to apply their knowledge to solve novel problems. However, learning is not about committing a set of facts to memory, but the ability to use resources to find, evaluate, and apply information” (p. 258).

If teaching content is an exercise in memorizing facts to pass exams, then teaching content, according to DiCarlo (2009) does not allow time for teachers to help students “develop lifelong skills such as critical thinking, problem solving, communication and interpersonal skills” (p. 258).

To implement a pedagogy of engagement, the teacher-student relationship would have to change from the teacher sharing content knowledge, to the student demonstrating their ability to actively apply previously learned concepts. Instead of the teacher being in the prominent role of leading the class, the students would now be asked to become actively engaged through a variety of problem-based and collaborative learning activities. It was expected this could create a great deal of anxiety for students who were more comfortable being told what to know. Instead, the tables would be turned on the students by asking them to tell what they know. The expectation was to take the students out of their comfort zone of sitting in a classroom during the typical lecture while waiting for the bell to ring and instead make them responsible for the class discussion, and ultimately what is learned. What students did not know, was this change in pedagogy was going to place a great deal of anxiety on the instructors as well as they too moved out of their comfort zone of a controlled classroom environment using lectures, to a less-controlled environment where the class outcomes were unknown.

The assessments for the class were going to be a combination of problem-based learning (PBL) activities, process-oriented guided inquiry learning (POGIL), and collaborative learning activities. The PBL activities included the analysis of five Harvard Business School cases. The POGIL activities included students being assigned nine different strategic management concepts which required students to write individual topical research papers. The collaborative learning activity was a computer-based business simulation that required students to manage a company, analyze the results, and defend their decisions in two presentations to a board of directors comprising faculty and business leaders in the community.

COURSE LEARNING OBJECTIVES

From the course syllabus, the stated capstone course learning objectives were:

1. To develop the capacity to think critically and strategically about a company, its present business position, its long-term direction, its resources and competitive capabilities, the caliber of its strategy, and its opportunities for gaining sustainable competitive advantage.

2. To build skills in conducting strategic analysis in a variety of industries and competitive situations and, especially, to provide a stronger understanding of the competitive challenges of a global market environment.

3. To provide for a hands-on experience in crafting business strategy using business simulations, to reason carefully about strategic options, using what-if analysis to evaluate action alternatives and marking sound strategic decisions. This is what we call active learning, and this learning only takes place with student involvement.

4. To acquaint students with the managerial tasks associated with implementing and executing
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company strategies, Harvard Business case studies will be used as problem-based activities to give students the opportunity to comprehend the range of actions managers can take to promote competent strategy execution in real-life situations, while instilling confidence to students they can effectively contribute as part of a company’s strategy-implementation team.

5. To integrate the knowledge gained in earlier courses in the business department curriculum applying the process-oriented guided individual learning, which allows students to demonstrate how the various pieces of the business puzzle fit together, and why the different parts of a business need to be managed in strategic harmony for the organization to operate in a winning fashion.

6. To heighten awareness of how and why ethical principles, core values, and socially responsible management practices matter greatly in the conduct of a company’s business.

7. To develop powers of managerial judgment, learn how to assess business risk, and demonstrate how to make sound business decisions and achieve effective outcomes.

Following this course, the student will demonstrate:

1. Improved oral and written communication skills.
2. Improved quantitative and critical thinking skills.
3. Understanding the importance of strategy and comparative advantage in the business world.
4. The ability to use of various analytical tools such as Microsoft Excel for modeling business decisions.
5. The skill to develop and recommend a chosen strategy.
6. The ability to apply related concepts, theories, and procedures used in all other Montana Tech business related course work.

PROCESS-BASED LEARNING (PBL)

After students graduate from college they will be asked to solve real world problems in their workplaces. By preparing students for what they will face after graduation, problem-based learning gives them an opportunity to develop the skills they will need in the future (Dunlap 2005). To create the problem-based learning environment for this course, five Harvard Business School case studies on marketing, finance, human resource management, supply chain management and the balanced scorecard were selected. Case studies provide not only problem-based learning, but also active learning as students are asked to apply what they have learned in their core courses to real-world situations (Mitchell 2004). The cases selected not only gave students the chance to apply problem-based learning, but also required the use of quantitative modeling to identify and understand fully the breadth and depth of the problems facing each company. Even though students in the Business and Information Technology department are required to take a Microsoft Excel and business applications course, it became apparent students required additional coaching in learning how to build models that would help explain outcomes. A takeaway from this was the need for students to develop better critical thinking skills to learn how to setup the decision model.

PROCESS-ORIENTED GUIDED INQUIRY LEARNING (POGIL)

Instead of using a textbook, nine different topics related to Strategic Management were selected including how to deal with competitors, internal success factors, decision making, leading change, increasing shareholder responsibility, corporate social responsibility, the balanced scorecard and the future of capitalism. Students were asked to find academic articles published in peer-reviewed journals related to each of these topics, write an evaluation of the article and come to class prepared to participate in an open forum where the topic was discussed, challenged, questioned, debated, evaluated, analyzed and critiqued. There were 38 students in the class and the expectation was that each student would make a contribution to the discussion for each of these topics.

To facilitate group discussions, students were randomly assigned to small groups of four students, or divided into two large groups, or gathered as one large group in a circle. THINK-PAIR-SHARE and THINK-PAIR techniques were used to engage students, which allowed them to share their ideas with smaller groups (Kotru, Burkett and Jackson 2010). According to Tanner (2009), “the role of talking in learning by postulating that a cognitive process underlying talk, termed self-explanation, facilitates the integration of new knowledge into existing knowledge” (p. 90). Initially students were unsure of what was expected of them as they had not previously been asked to be responsible for their learn-
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ing. What impressed faculty was how quickly students stepped in to take responsibility for the discussion. What faculty feared, which was the loss of controlling the conversation, quickly became a strength as students who were silent in previous classes, were now engaged in discussions. It seemed students were more willing to be engaged when talking informally to each other in small groups, then when they were talking to a question posed by a faculty member when the classroom had a more formal lecture setting.

COLLABORATIVE LEARNING

In addition to case analysis, a computer-based business simulation game from GLO-BUS software was selected as another problem-based learning activity for the class. Computer simulations have become a very popular learning tool for strategic management courses across the country, and 97% of schools accredited by the Association to Advance Collegiate Schools of Business (AACSB) use simulations in their courses (Mitchell 2004). Dewey as cited by Mitchell (2004) stated that:

“methods that are successful in formal education...will reveal that they depend for their efficiency upon the fact that they go back to the type of situation which causes reflection out of school in ordinary life...They give the pupil something to do, not something to learn, and the doing is of such a nature as to demand thinking” (Dewey 1966, p. 154).

SETTING THE EXPECTATIONS FOR THE COURSE

Students were advised when they registered for the class that it would be more intensive and rigorous any class previously completed. The previous two offerings of the course were taught using the business simulation and smaller case studies from a strategic management text, had already let students know via the grapevine that they needed to be prepared for a class that would require a significant commitment in time for completing course materials. Students were also informed this was not a class they could skip as attendance was mandatory. An escalating number of points would be deducted from the final course grade for missing up to four class sessions. A student missing a fifth class would automatically fail the class. Students learned in the first class session that the format of the class would eliminate the typical sitting in the class and saying nothing, by giving students numerous opportunities to discuss class concepts. According to Tanner (2009), students who are asked to explain course content had stronger learning outcomes, than students who simply summarized the material.

Nearly 20% of the students had previous experience completing Harvard case studies and knew how to analyze, prepare, write and discuss a business case. For those new to the case experience, a practice case was introduced and students were taught how to read for content, not just for completion. The reason for doing this was to overcome the tendency of students to state they did not know how to read and identify the problems in the case. Bashir and Hook (2009) argued “reading is a complex process” (p. 197) and when readers encounter words which are unfamiliar, the hope is further reading will provide the context needed to provide meaning. For students, motivation to continue reading is reduced when factors of complexity and lack of understanding of what is being read, creates a dislike for the material (Bashir and Hook 2009).

Students completing a capstone course are expected to demonstrate their mastery of subject matter taught in previous courses. The challenge for students completing any class is to recall information learned in previous classes and be able to apply it to new applications (Armbruster, Patel, Johnson, and Weiss 2009; Kuh 2009; Nelson Laird et al 2008). This expectation sounds reasonable, but for many students, the moment they complete a class, the knowledge presented in the class is gone (Heller et al 2010; Zyngier 2007). This problem is identified by Mayer (2002) as either rote or meaningful learning, that knowledge can be retained long enough to take an exam, but not deep enough so the knowledge can be transferred to new problem solving applications.

RESULTS OF CHANGES IN THE CAPSTONE CLASS

The redesign of the capstone was to actively engage students with a variety of assessments. Students were introduced to critical thinking methods, Socratic questioning methods, problem-based learning methods with case studies, process-oriented guided inquiry methods with topical discussion papers, and collaborative learning methods using computer based business simulations. Of the 38 students in the class, 33 students completed questionnaires with the results identified in Table 1 items a – d. Item e results were completed by 24 students.

CONCLUSIONS

At the conclusion of the class, 33 out of 38 students completed the end of class survey. Eighty-five percent of the students said they would have liked to have taken a class in critical thinking and decision making earlier in their college career while 67% of students would like to see more classes taught using active-learning strategies.
### Table 1. Student Observations of the Strategic Management Course offered at Montana Tech, Spring 2011: Likert Scale Responses

<table>
<thead>
<tr>
<th></th>
<th>Mean(SD)</th>
<th>Range</th>
<th>% Disagree</th>
<th>% Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy the lecture style of classroom teaching.</td>
<td>3.6(0.8)</td>
<td>2 – 5</td>
<td>9.1</td>
<td>60.6</td>
</tr>
<tr>
<td>I learn best in a classroom environment were the instructor</td>
<td>2.9(1.0)</td>
<td>1 – 5</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td>uses PowerPoint and I sit and take notes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have been exposed to critical thinking in classes throughout</td>
<td>3.2(0.9)</td>
<td>2 – 5</td>
<td>30.3</td>
<td>42.4</td>
</tr>
<tr>
<td>my years in college.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My exposure to critical thinking in this class is similar to</td>
<td>2.5(1.0)</td>
<td>1 – 5</td>
<td>54.5</td>
<td>12.1</td>
</tr>
<tr>
<td>how critical thinking has been taught in other classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having been exposed to a class that was structured around</td>
<td>3.0(1.1)</td>
<td>1 – 5</td>
<td>33.3</td>
<td>36.4</td>
</tr>
<tr>
<td>critical thinking, I found that I looked forward to coming to</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would have liked to have taken a class on critical thinking</td>
<td>4.1(0.9)</td>
<td>2 – 5</td>
<td>9.1</td>
<td>84.8</td>
</tr>
<tr>
<td>and decision making earlier in my career at Montana Tech.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would recommend that more classes be taught using this</td>
<td>3.9(0.9)</td>
<td>2 – 5</td>
<td>9.1</td>
<td>66.7</td>
</tr>
<tr>
<td>method of instruction that involves the student in their</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor encourages class discussion/participation.</td>
<td>4.6(0.6)</td>
<td>3 - 5</td>
<td>0.0</td>
<td>95.7</td>
</tr>
<tr>
<td>The instructor asks questions of the students.</td>
<td>4.7(0.5)</td>
<td>4 - 5</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>The instructor is willing to listen to student questions and</td>
<td>4.6(0.5)</td>
<td>4 – 5</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>opinions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor has a concern for the quality of teaching</td>
<td>4.6(0.5)</td>
<td>4 – 5</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>and learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor encourages students to challenge themselves and</td>
<td>4.7(0.5)</td>
<td>4 – 5</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>do high quality work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The quality of teaching was very effective in contribution</td>
<td>4.4(0.8)</td>
<td>2 – 5</td>
<td>4.3</td>
<td>91.3</td>
</tr>
<tr>
<td>to my learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Student observations were measured using a Likert scale with the following breakdown: 1 “Strongly disagree,” 2 “Disagree,” 3 “Neutral” 4 “Agree,” and 5 “Strongly agree”

*% Disagree represents the percentage of those students who responded with either 2 “Disagree” or 1 “Strongly Disagree”

*% Agree represents the percentage of those students who responded with either 4 “Agree” or 5 “Strongly Agree”

*Results taken from a student survey written specifically for the Strategic Management class (sample size = 33)

*Results taken from a the general student survey required for all courses at Montana Tech (sample size = 24)
Ninety-one percent of the students felt the style of teaching used in the class was an effective method to help them learn.

Ninety-seven percent of students said they preferred the active-learning format of this class as compared to traditional lecture based classes, 97% said the course had prepared them for entry into the workforce and 100% of the students said following the class they were now able to demonstrate the outcomes that were listed at the start of the class.

Students were allowed to offer additional insight regarding their observations for the course. A number of students explained their perceived lack of preparedness to the course. Of students saying they were not prepared for the course, eleven students wanted to be introduced to critical thinking prior to the course, six students wanted more experience in Microsoft Excel, and nine students stated that prior experience to the case study method would be beneficial before enrolling in the course. Of those students responding in favor of the redesigned course, fourteen expanded their answer with positive comments such as “this format was great” to “I loved this approach.” Three students went on to say that they believed this format added stress.

An informal review of the outcomes by the faculty, bolstered by the student survey, led the faculty to conclude;

1. The revamped pedagogy should be retained with even greater emphasis placed on student-engagement and student-led learning activities.

2. The pedagogy used in the capstone course should be adopted and used in other senior, (and eventually junior) level courses in the curriculum.

3. The ties between skill-building courses (for example, Microsoft Excel) and the building of business and other analytical models should be strengthened.

4. A renewed emphasis on the development of critical thinking skills and their application to the business workplace.

FURTHER CONSIDERATIONS FOR FACULTY

Faculty are often overwhelmed by the sheer volume of content embedded in most courses and struggle in the attempt to cover some expected percentage of content. Faculty often resort to lecture after lecture in a race with the semester calendar. Unfortunately, what often results is a diminution of learning on the part of the students in spite of the best efforts of teachers. What was learned in this experience with the capstone class is that less is really more with student-engagement activities resulting in greater learning, even though it seemed less content was introduced by faculty.

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FOSTERING COLLABORATION, CREATIVE PROBLEM SOLVING AND INNOVATIVE THINKING IN THE CLASSROOM USING A DESIGN FOR ALTERNATE REALITY GAMES

Patricia R. Todd, Western Kentucky University

REFereed Paper EXTended Abstract

The Gen Y is the first generation to be born digital. There is a need for educational strategy to actively engage this generation in the learning experience. Technology has always been in their life and they are at ease using it. The purpose of this paper is to describe a classroom strategy to borrow the structure from massively multiplayer online role-playing games to motivate senior level marketing students to be involved in a collaborative activity while controlling their own activities and level of engagement through the application of the structure and rules of massively multiple online role-playing games.

Educators are struggling with ways in which to engage students in active learning. Generation Y (digital natives) represent a unique challenge requiring the evolution of traditional teaching methods in order to motivate them to go above and beyond learning the minimum to get the grade they desire. They are the first generation immersed in technology since they were born. They are at home on the internet. There are over 60 million members of Gen Y and marketers are realizing they need to create unique strategy to connect with this group of consumers (Horsey 2011). This coming age has been described as one that requires collaboration and participation. Educators must also consider creating new strategy to engage this consumer. The experience of teaching senior level marketing students in a mid-sized south central university indicates that generally, students do not like to collaborate on projects, have some difficulty in coming up with creative ways to build strategy, and many times prefer to Tweet, check Facebook or surf the Web. Application of gaming structure to real-life situations is the foundation of a relatively new genre called alternate reality gaming (ARG), essentially using gaming skills in developing strategy to solve real world problems (McGonicle 2011).

Massively multiplayer online role-playing games have been shown to be useful in supporting collaborative learning (de Freitas and Griffiths 2007). Second Life and Sims have been used in classroom situations, World of Warcraft (WOW) has been used as a training platform for leaders and the potential for alternate reality games (ARG) for use in educational settings has been identified (Whitton 2008). The next step in utilizing the MMORPG model is in application of ARG as a way to motivate students to become engaged in the classroom. These games borrow the main mechanics of the MMORPG to encourage high engagement and active participation (McGonicle 2011). The difference is that they apply these mechanics to real-life situations. The goal is to encourage the collaboration, creativity and skills to create situations in which the student can apply knowledge to solve complex problems based in reality. They are not games that are played in a 3D virtual environment but are intended to provide situations which require the collaboration and active participation (Kim, Allen, and Lee 2008).

Marketing majors are required to take the senior level marketing management course in order to meet the degree requirement. Potential employers of these students are stressing the importance of critical thinking skills, along with creative ability, and the ability to collaborate and work in teams in new hires. The challenge presented is in building these skills in Gen Y students who are becoming disengaged during the traditional lecture and discussion class setting. The goal for this class is to foster critical thinking, creatively and team building through the use of a model based on MMORGs. This is based on the literature that indicates that gamers build these skills as they play these games. The students will be asked to form groups of 3 to 4, depending on class size. Their first task is to choose a group name and identify a leader. The leader will have the opportunity to earn points based on the evaluation of the team at the end of the semester. To foster choice and control, a group of quests will be available; each with points attached that increase...
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with the difficulty of the activity. For example, case studies may be worth 50 points, company analysis 75 points and a major semester long project may be worth 250 points. The groups may choose the type of quests they want to do. The key is that they need to achieve 800 points total by the end of the semester. Individual measures will be based on tests which may be worth 50 points. There will also be the option for a group member to be kicked from the group if they do not perform to the group’s expectations. If this happens, the individual must either petition for inclusion into another group or work on quests alone. This encourages participation in the group and hopefully eliminates free-riders. Games encourage players to participate when they foster self motivation and are self directed. The changes made in this class are made based on the design of MMORPGs to create an ARG that will allow the students to have more choice and control over their projects over the semester. In the game environment, individual success is more rewarding when it occurs in a multiplayer situation (McGonical 2011). Teamwork is usually a requirement in this senior level class. It is also the most complained about part of the class. The gaming framework is applied to encourage cooperation and collaboration among team members.

Critical thinking, creativity and the ability to collaborate in work teams are characteristics that are important in the decision to hire a potential employee. This is particularly true in the field of marketing. These are skills that need to be developed in the Gen Y students that are progressing through the marketing curriculum.

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Preparing college students for work in the 21st century is no easy task. Change compression is occurring as change accelerates at an unprecedented rate; new tools are needed for students to be effective managers and leaders. It takes time, energy, and commitment on the part of faculty members to build these new tools into their courses. Idea Mapping is one of these tools.

The Idea Mapping method was developed by Jamie Nast (2006) as a way to improve on a technique known as Mind Mapping, which was developed by Tony Buzan in the 1970s (Buzan and Buzan 1993; Wycoff 1991). Nast discovered there were certain barriers that prevented people from learning Mind Mapping. She created an improved hybrid tool called Idea Mapping that removed these obstacles (Idea Mapping Success Blog 2011).

This paper provides specific steps proven to be effective in teaching Idea Mapping in the business classroom (Schweizer 2011). Successful implementation of the steps outlined in this paper requires several resources. The first resource is the book Idea Mapping by Jamie Nast (2006). Since Idea Mapping is written in a style similar to a training seminar, this paper explains how combining selected chapters from the book with in-class instruction provides optimal results. The paper also outlines additional resources one needs to be successful teaching Idea Mapping (e.g., in-class exercises, software, homework assignments, quality writing instruments, access to websites) and explains in detail how each resource is used.

Using the method outlined in this paper, students will develop the Idea Mapping skill very quickly, often after only two 60 minute class periods. It is common to see students begin using Idea Mapping in their classes to take notes or develop study guides for exams, as well as to develop other applications in their personal life. Some students will discover that Idea Mapping replaces the traditional method for writing a research paper or planning a presentation.

The paper describes how professors can also benefit from using Idea Mapping. The benefits range from using the tool to generate course preparations to capturing students’ in-class discussions more effectively. For generating course preparations, software is particularly helpful, since ideas can be captured in any order and rearranged later (Freeplane Software 2011, FreeMind Software 2011, MindManager Software 2011). Any ideas related to what should take place before, during, or after the class meeting can be captured on the Idea Map. Learning goals can also be captured on the map; this has an added benefit, since it will be clear on the map whether or not the learning goals are addressed. Assessment is addressed by suggesting one use a database of scanned Idea Maps that students hand in for credit.

Often, the tools and concepts taught in a course are on students’ minds while they are being covered, but lose their efficacy as time goes by. Therefore, the paper presents several reinforcement exercises that can be placed strategically throughout the semester to keep students’ Idea Mapping skills sharp. The paper also emphasizes ways the professor can model the use of Idea Mapping throughout the semester to improve students’ retention of the skill.

By following the steps outlined in the paper, professors can confidently prepare their students to use a tool that is well-designed for work in the 21st century, giving their students a competitive edge as they enter the global workforce.

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One of the main difficulties in teaching marketing is the general belief that marketing is just a matter of common sense. Indeed, from the conceptual point of view, everything seems logical and obvious to students, but when practicing it thanks to the simulation, they realize that there is much more in marketing than just common sense.

A primary objective to consider in selecting educational tools is their relevance to student performance. Student performance has been traditionally viewed as the acquisition of knowledge, or learning (Bransford et al., 1999). Previous research has demonstrated that more hands-on experience are what students want (Bridges, 1999). “Active learning is the process of making students the center of their learning” (Warren, 1997, p. 16). A very significant educational trend in recent years has been the rise of experiential learning—students learning by “doing” the task or process they are studying. The idea that students’ learning is a process grounded in experience, often embodied in Kolb’s learning cycle, has become a central tenet in business education (Vince, 1998). Coursework exercises that aim to provide students with direct “experience” have become commonplace in marketing (Gremler et al., 2000).

The use of simulations in the classroom allows students to obtain a level of comprehension and skill development that is seldom reached through traditional teaching methods. A widely accepted definition of simulation describes it as a pedagogical method attempting to reflect actual situations through use of games, scenarios, role-playing, sociodrama, and decision-making experiences (Andes, 1983; London, 1970 in: Gillentine and Shultz, 2001). This definition provides us with a broad base from which simulations may be developed and does not limit marketing educators to the contemporary notion that all simulations are computer based.

Aiming at demonstrating to students that marketing might be grounded on theoretical concepts, but it is an applied discipline, I created a simulation in which the LEGO bricks represent products to sell to customers. The simulation takes place at the first session of the course. That is, students start applying, before studying and understanding International Marketing concepts. As they accomplish these tasks by following their intuition and some knowledge of marketing acquired in other courses, they always fall into the main pitfalls: forgetting to analyze the target markets, not communicating enough with other companies, deciding without gathering information, are some examples.

Students are organized in teams representing the main actors in a market: two teams are the producing competing companies and two other are the selling competing companies; one team is the raw material or finished products provider; one team is the distributor; one team is the communication agency; one team is the market research institute, and individual students from different nationalities represent consumers from different markets. The assignment given to students is to decide on the internal organization of their company and on the products it will sell to markets.

The teacher gives all the LEGO bricks to the providers. Then, his/her only role is to observe and listen to the students’ discussions. The teacher can eventually answer to students’ questions. However, once the students get started, they forget there is a teacher in the room and play the game with high involvement. The teacher allows one hour to the simulation without interacting with the students and with no interruptions. Very often, the exercise is over before the students are able to sell their products. The teacher allows students 15 minutes to write down their individual analysis of the exercise and its outcomes.

As observed results, we can say that the LEGO bricks exercise proved to be an excellent introduction to an International Marketing course. It is an amusing way of involving students in an “almost real” market situation. I believe this is the main advantage of this simulation: students experience the situation, instead of being told about it. It also allows demonstrating how important communication and negotiation are in marketing decisions and activities. Students understand that the target markets are the very first concern for companies and that going fast and being
Objective are paramount to succeed in any market. They actually understand what “market orientation” means. After the simulation, they are personally convinced about the interdependency of market actors, because they have experienced it. Thus, students are more attentive and less skeptical about marketing theory, because it relates to real experience. They are curious to know about the reasons of their successes and failures during the simulation. Students do not take marketing concepts for granted any more.

The simulation increases abilities of observation, accuracy, decision making, organization, and self evaluation among the students. It can be practiced in any language. I have done it in four languages in different countries and with multicultural groups of students, as well, and the impact has been the same. Thus, it can be considered as a universal method, as universal as the LEGO bricks, which are designed to children around the world.

However, the simulation is time consuming; the assessment criteria should be very clearly established to allow grading each student individually. Moreover, students should not be very numerous in the class to make real teams. Most part of the time, students are frustrated at the end of the exercise, because they rarely have enough time to accomplish the task.

Although the simulation has been conducted with several groups of students, its validity is still limited. The concept might be also tested in other marketing courses and other business disciplines in order to prove potential universalism.

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TEACHING MARKETING TO GENERATION ME USING THEIR LOVE OF SELF

Paulette K. Edmunds, Elizabeth City State University

ABSTRACT

College professors are working to come to terms with the students that are entering their classrooms today. Termed Millennials by some, the focus that the students place on themselves has also led to them being referred to as Generation Me. This paper looks at adapting the narcissism felt by these students into a class exercise that the students enjoy while developing a better understanding of marketing. Another benefit arising from the activity is that the end result can be used by the instructor as an assessment measure and documentation of assessment.

INTRODUCTION

College professors who have been teaching in the academy for any length of time have been struck by the difference between the students of yesteryear and the students of today. The young adults currently entering the classroom are a new breed and they require that instructors develop innovative techniques to convey the knowledge and skills that graduates will need to face the “real world” beyond the college campus. This paper shares a technique created by a marketing professor that has been found to engage the students in a hands-on learning manner. Students find the activity to be fun and the instructor can be satisfied that he or she has taught a valuable lesson.

THE CHALLENGE FACED BY INSTRUCTORS

How many times have you heard your fellow instructors state, “Teaching students today is a real challenge because the students lack motivation,” or maybe it is something like, “All they think about is themselves,” or even, “If it’s something that isn’t going to be on the test, they don’t want to hear it?” There has been research published to support the popular view that, “Many young people are unapologetically focused on their self-interests and assume that the world will accommodate their demands” (Henry 2010) and “Today’s college students are more narcissistic and self-centered than their predecessors” (College Students Think 2007).

Plus, most faculty have sufficient anecdotal experiences to reinforce the belief that Generation Y and Millennial students place significant importance on attending to self. The egocentric cohorts have been termed the “Generation Me (GenMe).” While the term has not made it into the Merriam-Webster Dictionary or even Wikipedia, an internet definition characterizes Generation Me as “today’s young people, those who take it for granted that the self comes first” (Generation Me 2011).

The challenge has become how to capture the attention of young adults in the classroom and encourage them to be active participants in the learning process. Twenge (2009) supports faculty in their desire to achieve balance in their classrooms. She states that standards should not be lowered for this group of students even if they have not been prepared for the rigors of higher education. Twenge maintains that instructors should continue to cover the same material that they would cover with highly motivated students. Material that teachers believe students will need to progress to the next level in the academy and the workplace.

However, while the same material is presented, instructors must accept that GenMe is a different breed from their predecessors and they are not as receptive to sitting and listening politely and attentively to lectures. These students like hands-on learning (Twenge 2009). They have probably been told that they are visual, aural or, tactile learners and they expect the instructor to respond to their individual learning style. The challenge for instructors is how can they incorporate hands-on learning into the classroom, keep the students engaged and open to receiving the material, and also cover the material that the teacher believes the students need.
That challenge was confronting me after the university had been closed for a school break. I planned my return to the classroom knowing that the first day back would contain taxing encounters with the students. Refocusing them on the material that should be presented would not be easy. My charges (the students) would be eager to spend more energy on sharing their experiences from the break than on listening quietly to me lecture about Marketing. Twenge and Campbell (2009) found that undergraduate Generation Me’ers are narcissistic and even feel pressure to promote themselves to others. Conventional wisdom, not to mention past teaching experience, suggested that the first day back was going to be a good time for a hands-on learning exercise that allowed the students to focus on self.

To begin the hands-on, self promoting exercise, students were required write down two things about themselves and their lives that addressed, “What makes me happy.” What the students wrote had to be something that could be visualized. My example was watching my daughters come through the front door when they arrive for a visit. It would not be adequate to simply state family or daughters made one happy; students had to compose a word picture related to family. For me it was visualizing my young adult daughters entering the home.

Some students wrote that money was their happiness factor; however, they required to expand that into a word picture that in one case became going to the bank and having the teller count out the money they received from cashing their paycheck. Another wrote video games and again the student had to elaborate. The new happiness item became playing video games with a cousin and bragging about their gaming ability. Once the students fully understood what was expected of them, the “What makes me happy” exercise took shape.

After each student had their two happiness statements, they gathered with their pre-established teams. The class was a Principles of Marketing class where the students were working in groups on marketing plans. The teams had previously selected the company for which they were creating a marketing plan and they had already conducted research on the companies that included researching the nature of the company’s business, doing a SWOT analysis, looking at the marketing strategies being used, noting the competitors, and determining the marketing strategies of the competition.

Once the students were clustered in their groups, they had to select two “What makes me happy” statements from all of those developed by the team members and develop commercials for their marketing plan product/service that were based upon the happiness factors.

An actual Folgers coffee commercial was my example. The commercial is based on the joy parents experience when their young adult child returns home. The commercial shows a young man arriving home with his younger sister opening the front door and welcoming him. The sister states that the parents had waited up all night for him to arrive home. She is brewing Folgers coffee in the kitchen, which he is happy to sniff and enjoy the aroma. Next, the parents are shown waking up and realizing that their son has arrived. The commercial cuts to a scene with the parents standing in the kitchen doorway and beaming to see their children enjoying a special moment. This enjoyment is followed by hugs all around. (The video can be viewed at http://www.folgers.com/about-us/videos/coming-home.aspx)

Using that example, the students set to work. Interaction between the students was a delight to see. Discussions were lively as they debated which happiness factors should be used followed by contemplations on how to develop the happiness factors into appealing commercials. Some were concerned that another student had written a similar “What makes me happy.” They were told that rather than duplication being a problem it was positive. Multiple students with similar feelings meant that a commercial based on that happiness factor would appeal to numerous viewers.

STUDENTS DEMONSTRATE CREATIVE MARKETING APPLICATIONS

After being given twenty minutes to work on the project, a member of each group stood up and explained (1) the “What makes me happy,” idea they had selected to use, (2) the product/service that was the subject of the group’s marketing plan, and (3) the commercial they envisioned. Two of the results are stated below:

1. What makes me happy: Waking up in the morning and viewing my wife lying next to me.

Focus of marketing plan: Victoria’s Secret.
Student created commercial:

A young man roles over in bed in the morning and smiles at the sight of his wife sleeping.
peacefully beside him. He then slips gently out of the bed so as not to disturb her. The next scene shows him coming into the room with breakfast on a tray. The wife sits up in bed wearing a Victoria’s Secret gown and she looks surprised by the idea of breakfast in bed. She verbalizes her appreciation for having a thoughtful husband.

2. What makes me happy: Savoring the taste of chocolate as it glides over my tongue.

Focus of marketing plan: Krispy Kreme donuts. Student created commercial:

A young lady is driving down the street when she is stopped by a red light. While waiting for the light to change to green, she looks to her right and spots a Krispy Kreme donut shop with the orange neon sign in front of the store lighted. (For those of you unfamiliar with the significance of this, when the orange neon sign in front of a Krispy Kreme store is lit, it means that a batch of hot donuts has just been removed from the oven. The lighted sign has an effect on some people similar to the response of Pavlov’s dogs when he conducted his research.) Quickly turning into the driveway of Krispy Kreme, the young lady jumps out and runs into the store where she orders a chocolate covered donut and a bottle of milk. The next scene shows her back in her car eating the chocolate covered donut with satisfied sighs emerging from her.

The response to the class activity was overwhelming. There was laughter, in some cases groans, and an occasional, “Did you think about adding _______ (fill in the blank). The students remained engaged throughout the class period and left the classroom talking about the day’s activity.

Since this was the first time the exercise was used, a number of the students were queried afterwards about what they thought of the activity and whether it was something that should be done with future classes. The responses included:

- “I didn’t know that I could be that creative.”
- “If was educational and fun.”
- “We are going to use our idea in the marketing plan.”

CONCLUSION

Teaching in the university classroom is more challenging now than ever before. Changes in technology, the economy, social responsibility, concern for the environment, and socio-cultural forces have increased what needs to be taught and what students need to be prepared to face upon graduation. Added to all of that is the reality of dealing with the unique qualities of the GenMe student. The activity described in this paper appeals to students who can be narcissistic and prefer hands-on learning actions. The exercise also illustrates the application of marketing, advertising, and promotion concepts. The end result is a win for the students and a win for the instructor.

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THE ANATOMY OF ECONOMIC MARKET SCANNING: AN INFORMATION LITERACY HEURISTIC FOR STRATEGIC PLANNING

E. Vincent Carter, California State University, Bakersfield

ABSTRACT

The environmental scan is a vital initial stage of the marketing planning process taught to marketing students. Moreover, economic environment data impacts the relevance and responsiveness of marketing strategies. This paper introduces an innovative instructional heuristic used to simplify the analysis of real-time U.S. economic data in an MBA marketing course. The design and deployment of this “Anatomy of a Scan” technique is described, as well as its contribution to strategic marketing decision making. Ultimately, the novel scanning heuristic improved students’ information literacy regarding economic market data as well as their ability to formulate more relevant and responsive marketing strategies.

INTRODUCTION – ECONOMIC DATA RELEVANCE AND RECENCY

Environmental scanning is essential to the marketing planning process. These environmental scans are typically taught by marketing educators as the first stage of the marketing plan, referred to as “situation analysis” (see Figure 1). Environmental scanning techniques are commonly described by a litany of lexicon such as market forecasting, trend projection, market intelligence gathering, market sensing/learning, environmental/knowledge management, and SWOT analysis.

The macro-marketing environment is usually the focus of intelligence scanning, to distinguish the monitoring of total market patterns from the mining of target market profiles performed for micro-marketing execution through marketing research. Within the macro-marketing environment, students are familiarized with six primary domains or forces – demographic, social-cultural, political-legal, economic, technological, and natural-ecological (Kotler and Armstrong 2010).

Yet, students quickly learn to place economic factors at the center of environmental scanning analysis because of the logical connection between markets and strategy. Therefore, the relevance and recency of economic market intelligence is vital to develop effective environmental scanning techniques. Customized cases reflecting student career interests, as well as contemporary business topics achieve that end.

Figure 1. Marketing Plan Environmental Scanning

Stage 1: Situation Analysis
Stage 2: Segmentation, Target Markets & Positioning
Stage 3: Strategic Objectives & Direction
Stage 4: Marketing Mix Program Strategies (“4Ps”)
Stage 5: Implementation, Budgets & Control Systems
Refereed Papers

The dimensions of economic environment data (Slavin 2009) are divided based on temporal, cyclical, national and industry parameters (see Figure 2). A temporal range is used to distinguish between past, present, and future economic intelligence. Marketing students must become adept at identifying each of these indicators. The ‘lagging’ economic indicators decode past market activity, ‘coincident’ economic indicators determine present market activity, and ‘leading’ economic indicators discern future market activity. Across this temporal range flows an array of economic cycles. Marketing students must become proficient at identifying long term structural cycles associated with societal shifts, such as the transition through agricultural, industrial, services, and information based economies. Also, intermediate term business cycles must be recognized by the expansion or contraction of economic activity associated respectively with growth and recession. Concurrently, market activity produces short term cycles related to financial and monetary changes in the economy.

Figure 2. Economic Environment Dimensions

However, in terms of economic data relevance and recency, the greatest contribution to strategic marketing planning often comes from future leading indicators for analyzing the direction of intermediate business cycles within a particular nation across multiple industries. This framing of intelligence scanning is most prevalent among both marketing strategy practitioners and pupils because it provides a comprehensive economic scope as well as an integrated planning scale. For that reason, most American marketing educators use this national scan of the United States economy to impart strategic intelligence competency.

ECONOMIC INFORMATION LITERACY FOR MARKETING STRATEGY

Information literacy has emerged as a prominent critical thinking skill, because digital media require students to discern the value and validity of knowledge content. Marketing students are directly impacted by digital content flow, because strategic decisions are based on a vast and changing market intelligence pool. Of the information requiring literate decisions, none is more essential than economic data. Consequently, economic information literacy extends the academic merit from education information literacy research.

Information literacy is a skill anchored in library science. The American Library Association states:

“To be information literate, a person must be able to recognize when information is needed and has the ability to locate, evaluate, and use effectively the needed information,” (ALA 1989).

More importantly, the societal and economic reliance on knowledge in a digitally mediated world has catapulted information literacy from the protocols of school librarians to the parlance of pedagogical and professional competency (Webber and Johnston 2000). Within this academic and application context, information literacy is conceived as a set of essential competencies to participate and perform intelligently in an information society (Eisenberg 2008).

In 2007, the American Association of School Librarians (AASL) embraced this integral information literacy view to establish “Standards for the 21st Century Learner,” a set of skills, resources and tools to:

a. inquire, think critically, and gain knowledge

b. draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

These temporal and cyclical dimensions can be further categorized based on the national markets to which they pertain. Although the global market is interconnected, marketing students learn to diagnose the patterns of each country’s economy. Likewise, industry patterns can be studied to accrue economic intelligence. The performance over time of different industries can be analyzed on an international, regional, or national basis to assess economic strength.
Many information literacy scholars have converged around the “Big 6” components (Story-Huffman 2009), which are aligned with Bloom’s (1956) Taxonomy of Educational Objectives to transcend library science boundaries and gain universal relevance in all academic fields. This problem directed sequence of components guides learners from defining information needs, to locating, selecting/analyzing, organizing/synthesizing, creating/presenting, and evaluating the use of information acumen. Despite the obvious compatibility of information literacy with business and marketing skills, the marketing education literature rarely addresses these complementary learning outcomes as explicit objectives of strategic techniques such as environmental scanning.

Indeed, only a few business and marketing educators (Hunt, et al. 2004; Sterngold and Hulbert 1998; Hawes 1994) have employed these “Big 6” information literacy components to improve the intelligence gathering, technology application, critical thinking, and pattern analysis skills of undergraduate and MBA students. Therefore, to heighten awareness of this viable research stream, this paper outlines an environmental scanning assignment which employs a unique heuristic to improve the economic information literacy skills of MBA students.

The “Anatomy of a Scan” assignment was developed to guide environmental scanning techniques within a broader marketing plan project. Specifically, the assignment focused on the economic domain of the macro-marketing environment. A focal objective was to employ hands-on techniques to monitor and analyze real-time economic data on the United States economy, and discern actionable intelligence to support strategic decision making. The three week assignment was administered in a core MBA marketing strategy course at a regional university, for a class of 20 students.

All of the students were proficient at defining environmental scanning and regarded it as essential to marketing strategy, but less than half had actually performed the technique – either in school or professionally. In addition, although there was a consensus that the economic environment was most directly pertinent to strategic marketing planning, none of the students could identify more than three (3) official economic indicators used by the New York based Conference Board, the National Bureau of Economic Research, or the U.S. Department of Commerce. Only a third of the students could recall the three primary categories of economic indicators – leading, coincident, and lagging. After providing an overview of these indicators using links to online websites, the students collectively agreed that leading indicators were most vital for environmental scanning activities in the marketing planning process. Once an economic information literacy baseline was established during the first class session, the “Anatomy of a Scan” assignment was distributed as an individual task to be completed with shared collaboration (see Figure 3).

During the subsequent class sessions, students were given an anatomical orientation to economic environment information as a way of deconstructing the leading economic indicators into more relevant strategic marketing categories (see Figure 4).

This perspective showed students that the economy has an anatomy comprised of investment, supply, demand, and savings. By overlaying this ‘anatomy’ onto the basket of leading economic indicators, marketing strategy decisions can incorporate real-time economic environment data. These leading economic indicators measure the market’s ‘bodily functions,’ like vital signs. So, the anatomy model divides leading economic indicators into categories analogous to the human body.

Within this “market anatomy,” investment is the head of the economy. Nothing moves in a capitalist economy without investment. Although investment can fall off the radar screen of traditional market analysis, the market scan anatomy keeps the head in full view. Savings provides base support at the foot of an economy. Business managers are aware of savings, but it is often analyzed in isolation. The scan anatomy reveals relationships among savings and market factors.

Supply and demand make up the scan anatomy’s two sides. As interactive forces of market exchange, supply and demand can be visualized as the sides of a body rotating from left to right. Although business managers plan strategy to create value as a source of supply, they are simultaneously a source of customer demand for vendors. Similarly, individual consumers are a source of demand, but multitask as suppliers of labor, talent, and intellectual capital. Furthermore, the function of supply depends on demand to determine the quantity, quality, and quest of resources provided (demand forecast). In turn, the function of demand depends on suppliers to create attention, interest, desire and action (AIDA). So, there exists a continuously spiraling pattern of supply and demand interaction.
Figure 3. “Anatomy of a Scan” Assignment Guide

The “Anatomy of a Scan” assignment has 3 goals:

1. Provide an understanding of how “economic environment” factors in the “situation analysis” can influence marketing strategy plans

2. Improve economic information literacy by:
   a. Defining strategic economic information needs for a marketing strategy decision
   b. Locating/accessing leading economic indicators at three alternative online websites
   c. Selecting/analyzing specific leading economic indicators based on strategic marketing focus (e.g., company/industry, objective/direction)
   d. Organizing/synthesizing intelligence patterns observed from leading economic indicators
   e. Proposing/presenting a marketing strategy based on leading economic indicator patterns
   f. Evaluating the contribution of the leading economic indicators to the marketing decision
   g. Facilitate collaborative learning by sharing and comparing economic environment “scans” performed by different students for particular strategic marketing strategy decisions.

Supplemental Links:

Wikipedia Explanation

New York Conference Board
http://www.conference-board.org/

National Bureau of Economic Research
http://www.nber.org/releases/

U.S. Department of Commerce
http://www.census.gov/cgi-bin/briefroom/BriefRm

This “anatomy” perspective was distilled into a simple heuristic to guide students’ economic environment analysis with standard leading indicators:

“S” – Separate indicators into 4 anatomy categories to identify their economic market role (investment = head, supply/demand = side, savings = feet).

“C” – Compare the increase/decrease in indicators with previous period(s) and chart the resulting trend patterns for market anatomy categories.

“A” – Analyze relationships among the four market anatomy categories and assess the influences of individual economic indicators on the market’s directional patterns.

“N” – Navigate strategic marketing decisions by incorporating economic intelligence from the market scan anatomy analysis patterns.

CONCLUSION: ECONOMIC SCAN LESSONS

The parallel rise of an economic environment impact on marketing strategy and an information literacy imperative for marketing students affords marketing educators an opportunity to impart hands-on environmental scanning skills in marketing courses. Concurrent with these pedagogical considerations is the widespread access of marketing educators to digital media content and an adoption of information age values by marketing students. This availability of digital tools coupled with a desire for knowledge acumen enables instructors to deliver customized real time economic information literacy skills that support existing strategic marketing competencies. The “Anatomy of a Scan” assignment leveraged this convergence of economic data relevance, information literacy requirements, digital content resources, and strategic marketing rationale.
## Refereed Papers

### Figure 4. Anatomy of a Scan – Leading Economic Indicator Categories

<table>
<thead>
<tr>
<th>Leading Economic Indicators “Basket” (Market Organs &amp; Functions)</th>
<th>Investment-Head</th>
<th>Supply-Side</th>
<th>Demand-Side</th>
<th>Savings-Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The United States Department of Labor’s monthly report on the unemployment rate, average hourly earnings and the average workweek hours from the Employment Situation report. (employment report)</td>
<td>X (Income)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The United States Department of Labor’s weekly report on first-time claims for state unemployment insurance. Initial jobless claims</td>
<td>X (Income)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a. The Census Bureau’s monthly consumer goods and materials report from the Preliminary Report on Manufacturers’ Shipments, Inventories &amp; Orders. (from the factory orders report)</td>
<td>X (B2C)</td>
<td>X (B2C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b. The Quarterly Services Survey <a href="http://www.census.gov/services/index.html">http://www.census.gov/services/index.html</a></td>
<td>X (B2B)</td>
<td>X (B2B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The Institute for Supply Management’s monthly ISM Index of Manufacturing including: supplier deliveries, imports, production, inventories, new orders, new export orders, order backlogs, prices and employment. (Purchasing Managers’ Index)</td>
<td>X (B2B)</td>
<td>X (B2B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The Census Bureau’s monthly non-defense capital goods report from the Preliminary Report on Manufacturers’ Shipments, Inventories, and Orders. (from the factory orders report)</td>
<td>X (B2B)</td>
<td>X (B2B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The Census Bureau’s monthly report on building permits from the Housing Starts and Building Permits report. (housing starts report)</td>
<td>X (Property/Land)</td>
<td>X (B2B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The S&amp;P 500 as a good measure of stock equity price accounting for 500 largest companies in the U.S.</td>
<td>X (Equity) <strong>Supplemental</strong> - Commodities - Precious Metals - Currency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The Federal Reserve’s inflation-adjusted measure of the M2 money supply</td>
<td>X (Time Deposits)</td>
<td></td>
<td></td>
<td>X (Debt/Bonds)</td>
</tr>
<tr>
<td>9. The difference (spread) between interest rates of 10-year Treasury notes and federal funds rate</td>
<td>X (Debt/Bonds)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The University of Michigan Consumer Sentiment Index’s consumer expectations</td>
<td>X (psychol.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The “Anatomy of a Scan” assignment addressed a deficit in marketing students’ applied environmental scanning skills and economic information literacy. After completing the assignment, all 20 MBA students were literate in economic indicator information and competent at linking real-time economic environment intelligence to strategic marketing plans. More importantly, the ‘anatomy’ model improved students’ effectiveness at categorizing leading economic indicators into more directly relevant market categories, and informed the timely analysis recent economic data using accessible online websites.

Despite significant learning benefits, the experimental approach towards economic data brought inherent instructional limitations. The emphasis on economic data may have engendered myopia regarding macro-marketing environment breadth. Most notably, the ethical consequences of social-cultural, political-legal, and natural-ecological tendencies could have been overlooked. Also, strategic market leverage from technological or demographic trends might have been missed. Likewise, the economic data scan might have minimized the depth of market comprehension necessary to correctly analyze economic patterns. While the “anatomy” categories and accessible digital content simplified economic scans, they could have also been supported by a probe of economic causes.

Still, given the limited environmental scanning techniques in the marketing education literature, the “Anatomy of a Scan” assignment contributes a fresh method for mining strategic relevance and recency from online economic intelligence.

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PITCHING IS A GREAT ADDITION TO MARKETING CLASSES!

Paul Lane, Grand Valley State University

REFEREED PAPER

ABSTRACT

Marketing has often borrowed from other disciplines to grow and improve. It is suggested here that Marketing professors look to Entrepreneurship and borrow the concept of the elevator pitch or idea pitch for use in our introductory classes. The pitch is well suited as it is supposed to be customer focused and honed to the most basic product or service. Marketing classes naturally covers most of the theory that is built into the very practical pitch so it is a good fit. Included is a discussion of what is done in a marketing class and a rubric used for grading.

INTRODUCTION

The problem is how to keep students interested during class time in a functional way. Interactivity has proven to be very useful in the past. What else can we do to make the class interesting, exciting and dynamic? What will be useful to the students? Marketing is about finding needs, meeting those needs for target audiences and developing a communication, distribution, and pricing plan that will work for that audience. With due respect to the many who work in the big world of marketing, this is admittedly way over simplified. However the author sat listening to idea pitches, or elevator pitches in one of the entrepreneurship classes and thought this is really in some ways the essence of Marketing. Perhaps this should be used in marketing classes to help students to strip away everything and get to the basics in 90 seconds.

This is not the first though on this topic if you use Google to search, “Elevator Pitch in Marketing,” you will find something over 500,000 hits. In the first page on August 1, 2011 there such interesting titles as:

- Elevator pitch 5 tips to creating a strong sales message.
- 15 second Marketing
- Marketing Mojo2: How to create a winning elevator pitch
- Elevator Pitches and the point of your marketing

GETTING STARTED

You may be helping your students to learn brilliantly about marketing but can they communicate it? In the class in front of you probably 75% of students have some degree of glossophobia or far of public speaking. The CollegeCrawler.com says

Glossophobia, more commonly called the fear of public speaking, is thought to be the most common of all phobias. As many as 75 percent of all people are afraid to speak in front of an audience. As comedian Jerry Seinfeld joked in a famous bit, the average person would rather be dead inside a casket than have to speak at a funeral.

Sources vary from 75% on up but all sources seem to point to Dan Rothwell’s works. The important thing is that if you are going to work this exercise the first thing your students have to do is to conquer their fear and stand up and speak in front of their classmates. The Idea Pitch can make this fun for all especially if you make it clear it is to their advantage to conquer their fears and learn how to do this.

APPLICATION

Every student that sits in your class room will have opportunities to present their ideas. On these occasions what they do will determine if there is further contact, if they get the internship, or if in fact the boss recognizes them and their potential. How ready are your students to speak of whatever they are doing or are interested in to take advantage of an opportunity. Students spend hours of class time studying cases, developing marketing plans etc. Given an elevator ride with their boss a chance meeting at the annual community foundation dinner dance, or, chance meetings at the Chamber of Commerce how ready are your students?
As faculty we have to remember that in this new economy people have to create their jobs, develop their own opportunities. This is what such things as Startup Weekends are all about. It is increasingly the job of those of us in the faculty not only to help learn our disciplines but give students the tools to turn that learning into internships, jobs, organizations. Learning about pitching is just such an application of what is in marketing.

Are they able to apply the basics of marketing and have an attention grabbing opening, a short but clear development of interest, and a powerful ask that might allow the communications to continue? This is in short what an idea pitch is all about. You could go one step further and have assessed the target markets. Now your students know exactly who they are looking for at the company, or the events, they know who the target market is.

**USING THE ELEVATOR PITCH IN CLASS**

Give the students the assignment way ahead of time so that they can give it some serious thought. Since you want the students to maximize their potential let them choose the organizations and the market segments they wish to speak too. First they will be more powerful if it is something that they believe in. Second you may be totally amazed at some of their interest and some of the things that they are doing. Many students today are involved in making this world a better place.

Class has to be organized to do this in larger classes as each pitch takes sixty or ninety seconds and then you need some time for assessment and a few seconds for change over. In a marketing class ninety second periods work better as you are trying to get them approach this has marketers. There is a lot of marketing in the elevator or idea pitch.

**GRABBING THE ATTENTION OF YOUR AUDIENCE**

This is a challenge today in any communication. You have to get people’s attention before you can get them interested. In marketing this is often called creating awareness. Since pitches may be given any place you need a powerful opener.

The idea is to be prepared to deliver the pitch whenever the opportunity presents itself. Whether it is a business idea or an idea to improve the quality of lives of people. In Exhibit 1 are some examples of opportunities that may present themselves to your students. Today over a third of college and University students work full time (35 or more hours per week) according to the American Council on Education. Thus many students will be having opportunities at work, at the university, and in the community. Are your students ready to stand up take the floor and grab the attention of those in the room?

**Exhibit 1. Examples of Places Where Students Might Use and Idea Pitch**

<table>
<thead>
<tr>
<th>Individual</th>
<th>Small Group</th>
<th>Large Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>In an Elevator with just the individual or a few people</td>
<td>At lunch or dinner table</td>
<td>A chance to speak in your Organization of faith</td>
</tr>
<tr>
<td>At an alumni reception</td>
<td>When parents friends ask you what you are doing.</td>
<td>A class</td>
</tr>
<tr>
<td>In a buffet line (or any other line)</td>
<td>Organization Meeting</td>
<td>A (sports, Greek) club meeting</td>
</tr>
<tr>
<td>Walking across the campus</td>
<td>At a café or bar</td>
<td>A volunteer organization (United Way)</td>
</tr>
</tbody>
</table>

This is where knowing something about the target market or at least making an intelligent guess can help. They are interested in themselves not your students so you need to get your students to start off with something that will really appeal to the target. When doing the presentations they can speak to the class as students, they can tell them they are members of a board, angel investors, or a group from an organization of faith. In other words they can speak to whomever they want to speak to. The reality is they are students most of them choose to speak to the class as students. That is fine, but from experience a few will show their ambition and set up a much more powerful scenario.

Usually the engagement or awareness piece is a question to the audience. Here you want to use words that are powerful and visual (Dumb Little Man). Spoken to a group from an organization of faith, “Most of you are parents; did you know that every 22 seconds some place in this world a parent closes the eyes of a child who died from bad water?” Or, since this meeting started 15 minutes a go about 41 children have died of bad water around the world (UNICEF).
DEVELOPING INTEREST

Once your students have the awareness they need to work hard to develop interest. Today you compete with the number of internet devices that people are carrying and the multitasking their minds are doing particularly when talking to millennials born after 1981 (Howe and Strauss). If you do not have something that will hold their interest they will be mentally gone in a flash. Think about how long you give a site on the internet to be interesting before you move on to something else? Usually this involves some figures, statistics, to create impact.

USING YOU SPEAK

Students need to learn that if they want the other person to listen they need to understand that person. Students need to think about how their audience is thinking and perceiving the world and then speak to them, “you.” Everyone has a tendency to want to tell their story in the first person, but in busy lives many people only care about what your student is saying when it impacts them. Thus the focus on, “you,” is very important and needs to be emphasized. This is all about marketing and appealing to the customer where they are found.

PREPARATION

Students need to be prepared. They need to be prepared for the classroom pitch. If they are nervous the more they practice the easier it will be. Encourage them to give their pitch to everything and everyone who will listen to them. Try the mirror on the wall, their phone or FLIP camera, roommates, teammates, parents, unsuspecting friends at the bar if your students are old enough the more the better. They will end up doing two things. First the more they pitch the less they will fear doing it and the more they will improve it. Friends will help him them take out extra words or find more powerful, more visual words. That will really make a difference.

A few years ago a very shy female student approached the author to ask for some help pitching. She came to the class the next day and gave one of the most painful pitches but she had a great idea. She was invited back for the first 90 seconds of each class period for two weeks and everyone worked to help her get better. A number of the students went to the competition and texted the author of her victory. She went to a National competition sponsored by the Collegiate Entrepreneurs Organization and placed in the top ten. Most important she gained self assurance; today she speaks easily in public and has become a leader. You will have the same dramatic stories if you are willing to work with students.

Many have gotten in the habit of practicing with the author on the cell phone.

In one sense it is an annoyance. Stopping on a ski hill, or resting 90 seconds in the middle of a run, or interrupting the midnight crawl through the news may seem like a pain, but the rewards are huge. Why would one be in this business of learning if not to help others? Empowering them to communicate rapidly an effectively for business, for their academic work, for social change is very important.

Aileen Pincus stresses the importance of keeping it fresh and always prepared. She advocates that the speaker always be looking at their organization or their program for what is new, and the audience that they are speaking too for what they will care about as that is constantly changing. Marketing students should really stress the difference between pitches given to different groups. Is this not market segmentation? The author has not done this yet but toys with the idea of having students give the same pitch to two entirely different groups. For example, give a pitch to their peers, and then change it to give it the Bank Presidents Group! The goal is to see if they understand how much it needs to change for each segment.

This assignment might look like something to do the night before and that may work for the natural public speaker, although they are likely to run over on the ninety seconds or not be other focused. For most students they need to work on what they are going to say, and how they are going to say it and it could take them a couple of hours to get really good at it. Stress the seriousness or preparation or you will have low marks in the sample rubric below.

HAVING A, “GOOD ASK,”

You have to know what you are going to ask for when you have the opportunity to give an elevator pitch. Are you looking for technical help as in how to develop something for example a new application for smart phones? Are you looking for people to work with you to clean trails, to read to children, to sign up for the bone marrow registry? Are you looking for people who can help introduce you to the Mayor, the head of some organization? Are you looking for someone who has experience in something like preparing business plans for angel investors, or grant writing? Are you looking for a mentor who has started his or her own business? Are you looking for people who will come and bring support to your work among the former slave boys of Ghana? Are you looking to gain experience through an internship?
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Your students need to know what they want when they start out on this process. If you do not need anything then you can just enjoy the Chamber of Commerce annual buffet and graze. The fact is the students will be wasting a great opportunity. If they can learn pitching they can think about each opportunity that comes along and what they hope to get out of it. The can prepare an elevator pitch and have an appropriate ask.

KNOWING OR TRYING TO UNDERSTAND THE AUDIENCE’S NEED

Part of getting the right, “ask,” is getting the right need. This may not be as easy as you think but again it is an important marketing concept. For years, the author thought the program run to another country to help with innovation was all about international study, all about international travel. One day a group of students did the program as a case project and pointed out that what the program offered while international fit more with the needs of students that are looking for service learning experiences than with those who were looking at international programs. An amazing difference to realize that those who have a social need to do something, to give back were much better target for the program than those who had a self esteem need to travel to Australia, England, Ireland, Spain etc.

When speaking to older people they will support the program money but they have a need to be doing something worthwhile. If you ask for money you will lose them. If you ask for their support and value their experience, and their time, you will get a huge commitment which will bring resources as well but that cannot be the focus. Thus students need to learn to think about the group they are speaking too and what their needs are and design their pitch to get to that need.

DRESS, EYE CONTACT, AND BODY LANGUAGE

Every student should learn that part of marketing themselves is how they look. They make a statement when they roll out of bed throw on a hoodie, grab some jeans with holes in them slip on some sandals and wonder in the direction of class. They make that same statement when they make a presentation. It is not about wearing a suit to class which many students in the public university where the author works might not have. It is about looking like you cared. This will be important each time they pitch and they need to understand that it is part of their personal promotion. It is simple things like tucking in a shirt, watching the amount of exposed skin, uncovering a head unless it is covered for religious reasons, shaving or trimming facial hair and so forth. Also how you walk in the room and to the front. If you can help student understand that their body language creates an expectation.

In class in advance there is considerable talk about eye contact. Students usually have talked about its importance elsewhere and you can have a good discussion about it. Initially you are trying to get them to look up and at their peers. They need to learn to not talk to their toes but to those around them. If they are in that elevator with that person who could change their lives they need to look into their eyes.

Body language is a good thing to discuss. You or your students can have a lot of fun acting this out when you are talking about the assignment. People do the craziest things and this is a good reason for them to practice. Some of the areas often discussed are what to do with arms and hands do not put them in the pockets. Another are talked about is to stay open in other words do not cross your arms over your chest in what could be a defensive measure. Students often bring up the importance of a smile. If you give them a few minutes in small groups to come with what they like best when peers presents and what needs the most improvement you will be amazed at how good the list is.

NO PROPS

In this presentation there should be no props, no overheads, and no handouts. You are trying to prepare them to seize opportunities when they are not likely to have anything with them. Surely you will have other presentations where individuals or teams have plenty of material that they can use as crutches. This is supposed to be able to be used in an elevator, or in a buffet line, or at a social gathering. This will be hard for some but they can make it.

THE FUTURE

Here is an opportunity to improve the lives of your students from borrowing in the tradition of marketing. In this case idea pitches are borrowed from entrepreneurship and put in the marketing class room. Now the challenge is in a much more refined way to think about what is happening in an idea pitch and how it fits into marketing. Where the semester does it fit the best. Should it be at the beginning with little theory that could be referred back to all semester or at the end when hopefully students would be putting it all together? Can this be developed as a total marketing exercise?
### Exhibit 2. Rubric for Idea Pitch

Rubric for in class Idea Pitch  
Marketing Class  
Fall 2011  
Professor No Name  
Name ________________________  
Topic __________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>0 t0 .39</th>
<th>.4</th>
<th>.6</th>
<th>.8</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Grabbing Opening</td>
<td>Some attempt</td>
<td>Attempted but not relevant to pitch</td>
<td>Attempted but did not work</td>
<td>Good job</td>
<td></td>
</tr>
<tr>
<td>Develops Interest</td>
<td>No</td>
<td>Some attempt</td>
<td>Easy to follow</td>
<td>Holds the audience’s attention</td>
<td></td>
</tr>
<tr>
<td>Using, ‘you,’ speech – oriented to the customer</td>
<td>Good for the class or makes it clear who the class is representing</td>
<td>Has some reference to the audience</td>
<td>The audience is clearly being spoken to.</td>
<td>A sense that this is crafted for this audience.</td>
<td></td>
</tr>
<tr>
<td>Appears to have given this a good try</td>
<td>Feels like this is not exciting</td>
<td>Seems to have prepared</td>
<td>Good preparation</td>
<td>Good preparation energy and excitement</td>
<td></td>
</tr>
<tr>
<td>Has a good ask</td>
<td>There is an ask</td>
<td>Only money</td>
<td>Tries to get people involved</td>
<td>People could respond and know what to do</td>
<td></td>
</tr>
<tr>
<td>Get’s at basic need</td>
<td>No clear need</td>
<td>Hint’s at audience need</td>
<td>Gets to audience need</td>
<td>Is explicit about how this helps in term or Maslow or TIMES needs models</td>
<td></td>
</tr>
<tr>
<td>Dressed to present</td>
<td>No attempt</td>
<td>Some attempt</td>
<td>Ok</td>
<td>Professional</td>
<td></td>
</tr>
<tr>
<td>Completes within 90 Seconds</td>
<td>Goes Over</td>
<td>Leaves too much time when more could have been said</td>
<td>About right</td>
<td>Right on time and persuasive</td>
<td></td>
</tr>
<tr>
<td>Good Eye Contact</td>
<td>Avoids eyes</td>
<td>Some contact</td>
<td>Good eye contact in audience</td>
<td>Good job of getting and keeping eye contact</td>
<td></td>
</tr>
<tr>
<td>Good use of Body movements</td>
<td>Some</td>
<td>Disconnected</td>
<td>Add to presentation</td>
<td>A Real strength in keeping the audience involved.</td>
<td></td>
</tr>
</tbody>
</table>
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**Exhibit 2. Rubric for Idea Pitch (Continued)**

**Explanations**

1. **Attention Grabbing** (You are trying to put your idea into the customers awareness set page 168 and 169 in Kotler text usually in the consumer or customer markets chapters)
   a. Your first task in presenting any idea in marketing is to get the audience’s attention.
   b. This is increasingly hard today where people have so many distractions.
   c. You will have to come up with a powerful intro – but then you need that in life.

2. **Develops Interest**
   a. In today’s world people will give you about five seconds from getting their attention to letting their mind wander.
   b. How are you going to hold the attention of your fellow students?

3. **Using, “You,” speech oriented to the customer**
   a. This is just something you have to practice but is very important to marketing
   b. The Marketing Concept as you will see in any text is customer centric. The Kotler Text carries this further on pages 19 and 20.

4. **Appear to have prepared**

5. **Have a good ask**
   a. When you get done what are you asking the audience for?
   b. Do you need volunteers? Technology? Contacts? Try to stay away from boring old money.

6. **Get at a basic need**
   a. Two needs models used in this class will be Maslow’s Hierarchy on page 163 of the Kotler book and found in almost all texts.
   b. TIMES – this model worked on by Lane, and Kaufman is a resource model. Everyone has pluses and minuses in each of these areas. Some of these are seen on page 121 of the Kotler book.
     i. Time
     ii. Information
     iii. Money
     iv. Energy
     v. Space

7. **Dressed to present**
   a. This does not mean you need to be in formal business attired – but it does mean you should be in business casual and look like you mean it unless your dress is adding to what you are saying!
   b. Look like you are serious about this.

8. **Complete within 90 seconds**

9. **Good eye contact**

10. **Good use of body movements**

   It seems like a really great opportunity to explore how things are done differently for different marketing segments. This is a good opportunity to apply what they have been talking about in class and hopefully reading about in a book or on line. Segmentation always seems like one of those topics that are easy in theory but much harder to apply.

   Finally, is there something to be learned from the excitement, fun and enthusiasm with which idea pitches
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are greeted in Entrepreneurship. Is this a tool to help make learning more fun for the current generation?

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In the summer of 2009, the job placement rate for students graduating from our college had decreased dramatically. And we were not alone. The Wall Street Journal (Murray 2009) declared it was the toughest labor market in 25 years for graduating college seniors. In addition, research reported that “80% of companies were using social media for recruitment” (Qualman 2010). Thus, I was motivated to develop tools in my marketing courses that would not only empower students to market conventional products and services online, but to also market themselves online to achieve a distinct advantage in such a competitive environment.

In my Principles of Marketing course, I created an exercise that focused on “Marketing YOU!” This assignment requires underclassmen to apply the traditional factors of the marketing mix – product, price, place, promotion – to their own prospective careers. To build upon this experience, I decided to develop a personal portfolio assignment – focused on the promotion aspect of marketing – in an upperclassmen course, Essentials of Selling. This portfolio requires several related elements including a personal mission statement and brand points, cover letter, resume, informational interview and development of a professional online presence. The remainder of this paper will address the ten steps of the professional online presence assignment, also referred to as “Developing POP!”

1. Establish your online presence. This step encourages students to own their domain name (which can typically be secured for less than $10/year). In certain instances, students with common names might need to consider how to differentiate themselves online. For example, one of my students decided to focus on his interest in integrated marketing communication (IMC) and branded himself as JohnSmithIMC. In addition, students are required to develop a profile on Google (https://profiles.google.com) and LinkedIn (http://www.linkedin.com).

2. Create personalized URLs (with professional photos). This is an important step not only for purposes of strengthening one’s personal brand but also for purposes of search engine optimization. When prospective employers type in a student’s name, the student needs to “own” what appears in the search results. Therefore, students are required to personalize all URL addresses whenever possible and must create a personalized URL on LinkedIn, e.g., http://www.linkedin.com/in/JohnSmithIMC. Students are also encouraged to check the availability of their “brand name” on various social media sites through resources such as namechk.com and knowem.com.

3. Develop content. Once a brand name and online presence have been established, students are required to (a) develop their own site using tools such as http://flavors.me or http://wordpress.org, and (b) submit three original posts (including external links) related to their field of interest. Students are also encouraged to use Google Alerts (http://www.google.com/alerts) to receive daily news updates on their selected topic.

4. Promote your brand name. This is an important point that individuals often overlook when developing a professional online presence. I emphasize to students that online and offline marketing channels should reinforce each other, and I encourage students to include their personalized URLs in the signature block of their emails and on business cards.

5. Promote your content. In addition to promoting their brand name, students are encouraged to use social bookmarking sites such as Delicious, digg, reddit, and StumbleUpon, to share their posts and content with others.
6. Actively network. One of the greatest advantages of social media is the ease of networking with others in a particular field of interest. LinkedIn Groups have become especially popular and during class I share with them a specific industry example such as LinkedIn Groups for Publishing Professionals (Boog 2011). Students are required to join at least four LinkedIn Groups for this assignment.

7. Monitor your brand. It is critical that students understand the importance of monitoring their brand. They do not want to be asked a surprise question during an interview about something related to them that appeared online. Students are encouraged to Google their names often and have a Google Alert established for their name. In addition, I recommend reviewing tracking sites such as BackType.com, BoardTracker.com, and SocialMention.com.

8. Measure your online “Klout.” As with any marketing initiative, measuring the impact of the marketing efforts is critical. Although measuring social media effectiveness is still in its infancy, innovative tools are being developed such as Klout (http://klout.com). A “Klout Score” measures the influence level of the engaged audience based on actions such as retweets, @messages, follows, comments, and likes.

9. Engage your audience. It is not enough to simply build an online presence; students must engage with their audiences and build relationships with them. Thus, students are encouraged to review and respond to postings directed to them as often as possible and contribute new topics to their LinkedIn Group discussions.

10. Manage your brand presence. Perhaps my greatest concern with this assignment is that a student will consider it a course requirement rather than a career opportunity. I emphasize to students that their “brand” cannot be static. And I encourage them to be authentic and consistent (and practice integrated marketing communication) across online and offline channels. It takes a substantial investment of time to frequently and consistently update various profiles and social media networks. However, dedicating time to building and sustaining a professional online profile is one of the most promising investments our students can make.

A recent article on personal branding in *Harvard Business Review* (Clark, 2011) reaffirmed my belief that, “Every art student has a portfolio ready to be shown at a moment’s notice. It’s no different in the business world.” When I asked my students at the end of the semester if the personal portfolio, and in particular the “Developing POP!” assignment, had been a valuable experience, the feedback was 100% positive. Recently, I also had the privilege of sharing the “Developing POP!” concept at a marketing conference of a national research university. In this situation, the audience was composed of graduate students, professors and marketing practitioners. Once again, the feedback was extremely positive. I believe the primary reason this teaching innovation has been so successful is that it ultimately demands student engagement in the learning process. Although students can read about the potential of social media, they will not comprehend the power of social media until they actually practice it.

REFERENCES


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Motivating students to compile knowledge and retain what they have learned as they move through the marketing curriculum is a common, yet sometimes overwhelming challenge. Unfortunately, students are often more motivated to gain just enough familiarity and recognition of current topics for a short period of time to obtain a desired grade (Evans 2010). We have designed and implemented a web-based learning ecosystem (LECOS) that we believe will facilitate learning enhancements for today’s native technology users, marketing students. Our system was developed to: (1) motivate students to build relevant knowledge and skills; (2) improve student engagement in relevant cognitive behaviors; and (3) improve student performance.

As illustrated in Figure 1, LECOS relies on the systemic interaction of traditional teaching methods and technological advancements, which does not fit neatly into the common categories of hybrid, blended or on-line design, but synthesizes the strengths of each. This innovative framework is the basis of a marketing education experiment fueled by the belief that tangible output created by students, viewed as exemplary by instructors, and made accessible to peer learners, client partners, and the broader marketing community will improve students’ aptitude and attitude toward learning about marketing. Client partners located both far and near have access to LECOS so they can assist instructors with project development and assessment. Moreover, best-in-class student work is made available for student and public viewing long after courses have ended. In fact, more than 5,000 visitors from eighteen countries have visited the gallery of marketing ideas generated by students enrolled in the two courses currently making use of this platform—Marketing Principles (MP) and Marketing Research (MR).

The LECOS platform consists of four elements. The first element is the Course In-Class Experience which takes place using instructor-led student engagement and without which LECOS would not be sustainable. Course lectures...
**Teaching Notes**

allow students to discuss covered topics, take notes to enhance and complete their workbooks, participate in quizzes and tests, coordinate their team-based work, as well as exercise their social interaction skills. It is through these in-class lecture experiences that students are acquainted with their role in client-based projects. In a LECOS driven client-based project, students first complete a series of team mini-projects (TMP) which are developed and assigned by the instructor based on a client’s particular marketing need. The instructor evaluates each TMP and benchmark TMPs are made available to students through the course website. Benchmarking has been recognized as an active learning tool due to its ability to tap into the competitive nature of college students while helping to increase their self-interest in course subject matter and thus positively impact student motivation, engagement, and course performance (Wetsch 2009). At the end of the semester, each student completes an individual final project (IFP) to showcase the knowledge and skills from the execution of TMPs. The IFPs are evaluated by the instructor and client partner. The instructor evaluates the project for learning outcomes whereas the client evaluates the work for originality and potential impact. If the instructor and the client agree that a student’s work achieved the desired outcomes, the project becomes part of the Repository. See http://www.davidraska.com/dr/LECOS.html for further description and illustration of LECOS projects in addition to the project management process.

The second element consists of the Course Website--a functional element of LECOS that provides course-level guidance for achieving learning objectives. Each course website is structured as a virtual representation of the actual in-class experience and organized around the following components: (1) News--a cumulative frequently-asked-questions and answer section and RSS subscriptions that allow students to stay updated via their e-mail accounts; (2) Lectures--a virtual map of course content; (3) Projects--TMPs and IFPs outlined and benchmark projects supplied; and (4) Assessment--a summary to inform students of how they will be evaluated.

The third element is the Repository that houses select IFPs from the PM and MR courses. As discussed earlier, student work must surpass a threshold level of quality to be included. Finally, repository beneficiaries are the external stakeholders of LECOS who help to validate the relevance and applicability of the marketing knowledge our students acquire via their course experiences. Though the primary beneficiary is the client, the Repository provides benefits to other stakeholders as well. Employers, for instance, can use the Repository to learn about knowledge and skills they should expect from potential job candidates whose works are published in there. Businesses of all types and sizes can use its constantly growing resources to solve marketing problems similar to those addressed in the Repository’s published projects. Other institutions of higher learning can use it as a vehicle for enhancing the education of their students.

Taken individually none of the elements is terribly innovative. It is the systematic integration of the parts and the course of action that students are drawn through that creates an innovation uniquely suited to accomplish our three important objectives. Even though initial tests of LECOS’ effectiveness were positive and have fueled our ambitions to further develop this teaching platform, we recognize that LECOS is still a new concept. As such, further tests will be conducted and continuous improvements are needed before it is established as an effective platform for needed enhancements to marketing education.

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CONDUCTING CONSUMER-ORIENTED ETHNOGRAPHIC RESEARCH: A TEACHING INNOVATION

Andrew D. Wong, California State University, East Bay
Lan Wu, California State University, East Bay

The demand for marketing researchers who are adept at ethnographic methods has been on the rise in the last two decades. Nevertheless, ethnographic methods are rarely discussed in marketing courses or in marketing research textbooks (e.g., Churchill, Brown, and Suter 2009). To address this gap, we designed a group project to teach students how to conduct cultural analysis of consumer products by using data collected through ethnographic interviews, and to give them practical experience in doing so.

The project is inspired by Sunderland and Denny’s “what is coffee?” exercise (2007, Chap. 3). Cultural analysis and ethnographic interviews are two central components of the project. Cultural analysis, as anthropologist Clifford Geertz (1977) explains, is an interpretive science in search of meaning. A cultural analysis of a consumer product would then uncover the meanings that consumers have attached to the product. A central tenet in cultural analysis is “cultural relativism” – i.e., the belief that researchers need to understand behavior from the respondents’ point of view rather than their own. This belief has important implications for the kinds of questions that researchers ask in ethnographic interviews. Specifically, they pose questions whose answers may seem obvious at first glance. “Common sense,” which is difficult to explain and often left unsaid, gives researchers rich data for understanding cultural meanings. Ethnographic interviewers’ interest in these meanings leads them to use open-ended questions to encourage respondents to talk about actual instances and specific examples. Finally, ethnographic interviewers pay attention to not only what is said, but also how it is said, what is implied, and what is not said. Non-verbal behaviors are important as well. As far as ethnographic interviewers are concerned, everything counts as data.

The project consists of three parts, with around five students working in a group. In the first part, students are instructed to: (1) identify a social group that they are interested in (e.g., male college students), (2) choose a consumer product that people in this social group use on a regular basis (e.g., beer), and (3) come up with a list of about 10 questions that they would like to ask in their ethnographic interviews. To encourage students to suspend preconceived notions, we ask students to pretend that they do not know anything about the consumer product in question. We also remind them to include questions that are likely to elicit stories and prompt interviewees to discuss memorable instances of consumption. The goal of the ethnographic interviews is to find out the various meanings that people in the selected social group attach to the product.

In the second part, students conduct ethnographic interviews with 10 people from the social group. Besides the questions they come up for part 1, they are encouraged to ask any clarification and follow-up questions that they think will give them insights into what the consumer product means to each interviewee. We also give students the following advice: (1) suspend any preconceived notions and try to understand the point of view of each interviewee, (2) encourage interviewees to talk about actual instances and specific examples, (3) take detailed notes and pay attention to all the details (e.g., what is talked about, and the way something is talked about), and (4) include basic demographic information of each interviewee.

In the third part, students are required to make a 15-minute presentation that addresses the following questions: (1) Are there any similarities among the interviewees’ responses to the questions?; (2) Are there any significant differences?; (3) What did you find particularly interesting and/or surprising?; (4) What insights did you gain from the
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ethnographic interviews?; and (5) How could these insights be used to develop new products, marketing strategies and/or advertising campaigns?

We successfully implemented this innovation in an undergraduate marketing research class, with positive student evaluations and feedback. Assessment results show that students understood the value of ethnographic consumer research and gained useful experience in collecting, analyzing, and interpreting ethnographic data. This teaching innovation can be easily adapted for “Marketing Research,” “Consumer Behavior,” “Advertising Management,” and other marketing courses at both undergraduate and graduate levels.

REFERENCES


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Teaching ethics typically is accomplished through a stand-alone textbook chapter or by applying case or short problem pedagogy where the student is posed with an ethical problem and tries to create a resolution applying their personal values. Students often struggle with the issues and try to solve them in a black and white, right or wrong fashion. Students need to learn ethical frameworks and how to practice applying those ethical frameworks to guide their decisions. When business students are taught an ethical framework, it is often utilitarianism or, more informally, cost/benefit analysis. This is a consequentialist approach, whereas Catholic Social Thought (CST) is deontological approach.

The past academic year the College of St. Benedict and St. John’s University invited Dr. Michael Naughton from the John A. Ryan Institute for Catholic Social Thought, the University of St. Thomas, on two separate occasions. In the fall of 2010, Dr. Naughton came to engage interested faculty on how Catholic Social Thought (CST) could facilitate student understanding of how to apply an ethical structure to their leadership and decision making. The faculty left with direction on improving our process for covering ethics in our courses. He returned in the spring to discuss CST further and to present a lecture open to all students.

In addition to Dr. Naughton’s visit, faculty used his scholarly work on CST as a catalyst to discuss ethics in our classes. In a consumer behavior class, students were asked to read scholarly writings on Kant, utilitarianism, and CST. They were then asked to both write and discuss a compare and contrast of the three ethical frameworks to the American Marketing Association (AMA) ethical guidelines. Only after a critical analysis of the three ethics models were students asked to apply them to a particular marketing ethical problem.

In a principles of marketing class, students were asked to evaluate several realistic marketing scenarios, in which a marketing manager must make a difficult decision that has ethical implications. The students were asked to analyze the scenario from the perspective of utilitarianism and also from the perspective of CST. Sometimes the two analyses yielded the same “right” decision, but sometimes utilitarianism would yield one answer and CST the exact opposite answer. These instances provided a wonderful opportunity to discuss means and ends, the difficulty of anticipating and calculating future costs and benefits, and concepts such as dignity that are often not considered in more classical ethical theory.

Students gain a much better appreciation through critically thinking about what ethics mean and how the marketing profession views ethical considerations in decision making. In particular, CST provides a different ethical lens than traditional ethical models through the discussion of business concepts such as the dignity of work, the workplace as a community, and rights and responsibilities. Adding the CST model allowed a more complete examination of ethical considerations for decision making, which was evidenced in students’ writing and discussion through the remainder of the semester.

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A STUDENT-HANDS-ON APPROACH TO DEVELOPING AND EXECUTING REAL WORLD STRATEGIC AND TACTICAL MARKETING PROJECTS

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An important, specific component of the University of Indianapolis School of Business teaching engagement with upper-level marketing and entrepreneurship students is to identify, construct, and present to selected client organizations comprehensive, real world, strategy development projects, conducted by university seniors enrolled in selected 400-level business strategy course work. Beyond fulfilling the university expectation of engaging students in experiential learning projects, the development of innovative and productive real world teaching and learning initiatives helps students to (a) foster and further their business community outreach/networking opportunities, (b) establish and sustain direct engagement, connections, and networking with appropriate business leaders and the venture/investment community, and (c) develop basic skills in hands-on management of marketing and entrepreneurial strategic projects and programs outside the classroom.

At the beginning of the January-May 2011 semester, University of Indianapolis students enrolled in Marketing Simulation 497 secured an invitation from the senior marketing management staff of the Indianapolis Zoo to develop and present a multi-part marketing strategy and tactical program – including five-year forecasted revenues and expenses - addressing four key initiatives: (1) To generate an incremental, annual increase in overall “day tripper” zoo attendance and concession revenues of at least 2.5% per year; (2) To convert one in twenty “day-tripper” zoo visitors to zoo members; (3) To generate “measurable” increases in “off-day” zoo attendance and concession revenues; (4) To develop a comprehensive, introductory marketing campaign for the new Orangutan exhibit and education venue, scheduled for opening in 2013.

In order to provide students with an opportunity to benefit from hearing and seeing a diverse assortment of individual marketing component approaches to the project – and, thereby, choose the “best of the best” outcomes from across the four phase project – the class was divided into teams of three to four students each. As a result, students were able to practice their individual and collective teamwork skills, and to observe the work product of the other teams; that, in turn, provided a collective forum in which the students could choose and rank the “best of the best” inputs from themselves and others. In addition, the team approach provided an interesting “competitive edge” to the project.

Phase One of the initiatives was launched with the students dividing the class into teams of three to four students each, with each team tasked with developing a rigorous, quantified overview of the zoo industry. Using a variety of internet and print sources, students conducted a comprehensive industry analysis to determine and benchmark historical trends of – among other measurements - total annual revenues by source, annual number of visiting attendees, number of exhibits, physical acreage size, availability of public transportation to the site, area per capita incomes, development of member-acquisition marketing programs, and identification of entertainment-dollar competitors, for (a) the entire U.S. domestic zoo industry, (b) the top twenty-five zoos in the U.S., and (c) the Indianapolis Zoo. Each student team presented its own industry analysis to the assembled classmates.

For Phase Two of the initiative, students executed a conventional SWOT analysis, using benchmarked and trended information gathered in Phase One, and focusing on quantitative and qualitative comparatives between entire zoo industry performance and that of the Indianapolis Zoo. Individual student team SWOT analyses were presented during subsequent class meetings.

During Phase Three, student teams sorted and priority-ranked the zoo industry quantitative data points gathered during Phases 1 and 2. The sorting and ranking process provided a reliable basis for constructing what the students...
termed a “Best Opportunity Conclusions” (BOC’s) roster which, in turn, helped them to develop and assess preliminary marketing strategies and supportive tactics. Each team was responsible for presenting and submitting its BOC’s to each of the other student teams, for further assessment, sorting, and priority ranking.

When students had collectively completed and finalized their agreed upon BOC’s, they launched Phase Four wherein each of the teams developed their own individual team assortment of strategies and tactics to drive and support the four initiatives summarized in the above second paragraph of this document. Following the in-class presentation of those individual team strategies and tactics to their classmates, students sorted, ranked, and selected the best of the best for each of the assigned initiatives in paragraph two above, to produce a final strategic and tactical document for Power Point presentation to the senior management of the Indianapolis Zoo. The students selected spokespersons from among their colleagues to present the campaign; the presentation included an exhaustive question and answer session at the conclusion of the gathering.

Much like any other real world project, managing such an initiative as the one described here – and the participants – will always have its own collection of unique challenges, most of which have a practical explanation . . . and sometimes even a resolution. Perhaps the most evident challenge was endeavoring to calm student frustration brought on by the erratic and uncertain availability of consistent industry data, although such scarcity of applicable information can often be one of the harsh realities of the real world. Students engaged in this project completed the course with a much better understanding of the role that lack of information can and does often play in the uncertainty and risk attached to making business decisions.

A second challenge was that of helping students to temper their individual and collective enthusiasm for the possible economic outcomes of the marketing project with the realistic need to be measured and critical in forecasting revenues to be generated by various components of the campaign. Fostering eagerness and passion for the task at hand is clearly one of several important goals of the project, but – because the initiative involves real world clients – such exuberance must be gently balanced with a sense of reasonable expectations regarding the magnitude of the results of the strategic and tactical recommendations.

A third, evident challenge centered around helping students to guide themselves to conclusions and planned actions that should/must be quantified wherever possible, even in a business environment that is very likely fraught with unknown risks, uncertainties, and – sometimes – a glaring void even in what could be characterized as basic industry information. In such circumstances, students were counseled and encouraged to search for and consider “associative quantification,” where market performance in one industry might very likely mirror that of the target industry under consideration.

Commencing with the 2011–2012 academic year, and in addition to a new strategy project, students of Marketing Simulation 497 will be tasked with identifying and developing their own assortment of techniques, methods and protocols for quantitatively measuring the success of various marketing campaign strategies, including those emerging from the university’s relationship with the Indianapolis Zoo.

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A NEW MARKETING COURSE IDEA FOR UNDERGRADUATE MARKETING STUDENTS: FOLLOWING YOUR PASSION THROUGH DEVELOPING A MARKET VISION

Susan E. Reid, Bishop’s University, Williams School of Business

POSITION PAPER

Problem to be explored: How can undergraduate marketing students be more engaged in learning about marketing in a way that is driven by some individual passion? Given that most undergrad students have limited work experience, a common issue is that unless they are of the type to work in the sales organization, or with a strong affiliation for quant methods and market research, there remains a large body of students at graduation time who don’t have a clue as to what they are going to do with the 4-year marketing degree they have worked to obtain. So, is it all for naught? After years of concern about this situation, I am actively engaged in developing a course that I hope will help to fill in what I perceive to be a much needed gap in the curriculum.

Context: The course I am developing builds on my own research interest – market vision – and, trying to help bring this into focus for each individual student’s own passion. Whether this might be skateboarding or playing the piano, hot rods or designing clothes, the idea is to take theory related to developing a market visioning competence and put it into practice. The hope is that students will graduate, not necessarily with the aim of going on to work for a large corporation, but possibly of starting their own passion-driven organization with a solid understanding of how they might go about doing the early ground work to be successful in such a pursuit. This is not just about putting together a marketing plan for a new product idea; been there, done that. In fact, the end result is not to come up with a marketing plan at all; but rather to come up with a vision of the market for a product concept and to have developed a network of people and a group of tools that will help them easily make a solid marketing plan, if they choose to do so.

Course Content and Theoretical Perspectives: The research underlying the key elements of developing an effective market vision is outlined in Reid and de Brentani (2010). To put it simply, the main elements involved with developing a market visioning competence include: the network of the individual, idea driving, a proactive market orientation and market learning tools. The resultant market vision should provide clarity and specificity regarding the eventual product/market interface and be magnetic to the visionary. The idea of the course is to expose the student to the theory behind emergent strategy, vision, market orientation, market learning tools and networks, and then to quickly move to the practical level. Through a series of standard tools (i.e., personality and value inventories), in addition to visualization exercises, students will be asked to very quickly outline a primary personal passion that they might be interested in pursuing on a business level. At this stage, rather than moving directly towards products related to that passion, the student will be asked to work more generically on high-level learning about the field and market of interest, and developing a network related to the field. In fact, three networks will be required for the student to develop: (1) a personal board of advisors (which might include mentors from various backgrounds: financial, spiritual, academic, community leader, etc.); (2) a technical advisory board from their identified area of interest and (3) 3 “lead users” from their area of interest. Through guided meetings with these networks, and use of market learning tools, the student will identify leading ideas, needs and gaps in the area and match them with their own individual strengths and weaknesses (an individual level SWOT). Initial ideas will be further vetted by interacting a second time, using a concept test, with their networks. Following these steps, the idea is to create a clear market vision of what potential products, services or experiences they would see in the market for these users. An early feasibility analysis and plan of next steps will be the final deliverable.
Further exploration: A website will be established with students to provide feedback to the course instructor as to how helpful the course was to pursuing their goals looking out over a couple of years time horizon; this could provide useful data for tracking the success of the course and seeing how to improve it.

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ENGAGING STUDENTS IN CRITICAL THINKING BY SOLVING LOCAL BUSINESSES’ PROBLEMS

Rick Bonsall, McKendree University
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POSITION PAPER

Primarily in undergraduate programs, although it can apply to graduate programs as well, motivating students to apply critical thinking skills and management concepts to coursework is a tremendous challenge. Students often feel the problem they must analyze is fictional, thus struggle to get excited about and engaged in developing the best solution to the problem. Our presentation will explain how our faculty is working to resolve this issue by engaging local businesses.

We know that many of the case studies within textbooks are based on real world situations. That is one reason why we choose specific textbooks for our courses; we value the real world examples. However, despite the realism of the case studies, students do not see the same value in those case studies as faculty do. We believe that part of the problem is that the issue in the case has already been solved; it is history. For the students, their solution is merely a cognitive exercise – outside of a grade, there is no significance or impact felt.

While we have not abandoned the textbook case study as a learning tool, we have engaged local businesses in creating new case studies. These case studies are based on actual problems the local businesses are facing now. We work with local businesses to address a problem they need solved, but they do not have either the time or resources to address. We use their problem/issue as a project within our courses. We inform the students that this is an actual problem a company (the companies often request anonymity) is facing and that their solution/recommendation will be shared with senior management. Knowing that their solution/recommendation may be implemented by a local business appears to motivate the students to develop the best solution, versus just a solution for a grade. They now see value in the assignment; it is more than a cognitive exercise. The effort they put forth may result in a company increasing its competitive advantage, increasing employment, improving processes, etc.

One challenge is the request of local businesses for anonymity. This often results in insufficient information because the more information provided the greater the possibility of identifying them. In addition, depending on the problem, information required to make the best recommendation is too sensitive for the company to release.

We believe this is a true win-win for education and the community. This approach permits companies to see firsthand the skills of our students. The key to the long-term success of this approach is to develop a more formalized process to identify participating businesses. In addition, guidelines and criteria need to be developed to enhance the problem selection process in order to ensure the best learning opportunity for the student.

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POSITION PAPER

Online education programs at colleges and universities continue to grow in popularity. As a result, major accrediting agencies require the online programs to demonstrate rigor and integrity of similar on-campus programs. Accreditors also require that the university certify that the person registered for the class is the person who is taking the exam. This requires tests to be proctored, either with a human proctor or via a mechanical device, such as a Securexam Remote Proctor. This device allows the instructor to identify the person taking the test by comparing a registration picture and through biometrics (scan of finger), and it allows the instructor to monitor the testing environment for evidence of cheating.

Two years of use of Remote Proctor in the online program at a small southern regional university (SSRU) sheds light on the problem of cheating in online classes. The SSRU created user guidelines for students and faculty and created an Academic Integrity Committee to adjudicate the offenders. The volume of cases has grown each semester at the SSRU, as it has at other universities. The analysis shows several issues surrounding the growth in cheating, including, but not limited to, the fact that students take online classes because they believe it is easier to cheat.

In this session, we will discuss the reasons why students cheat in online classes from a literature review perspective; we look at them in three categories: “The Rationalists, The Phantom, and The Deserving.” We will discuss the growth of incidents of cheating reported at the SSRU and other universities, and we will give examples of the cases being reported and viewed via the Remote Proctor. Finally, we will discuss the use of an Academic Integrity Committee and the authority given to its members to adjudicate the cheating cases. The results of the committee’s activities will be reported.

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Position Papers

MODELS FOR UNDERGRADUATE RESEARCH AND HANDS-ON MARKETING APPLICATIONS IN NON-CLASSROOM SETTINGS

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POSITION PAPER

PROBLEM INTRODUCTION: In the competitive environment facing college graduates the need for experiences beyond the classroom are valuable and almost essential requisites for success in the employment marketplace. This circumstance coupled with inexpensive new technologies and increasing expectations that colleges and universities provide or facilitate internship, cooperative education, or other opportunities to obtain non-classroom learning experiences are giving rise to new models for meeting this need of undergraduate students.

CONTEXT: Luther College is a liberal arts college (2500 students) and located in a small rural community of fewer than 10,000 residents in a setting without close proximity to a larger metropolitan population center. This setting creates limited opportunities for internships or other cooperative education options for students to expand their skill-set with out-of-classroom applications in marketing or management. The need to create other alternatives is one factor in identifying the models for research and hands-on experience identified in this position paper.

SOLUTIONS/ALTERNATIVES: While there are many ways to create research or hands on experience following are four that have worked well when applied at Luther.

1. Analytics analysis. Many web content creators on college campuses maintain web content with no feedback on the effectiveness of their work or knowledge of the reach of their content. With services like Google Analytics raw data is available at no direct cost. There is only the need to be granted access to an analytics account and for web pages to be coded to allow tracking to take place. Using this tool and working with departments to do analysis of traffic to the website, creation of reports, and provide recommendations, students can gain highly relevant experience while filling an institutional need. Academic departments, student organizations, college online newspapers, athletic teams and other web content are often low on the priority list for analysis for institutions and thus the work done by students in this setting is especially useful.

2. Surveys. AdMonkey and other services offer free or very inexpensive online survey instruments. Some provide the population samples while others allow users to define their own samples. This provides an inexpensive means for students to do a wide range of primary research while experiencing the creation of research instruments, execution, and evaluation of data.

3. Cost per click (CPC) web advertising. While there is a cost to use these services the costs can be controlled through spending limits and can create relevant learning experiences for a very small cost. Departments on campus that wish to use search marketing to create additional traffic to their site may find a benefit from these services and may have funding available. Catering, admissions, fine arts programming, sports camps and other departments are good candidates to support this work. Offering support in creating and maintaining CPC campaigns for local businesses and organizations is another option for applying this alternative.

4. Social Media. Creating social media campaigns that specifically focus on events or a narrow target can be a very effective way for students to experience creating a communications plan, implementing the plan, and evaluating the plan’s performance. Examples might be creating a page or group to build visibility around a touring music ensemble, an alumni gathering, or some event on campus. Students typically have experience with personal social media but not with applying social media platforms to business challenges. Conversely, many charged with building visibility are not knowledgeable with social media. Again, offering assistance
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in this area can be very attractive for local businesses or organizations that do not have the familiarity or expertise to start and integrate the use of social media in their marketing mix.

CHALLENGES: Obstacles that may be encountered include having institutional support, funding of direct expenses, faculty time, and curriculum limitations in granting credit so that the experience can be reflected on a transcript.

CONCLUSION: These models, while they create powerful and relevant learning experiences, will not work in every institutional setting. The likelihood for success is enhanced with the presence of an institutional champion outside of the academic department. Career Center or Internship staff, Communications or Marketing leadership, or Development/Alumni leadership. These staff areas are best able to benefit from the operation of these models. They also may have the capacity support initiatives with funding of direct expenses and in some cases compensate students with work-study pay or stipends. Alternately, partnering with outside organizations can be a means to implementing these models. Not for profit organizations as well as small businesses have needs that might benefit from supporting these models but do not have adequate resources to obtain similar services from professional vendors.

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EMPLOYABILITY ATTRIBUTES FOR MARKETING POSITIONS: A REVIEW AND ASSESSMENT

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POSITION PAPER

Marketing educators are concerned with the employability of Marketing graduates, both as a validation of their own professional roles and for the continued enrollment and health of the Marketing major at their institutions. While the employability of Marketing graduates is influenced by a host of factors, a basic, structural aspect of employability is a good match between the academic preparation of Marketing graduates and the criteria for a desirable employee as perceived by employers. We propose the need for studies to extend existing research on the topic through a relevant replication, and a reassessment of the gap between academic preparation and employability characteristics as they evolve over time.

In the past decade, further changes have taken place in the nature of the marketing profession, with the increasing incorporation of technology into marketing functions. We believe a reassessment of the gap between employer expectations and the academic preparation of undergraduate Marketing majors is called for. Particularly, the following aspects call for a reexamination:

♦ A focus on entry level Marketing positions. Unlike positions higher up the career path and employer hierarchy, entry level positions are most directly impacted by the undergraduate’s academic preparation. A gap between employability criteria at the entry level and academic preparation can be attributed to an inadequacy of the academic preparation and, more importantly, can be closed by appropriate changes in the academic curricula for Marketing majors.

♦ Greater cognizance of evolving technologies. As information technologies evolve, especially with the rapid pace of utilization of social media, mobile and other technologies in marketing, an assessment of whether marketing graduates are appropriately fluent in these technologies is desirable.

♦ A reaffirmation of behavioral characteristics and professional skills. With the increasing deployment of information and networking technologies, concern has been raised about a degradation in behavioral skills and professionalism of college-age youth. Due to the undeniable importance of competencies such as written and oral communications in Marketing and the value of professionalism in career growth, it would be timely to determine if the undergraduate academic preparation is maintaining and affirming these skills.

As the Marketing profession evolves, so do requirements for employability of Marketing graduates. This paper calls for a focused reassessment of the nature of gaps between undergraduate Marketing preparation and the employability characteristics of entry-level marketing job, along with an increased focus on aspects of technology and behavioral characteristics.

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A CASE STUDY: PHOENIX RISING – MULTILEVEL/MULTIMODAL REFLECTIONS FOR TRIANGULATION – GLOBALIZED LEARNING OPPORTUNITY

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POSITION PAPER

Learning and experiencing a different culture is an integral and vital part of the business studies in many business schools. Learning about other cultures is nothing new; however, cultural learning methodologies have changed over the years. Many of these changes may have been brought on by the onslaught of new technologies. Where travel is not possible, technological advances over the last century have provided tools to foster shared cultural learning. For example, studying culture, as part of language teaching, has evolved from its early beginnings of rote learning from factual knowledge (Thanasoulas 2001) through the cross-cultural contrastive approach (i.e., compare and contrast), through a communicative approach (i.e., take on the role of the foreigners), and the intercultural competence approach (i.e., books and articles dealing with cultural dimension of foreign language) (Liaw 2006). However, the mastery of culture is complex in that subtle differences (e.g., colloquialisms) are difficult to detect without prolonged exposures to a culture. Culture also has many faces (e.g., individual, group, local, national, organizational, business, global), which make it difficult to learn without emersion.

This paper/presentation reports findings from a global online learning opportunity. Two universities (one from the United States and one in Spain), teamed up to offer students an international experience without leaving their home campus. This study explores the successes and challenges of online study abroad experience from the perspectives of all stakeholders involved the process: (1) professors, (2) Information Technology Departments, (3) students, and (4) university administrators. This presentation focuses on the implications, pitfalls to avoid, and best practices for planning online study abroad programs.

The purpose for the learning exercise described in this case study differs slightly depending on the role of the stakeholders within the university. The subjects of this study were: one small liberal arts university in the Southeastern United States and their partnering university in Spain. This study is based on a number of data sources: interviews with stakeholders and reflective essays from the students.

This is a best practices pedagogy paper for these two universities as this was the first attempt at this type of learning experience for both. The study provides a look at the goals of other stakeholders for this learning experience. Goals vary from stakeholder-to-stakeholder and are not all relevant to the goals of the course instructors (i.e., a cultural learning experience for business students that increase self-efficacy). Because stakeholders other than the professors and the students are relevant to the delivery of this learning environment, their perspectives are important in the continuous development of the learning experience.

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THE IMPACT OF FEDERAL GRANT FUNDING ON INTERNATIONALIZING THE BUSINESS CURRICULUM: THE CASE OF TWO WISCONSIN SCHOOLS

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POSITION PAPER

Increasing numbers of higher education institutions have developed curricular and co-curricular initiatives to prepare students for an increasingly diverse and global society (AAC&U 2007). Internationalizing the curriculum of colleges of business has become a priority because of this as well as the changing demands of the workplace for business graduates. In this age of funding limitations, it is a challenge to find the budget to internationalize curricula or invest in experiential global learning for students. The purpose of this paper is to highlight the strategies used by two Wisconsin business schools that have successfully internationalized their respective curricula.

The University of Wisconsin-Eau Claire has had success in receiving federal funding specifically to internationalize the curriculum through both curricular and co-curricular experiences. Federal funds supported curricular development, experiential learning for students and faculty development. In addition to the federal funding in the College of Business, the University of Wisconsin-Eau Claire was also successful in getting student commitment to fund high impact practices and the College of Business was also a beneficiary of this support. Students approved a differential tuition plan that would support student high impact experiences such as internship, study abroad and other immersion experiences that we proudly call “Blugold Commitment” funding. The College of Business was able to develop and establish an International Business major which will take effect fall semester of 2011.

The University of Wisconsin-Whitewater has utilized grant projects in order to develop and integrate international courses into the College of Business Curriculum on both an undergraduate and graduate level. An International Business Minor has been created and approved in 2011.

One major challenge in accomplishing what the two schools have done is getting buy-in from administration and involvement from faculty and staff. Support and effective leadership by the grant funding requestor/support team and university support services are critical components of this process. Higher Administration within the college should provide full support, in addition, support from the University’s Academic Affairs Division and the Office of Research and Sponsored Programs is crucial. It is important to build support from college advisory boards, faculty, staff and alumni in the international profession. A required component of securing grant funding often relies on match funds and or collaboration from these partners.

As for faculty and staff, the key is to find those early adopters that are passionate about internationalization. Once others see the impact of these programs, this challenge is easily overcome and there is a larger group of allies that can persuade another group of followers. It definitely takes more than one person to accomplish it, but the process definitely needs an individual or two to champion it!

Implementation and execution of the grant are often challenging due to various constraints such as faculty commitment, budget, and time-allocation or project mismanagement. Experience with the grant process and the building the internal network of staff are often lacking, which may cause problems in reaching the end goal. Many of these components take time to establish.
Despite these challenges, federal funding most often leads to success in the internationalization of the business curriculum, whether that is an international curriculum, major or minor. Or, on a small scale, it provides funding for research and support for a university to begin the internationalization process, one class at a time.

“The course of globalization will continue as long as people are driven to look across borders for resources, ideas, efficiencies, and services. Business schools that fail to adapt to that reality do so at their own peril” (AACSB, 2011). Universities are investing heavily in global learning, some more than others. At the University level it is important to intentionally align internationalization/global learning with the University’s Learning Goals, but also recognizes the reality of globalization in order to stay competitive and effective for years to come.

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APPLYING SELF-DIRECTED LEARNING TO MARKETING EDUCATION

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POSITION PAPER

Improving student learning in marketing education is important both for the institution as well as the student. Educators can help improve student learning by having students engage in self-directed learning (SDL). This is different from traditional learning paradigms because it gives learners some control over their learning. In SDL, learners take the initiative in planning, implementing, and/or evaluating their own learning needs and outcomes, with or without the help of others (Knowles, 1975). It originates from the adult education literature and is a common form of adult learning (Merriam and Caffarella, 1999). A recent meta-analytic review of SDL found that it has a positive relationship with GPA, future aspiration, creativity, curiosity, and life satisfaction (Edmondson, Boyer and Artis, work in progress). In addition, SDL has also been shown to have a positive impact on work-related constructs such as motivation and job performance (Boyer, Edmondson and Artis, 2011). Because of these results, it is imperative that educators determine how to effectively apply SDL to marketing education. The purpose of this paper is to discuss some key factors found in SDL projects as well as give examples of some SDL projects that have been successfully used in marketing education.

Educators can best facilitate SDL by becoming a coach and facilitator rather than just an information provider or lecturer. An SDL project allows the student to have more control over learning as well as gives him ownership of the project. These projects must be relevant to a student’s interests in order to be successful. In this way, the instructor must take into consideration the idiosyncrasies of each learner, rather than using a standardized, one-size-fits-all approach. The project should be flexible and let the student think for himself. These projects must be relevant to a student’s interests in order to be successful. In this way, the instructor must take into consideration the idiosyncrasies of each learner, rather than using a standardized, one-size-fits-all approach. The project should be flexible and let the student think for himself. In most cases, the role of the educator would be to assist the student in locating the necessary resources, help the student identify a starting point for his project, make sure that the student is aware of the objectives and evaluative criteria once this has been decided upon, provide examples of previously acceptable work if possible, and provide opportunities for reflection on what was learned. It is important to realize that the extent to which a specific project is SDL can vary from simple to complex, or from that which the instructor makes decisions about the learning to one that is student controlled. A simple SDL project might allow the student to select the topic for his project or presentation. In this situation, the educator would provide the desired format and evaluation criteria; however, the student would be given the opportunity to select the topic that is relevant to the student’s interests. Another fairly simple project, especially useful for Marketing Research, is to allow the students to not only decide on the topic area for the project (e.g., give them control to create a new product or service) but also allow them to control the content (e.g., determine what types of marketing research would be best for the project). In this situation, the educator would provide the initial starting point for the project and then assist the student as needed. A complex SDL project, especially useful for graduate courses, is to collect a current student resume, instruct the student to write-up what he wants the resume to look like in five years as well as identify what skills the student believes will help him get to that future resume. At that point, the student will work with the educator to create a plan to learn those specific skills (e.g., consulting work, software knowledge, etc.) including the criteria for evaluating the learning project. Students will then meet frequently with the educator in order to discuss how they are progressing with the plan. For any SDL project, it is also important that students engage in systematic reflection in which they critically examine their experiences and personally reflects on what they learned in the project. Additional research on other SDL marketing projects is needed.

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LAPTOPS IN THE CLASSROOM: TO BAN OR NOT TO BAN? THAT IS NOT THE QUESTION

Elania Jemison Hudson, Morehouse College

“Green the curriculum,” “Demonstrate student learning” – Yes, we’ve heard those phrases. . . . and we’ve also heard these – “Students are required to have laptops” and “Technology in the classroom.” Subsequently, one question for marketing educators has become “How to integrate technology into the marketing classroom experience?” Discussions on this topic are often centered on course management systems such as Blackboard; hardware such as Clickers, and software such as MarkStrat; however, this discussion has often overlooked one of the most basic technologies that has infiltrated classrooms everywhere – the laptop. On its surface, this research examines the pros and cons of allowing students to bring this technology into the classroom. However, it also goes one step further and encourages marketing professors to re-think the purpose of the(ir) student-teacher classroom interaction.

An ongoing debate has raged about the usefulness of laptops in the classroom with a growing group of professors (including the author) electing to ban computers from the classroom. However, a review of the literature suggests that this issue requires further consideration by all parties. More specifically, a review of the literature suggests that the question should not be whether or not to ban computers, but that a more appropriate question is “What is the purpose of the student-teacher classroom interaction in today’s digital age?” with a follow-up question being “What should today’s marketing classroom experience focus on (lecture, discussion, etc.)?”

In addition, recognizing that today’s millennial student has integrated technology into their lives in a manner that is considerably different from previous generations and that today’s millennial student subsequently has a different set of (mental) experiences than their predecessors, another more appropriate question is “What approach should marketing educators take in the classroom to increase learning and strengthen the skills of today’s millennial marketing students who many have argued are “wired” differently (re: habituated to distraction, popcorn brain, etc.) than their predecessors?” It is subsequently argued that once each professor determines the purpose of their student-teacher classroom interaction, the tools that can help students maximize this experience (e.g., laptops) can then be evaluated for usefulness and suitability.

To put it simply, it is suggested that the debate should not be focused on whether or not to ban laptops in the classroom, but that the debate should be focused more on what are the classroom activities that are best suited for laptops. More specifically, it is suggested that it is how a professor plans to have students use the computer in the classroom that counts. You want your students to use their laptops just to take notes? Ban. You want your students to use their laptops to quickly research and review firm approaches to marketing so that they may have the information as input to a class debate about the approach that a firm should have taken? No ban.

Future research will explore which classroom activities are best suited for which technologies.

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Despite considerable research into the relative merit and types of learning brought about by business simulation games reported over the last five decades (Faria et al. 2009), the full impact of simulation games on student managerial traits is still unknown.

A pretest-posttest study was designed to measure the impact of a simulation game experience on the managerial traits of business students in an Introduction to Marketing class using Merlin: A Marketing Simulation (Anderson et al. 2005). A total of 325 out of 460 students (70.7%) completed both the pre-test and post-test questionnaires comprising a set of a priori psychometric managerial trait scales drawn from the literature. The traits measured were: gaming interest (alpha reliability 0.88, 4 items); decision tool usage (0.60, 3); decision style (0.78, 4); attitude toward the simulation (0.88, 4); basis of decision making (0.79, 4); self confidence (0.90, 3); ambiguity intolerance (0.59, 15); locus of control (0.72, 10); risk averseness (0.59, 4); indecisiveness (0.82, 15); optimism (0.73, 8); work drive (0.84, 9); and competitiveness (0.77, 4). Also measured were the BFI scales of conscientiousness (0.78, 9); extraversion (0.82, 8); agreeableness (0.75, 9); neuroticism (0.80, 8); and openness (0.76, 9).

A pretest-posttest paired comparison t-test of the changes in these traits while controlling for high, medium and low simulation performance was undertaken. An ANOVA was also undertaken to examine trait differences according to performance groups with Bonferroni contrasts to compare differences between groups.

Pre and post changes (sig .05) unique to each performance group were found. For the high performing group gaming interest increased (3.46 to 3.69); attitude toward the simulation became more positive (3.63 to 4.63); basis of decision making increased (5.13 to 5.59); and self confidence increased (4.10 to 5.32). For the medium performance group self confidence increased (4.05 to 4.35); conscientiousness decreased (3.64 to 3.52); agreeableness decreased (3.83 to 3.69); and openness decreased (3.66 to 3.50). For the low performing group gaming interest decreased (3.28 to 3.04); decision styles became more emotional (4.32 to 3.94); attitude toward the simulation became more negative (3.66 to 3.10); ambiguity intolerance decreased (3.70 to 3.58); students became more indecisive (3.25 to 3.11); optimism decreased (3.49 to 3.38); and neuroticism decreased (3.31 to 3.11).

The ANOVA results indicated that the traits of basis of decision making, locus of control, and competitiveness have the potential to serve as pretest predictors of high versus low simulation game performance. In contrast, the traits of gaming interest, decision style, attitude toward the simulation experience, self confidence, indecisiveness, and optimism changed over the course of simulation play in a positive direction for good simulation performers and in a negative direction for poor simulation performers. The managerial traits of usage of decision tools, risk averseness, work drive, and extraversion were unaffected by either of simulation play or simulation performance. Finally, the traits of ambiguity intolerance and neuroticism declined amongst poor performers while conscientiousness, agreeableness and openness declined amongst medium performers. None of these changes were as might be expected.

The implications from these findings are that the simulation gaming experience can produce managerial trait changes in marketing students. Further research is called for to confirm or refute the findings from this research and to explain the unexpected changes in traits discovered in this research. In addition, a few managerial traits appear to predict the simulation game performance of marketing students and this merits further research.
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SELLING SKILLS FOR THE GREATER GOOD: A GUIDE TO CREATING A HOME-GROWN FUNDRAISER FOR YOUR SALES COURSE

Monica Fine, Coastal Carolina University

POSITION PAPER

More than any other area of business, sales and sales management is a skill set that is best taught through real-world experience. As sales concentrations and even four-year degrees in sales or sales management become more common, instructors work to create rich experiences to teach sales skills.

Some rely on role-playing, while others direct students to create business plans for personal ventures. Some even create projects which involve students selling newspapers, but this type of project typically stands to benefit a for-profit company and raises a moral dilemma. In almost all of these situations, motivation and engagement is lackluster. Is there a better way to teach students how to sell?

Yes – by choosing a local non-profit organization, and tasking your students with obtaining donations for one of the charity’s annual events. Learning about their charity and obtaining commitment in the form of community donations lets students learn and actually put into practice valuable selling skills.

In one example, a six-week summer course with enrollment of 19 students, the students exceeded their optimistic goal of $6,000 in cash, gift certificates, and merchandise. The students’ efforts benefited a local charity that provides shelter to children from birth to age 15 who are abused by their parents or guardians. The shelter provides a home for these children until a suitable foster home is found. The shelter’s annual volleyball tournament was selected by the instructor as the event the students would focus on.

Our goal is set: benefitting a charity while teaching selling skills. An early question in the process: do prospects have a yes/no attitude about donating to a charity? Or can the student rebut and gain commitment? An added benefit is the project’s tie to other marketing principles, including target market analysis, environmental analysis, and goal development.

The project began with investigation details about the charity, description of the target market for the charity event, preparation of an internal/external environment scan, and development of group and individual goals. Next, students created a territory analysis and selected locations where they would allocate more resources (salespeople). The next step was development of a prospect list and qualification of each prospect. The students then developed a sales script and a list of objections that might be encountered and corresponding rebuttals. After the project is complete, a debrief presentation shares the group’s results, including commitment ratios and charts/graphs of their results. Students provide feedback and things they would have done differently. The final step is sending thank-you letters to each committed prospect.

Sales positions typically pay more than most jobs for new graduates, so a concentration in sales can be an attractive career path for college students. This type of project allows graduates to provide potential employers with a real sales portfolio.

This sales project provides an internship-style experience that will be highly regarded by future employers. It demonstrates real-world sales knowledge and skills that are easily transferred to other selling situations. The opportunity also provides the job candidate with increased goodwill for their association with a charity, even if it was mandated by an instructor.
Real-world fundraisers benefitting a non-profit are a must for a sales course, and provide students with a way to hone their selling skills while giving back to the community. As with any project, there are challenges, such as finding a charity that the students can relate to. Many non-profit managers are volunteers and have full-time jobs elsewhere. As an instructor, you must create relationships with charities that will support your students’ efforts and provide timely feedback.

Suggestions and future research is encouraged in investigating ways to integrate charity and volunteerism into the marketing curriculum. A survey to potential future employers of students with a degree emphasis in sales or sales management would be useful. Salespeople are made not born (Pettijohn and Pettijohn 1994). Therefore, a degree concentration in sales can provide the skills and training to prepare quality salespeople.

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LINKING THEORY WITH “REALITY”: USING INTERACTIONS WITH SALESPEOPLE IN CLASS

Claudia C. Mich, Purdue University Calumet

POSITION PAPER

“Is this on the test?”
“This is just theory.”
“This doesn’t apply to my ‘real’ job.”

If you have ever heard these or similar phrases from students, you know that they struggle linking marketing theory with practice. The Experiential Learning (ExL) literature speaks to the value of learning through interaction with one’s environment (Dewey 1938), and students benefit when they get out of their passive recipient roles and take control and responsibility of their learning (Kolb and Kolb 2005). Specifically, Personal Selling’s practical nature and the complexity of skills required (Michaels and Marshall 2002) have challenged educators to shift from lecture to ExL classrooms (Anderson et al. 2005) through the use of role-plays, case analyses, simulations, sales presentations, etc. (Bobot, 2010).

The challenge comes with the requirement of authenticity (NSEE 1998). Bringing in outside professionals (Qualters 2010) can be challenging since salespeople are extremely busy. The suggestions below address two major issues: (a) helping students link theory and practice and (b) involving sales professionals in a meaningful way that is a reasonable request on their schedules. While these suggestions are not exhaustive, both students and professionals benefit. Students learn from (a) others’ experiences, (b) professional evaluations of their own performance, (c) direct interaction, and/or (d) observation, analysis, and practice. Salespeople are given the opportunity to model “real” sales transactions and/or connect with potential future colleagues/employees by choosing to commit between one and four hours of time. Below are the suggestions for linking sales theory with “reality”:

♦ Guest Speakers or Panels – Three types of guest speakers were brought in to give students a broad perspective of the topic. A sales professional with over 15 years of experience shared his “war” stories and what he had learned in his experience. Former students who had taken the course answered questions about what to expect, how to get a job, and how the course concepts apply to their current sales positions. Entrepreneurs described the various challenges of starting a business, balancing various responsibilities (sales, finance, management, etc.), and focusing on sales to grow their businesses.

♦ Sales Competition Evaluators – Former high performing sales students with a current sales career evaluated one week (7 role-plays each; a 3-hour commitment) of the course’s 4-week sales competition. Having both the sales education and experience, these outside evaluators add credibility and reality to concepts learned in class.

♦ Meet and Greet – A “cocktail” party with light snacks and nonalcoholic beverages can be organized during class time within the first five weeks of the semester. Area salespeople and former sales students are invited for a networking event with current students.

♦ Professional Development Project – This project is based on the professional activity reports discussed in Hawes and Foley (2006) and was adapted (Widmeir 2001) to include salesperson evaluation. Although time-consuming, both students and professionals enjoy this 3-part project:
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♦ Half-day shadowing – Students must network with salespeople and find someone to shadow for half of a workday. The student is asked to write a reflection paper about his/her observations and experience.

♦ Interview – During the shadowing experience, students ask the salesperson at least 10 questions pertaining to concepts from the course. Answers are reported, followed by a summary of how course concepts are applied in “real life.”

♦ 10-minute mock sale – Students “sell” a product of their choice to the salesperson they are shadowing. The salesperson evaluates the “sale” (form provided) and is asked to discuss with the student all major strengths and areas for improvement. Students also evaluate their own performance and level of preparation.

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THE 10-10-10 EXPERIMENT: STUDENT PROJECTS IN SOCIAL ENTREPRENEURSHIP

Jean Wilcox, Temple University

Position Paper

Marketing and entrepreneurship students are presented with a lot of information in their years in college that focus on academic rigor while exposing them to business principles and growing concerns around social responsibility. The challenge is how to connect those lessons to what happens when the students embark on their careers, as entrepreneurs or employees.

The Entrepreneurial Marketing Course at the Fox School of Business at Temple University is designed to give students an opportunity to utilize their academic learning, business connections, and social conscience to engage in a “real world” entrepreneurial marketing project. The 10-10-10 Project concept was implemented first in spring semester 2010. At the time it represented a completely different approach to the student project. Rather than creating a market plan for a fictitious project, the focus of the 10-10-10 project is to put students in a situation in which they must actually put to use the academic fundamentals of marketing that they have learned through coursework and at the same time to expose them to doing business in the “real” world. The third aspect of their learning through this project has to do with a focus on being productive citizens in their community. The 10-10-10 Project concept still focuses on topics in the rapidly shifting field of marketing, but puts that in to practice in a “live” social entrepreneurship project. The classes are divided into a maximum of 10 student teams with 3 to 5 students per team. Each team receives $10 seed money and is challenged to multiply that by at least a factor of 10 and raise a minimum of $100.

The guidelines and constraints of the project are: their project must focus on doing “social good.” The students are required to raise money for a charity, promote environmental or sustainability projects, or to support an enterprise that promotes social and economic development; the teams must use social media as the core of their marketing campaign with traditional marketing as required. They must track and monitor each of the media that they use in terms of the number of followers, rate of growth, comments and interactivity; and they must aim to make the project sustainable. The students are challenged to create an organization or a movement that reaches beyond the boundaries of their particular classroom. They are encouraged to build a factor of 10 into their thinking. Can they involve 10 other students in their effort? Ten other schools? Can they reach 10 other states?

Some of the specifics assignments that the students are given include building a sustainable business model for the project, creating a marketing plan for the project including specific PR activities and social media, contributing to a 10-10-10 blog, and tracking all marketing activity and finances on a weekly basis. They must submit a paper at the end of the semester that summarizes their plan, activities in support of that plan, results and lessons learned. They are also required to submit a letter or receipt from the organization they supported acknowledging their donation of money, time, or goods. After two to three classes that present an overview of the project goals and a summary of past projects, the students form teams and choose a project. A key factor in the success of the 10-10-10 program is that the charities or organizations supported by the projects are chosen by the students themselves and reflect their own particular passion. In order to earn the $10 investment, the teams present their project plan to a panel of business people who give them feedback and often times leads. The students then put their plans into action. The remainder of the course is a combination of lecture, presentations by business speakers, and working sessions.

Over the three semesters in which the 10-10-10 project has been run, the students have chosen a wide variety of charities and community service activities and have raised funds far exceeding the factor of ten. With an initial investment of ~$600 over three semesters, the students have raised over $35,000 in cash donations, not including the value of in-kind goods and volunteer activities. The charities the students have chosen to support are local, national, and international. They include charities for disease research and disaster relief, organizations providing social support
services, activities in support of education, environmental issues, and animal rescue. Several of the team projects have been sustained through each of the three semesters. Others have gone on to join or form non-profit organizations. When turned loose with the project, the students have ambitious goals. Each team determines its own approach to fundraising. They utilize family and business contacts to broaden their scope. And many of the teams work directly with the organizations they are supporting. At the end of the semester, the students are asked to discuss the main issues they have encountered and the lessons they have learned. The key lessons can be grouped according to academic, business, and social involvement, as well as life in general.

1. Academic
   a. You need a marketing plan. It gives you a road map to follow and helps keep a team on track.
   b. You need a back-up plan. Things don’t always go as you expect them to.
   c. You need to be flexible. If an opportunity comes your way, you need to be able to jump on it.
   d. Don’t put all your marketing eggs in one medium.
   e. A corollary to #4 is don’t count on one event to make your goal.
   f. People don’t always do what they say they are going to do.

2. Business
   a. You can’t just “do” things. Organizations, institutions, and businesses have policies and procedures that have to be followed.
   b. You need to have contracts with suppliers.
   c. Events are hard and advance ticket sales a must.
   d. It never hurts to ask. The worse that can happen is someone will say “No.”
   e. Networking outside your immediate circle of friends is critically important. You never know who can help you or where leads might come from.

3. Social involvement and Life
   a. There is a lot of competition for people’s charity dollars.
   b. It’s not always a good idea to go into business with your friends.
   c. The most important lesson most of the students learned: “You don’t have to be rich to give.” Small teams doing small projects can have a huge impact on local communities, near and far.

The impact of the project is best summed up in the words of the students involved: “There was no fictional company, fictional product or problem to solve. We had an actual problem that we needed to find objectives and strategies to overcome. In this case, we felt like we were marketers – and not just students.” And from another: “The 10-10-10 Project has completely changed my outlook on life. Going from someone who didn’t care at all, to someone who can’t stop caring enough has been a huge revelation for me.”

Though it started as a means of learning about the fast changing world of social media marketing, the 10-10-10 project has grown into much more. Each semester I have added more depth and broader focus to the project goals and
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tracking requirements. Each semester I have invited business speakers to share their experience with the students. I have also incorporated feedback from the students on the content and structure of the course. I find now that students who have registered for the course come in with knowledge of the 10-10-10 approach and already have a project in mind. Overall, students tell me that they have learned valuable lessons, one of the most important being that they can make a difference in the world.

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STUDENT EVALUATION OF E-TEXT UTILIZATION IN THE CLASSROOM

Dennis M. Kripp, Aurora University

POSITION PAPER

“The books are so expensive I can no longer afford to buy them”
“If I buy the book I can’t even sell it back for a reasonable price”

Student frustration over the high cost of textbooks is on the rise. Publishers and book stores have not presented realistic and motivating options for students to secure class readings and research resources for a reasonable cost.

This paper will review the results of the practical application of e-text books in a classroom setting. Hard copy texts were eliminated for the courses involved in this study. Students provided pre-course and post course evaluations regarding the use of e-text books and articles in their classroom learning process. The evaluations were analyzed and conclusions drawn.

The environment of the test was structured under the following conditions: student complaints regarding the high cost of hard copy text book motivated this test; purchase availability of a hard copy textbook was eliminated; an extensive reserve shelf was established at the University’s library; substitution of electronic articles, instructor lectures, and PPT slides were provided within the University’s course management system; all paper was eliminated; students had the option of printing documents directly from the CMS.

Additionally, instructor provided case studies in class were enhanced; exams were completed online; students were not required to attend class on exam days, but were required to submit exams within the CMS by the due date and time; written assignments were only accepted electronically within the CMS.

A twenty-five-question student survey was developed for implementation pre-course and post-course. The survey was distributed in three undergraduate courses and one MBA course. Eight-one students were involved in the survey process.

Findings from the survey data were summarized into the following categories: 1) cost, (2) benefits, (3) course management system, (4) course design and process, and (5) the library. Specific findings were as follows:

In the category of costs: students were pleased about not having the expense of purchasing a hard copy textbook. Students were happy to be taking a course without any hard copy books, because of low cost, easy access, and less weight to carry around.

In the benefits category, students felt the benefits of using an e-text outweighed the disadvantages. They felt they had the same learning experience with an e-text book that I would have had with a hard copy text book. Course learning objectives were accomplished in this flexible format.

Findings in the course management system category were: CMS support was helpful in this class and the course management system was easy to use.

In the area of design and process the findings indicated that students were pleased with the readings and slides that were included in the CMS course shell. They liked working on case studies during class time. Students liked having an outside speaker scheduled at a non-class time. Scheduling exams in an online format was attractive to students. The process used to order the e-text from the publisher was favorable as was scheduling class times in a flexible format. Students also liked the opportunity to make an oral presentation to the class on a selected management topic.
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The results from the library category indicated the following: some students found the reserve readings at the AU Library enhanced their learning, although many other students did not utilize the library reserve shelf opportunity. A limited amount of students did ask the library for help.

The research culminated with a set of student recommendations: (1) Improve the utilization of the Course Management System in the course. The CMS format needs better organization; (2) Students should have the option to purchase the hard copy or use the CMS format; (3) Students want more guidance on how to use the e-text; (4) Improve the PDF file scanning of articles in the CMS; and (5) Provide more timely feedback with the CMS.

In conclusion, students seem to like the idea of reducing costs using e-texts as a facilitation tool. Although not perfect there is room for improving the implementation process of e-texts in the classroom.

Case Questions:

1. Can students effectively learn using non-traditional resources?

2. What improvements can be made in the course design to provide an improved learning experience for students?

3. Do students prefer utilizing e-texts?

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MARKETING TO THE 18–30 AGE GROUP:
THE ZIGLAR CASE

Isabelle T. McClung, Southern Nazarene University
Janie R. Gregg, The University of West Alabama

POSITION PAPER

Making marketing class experiences relevant to business can pose problems for professors today. However, working with companies to help solve their real marketing problems in a case format can align students, faculty, and companies with new knowledge needed to accomplish teaching and corporate goals.

In this session, we propose to discuss a case created to help Zig Ziglar Corporation determine target market awareness of its products and the best venues to utilize to market to the 18-30 age market. The authors created a case structure the students at two small Christian universities in the mid-west acted as consultants to the Ziglar Corporation. The information from this consulting project was used to create a new marketing and product development plans for Ziglar Corporation.

Students at the two universities conducted marketing surveys as well as multiple focus groups. The focus groups were conducted by a trained moderator. There were approximately 10 – 15 Participants between the ages of 20 to 25. The participants were encouraged to tell the Focus group moderator their opinions about the subject matter. The purpose of this Focus Group was to enable the participants to provide specific information / feedback about the Ziglar website.

The Ziglar marketing surveys were conducted by both universities to determine the target market awareness of Ziglar Corporation and its products. In the online survey that was sent out to all students at both universities; questions were asked relating to Ziglar’s products, prices, availability, and overall interest in the products. Over 400 students responded to the marketing surveys that were sent by both universities. The information from the surveys was used to create a new marketing and product development plan for Ziglar Corporation.

Four teams from one of the universities and two teams from the other university presented their projects to a panel of judges to win an Internship with the Ziglar Corporation. Student’s discussed their findings and gave final recommendations on how the company could better increase awareness among young consumers.

Not only was this a consulting project, but a contest as well. First place winners received $ 150.00 for each team member, 2nd place $ 100.00 & 3rd place $ 80.00 each. The contestants were also asked to submit a resume and interview with the Ziglar Corporation after which five internships were awarded to the students. The judges were executives from the Ziglar Corporation, a dean from the business school of one of the universities, a provost from one of the universities and professors from both universities.

The Ziglar Corporation picked five interns to work for the company this summer and will be working to develop social media aspects for the Ziglar Corporation.

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REWARDING PARTICIPATION IN LARGE CLASSES

Joel Poor, University of Missouri

POSITION PAPER

Participation is a key factor in both promoting student engagement and sharing of ideas from different perspectives (Farranda and Clarke 2004; Peterson, Albaum, Munera, and Cunningham 2002). These in turn lead to better learning outcomes (Taylor, Hunter, Melton, and Goodwin 2011; Sweeney, Morrison, Jarrett, and Heffernan 2009). Moreover, student interaction helps to emphasize the student’s role in co-producing learning outcomes (Taylor, Hunter, Melton, and Goodwin 2011).

Not surprisingly, a lack of participation is particularly common in large classes (e.g., N > 100). In these settings, students find communication difficult and feel detached/anonymous (Wulf, Nyquist, and Abbott 1987). Many students are afraid they would be embarrassed by participating in front of a large group of students. But typically, there are no reward mechanisms for participation in large classes because assessment is almost exclusively provided via multiple choice exams.

Starting last fall, I decided to try something that I use in my “normal,” small classes. I decided to reward participation in my large (N=430) Principles of Marketing class. Specifically, students are given the opportunity to earn up to two points (1% of total grade) over the course of the semester by making voluntary contributions – one point per contribution. When a student participates in class, a Teaching Assistant (TA) gives them a playing card. Following class the student turns in the card to the TA who records. The TAs email me an Excel file with the running total for participation which is uploaded to Blackboard. Students had one week from posting to remedy any perceived discrepancy.

I expected this to be a disaster, because any abhorrent behavior is magnified exponentially in extremely large classes (e.g., N > 200). I had expected that students would consistently complain about their participation not being recorded. Even worse, I thought that at the end of the semester, 100 or so students would claim they didn’t get the chance to participate or that they weren’t given a point they deserved and since they are only one point away from a B-…

To my surprise, these things didn’t happen and participation has increased substantially. The number of students who volunteer comments has increased dramatically. Although participation points weren’t earned by about a quarter of the class last semester, 638 out of 840 students in the two classes did make contributions. Many students kept contributing after reaching the two point maximum. My overall teaching effectiveness scores improved marginally, though I can’t say whether attendance increased.

There was no subjective assessment of the quality of the comments. So if students volunteered and spoke, they received a card. The objective was to motivate students to have the courage to say something. This was communicated to the classes so that the learning objective was properly aligned with participation assessment (Chylinski 2010; Biggs 1999).

Rewarding participation in large classes provides an excuse for students, who would otherwise be afraid of embarrassment, to speak out. This, in turn makes it easier for others to volunteer comments and so on. Ultimately, participation leads to discussion and a more active learning environment.

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CONSIDER EXTERNAL AND INTERNAL PARTNERSHIPS WHEN ENGAGING INSERVICE LEARNING

Gail Rothberg Eisenberg, Muhlenberg College
Donna J. Bergenstock, Muhlenberg College

POSITION PAPER

Service-based learning typically involves a reciprocal partnership between a student group(s) and an organization(s) based in the local community (Mintz and Hesser 1996). Service-learning experiences should promote student learning and development, and at the same time be useful and valuable to the partner organization. Typically, service learning is identified as students (and faculty) forming partnerships with community organizations, aka “External Partners.” However, in addition to working with community organizations, the authors have also connected with campus departments or divisions, aka “Internal Partners,” and these partnerships also provide students with similar, high-quality, service-learning experience. Internal partners include campus groups such as admissions, athletics, alumni, development, housing, safety, food service, etc. We contend that service-learning can be successfully done with internal partners as well as with, or as an alternative to, external partners.

Research shows that service learning can provide students with a superior educational experience and is also effective at teaching technical skills and enhancing soft skills (Eyler and Giles 1999; Astin, Sax, and Avalos 1999). These learning outcomes should be comparable whether students are working with internal or external partners. In fact, internal partner relationships are often easier to manage and thus may lead to a more successful service-learning experience than working with an external partner. Alternately, some faculty members adopt service-learning because they want their students to practice good citizenship and be more exposed to disadvantaged populations and issues of social justice. In this regard, working with external partners may be superior. Depending upon course objectives, service-learning may be successfully executed using either internal or external partners. Each has distinct benefits or advantages over the other and should be carefully considered when choosing partners.

Internal Partners – Advantages and Benefits

♦ Since most partners are based on the same campus, there is less transportation and/or logistical problems and projects tend to be easier to schedule, organize, and implement.

♦ Institutional partners are likely to be familiar with the specific time constraints and quirky schedules of (often) overextended college students and may be more apt to adjust their schedules and expectations accordingly.

♦ Students often know individuals working in the partner organization, or have first-hand experience with the campus department’s offering, leading to a greater level of comfort and self-assurance with the project.

♦ On-campus partnerships have less of a learning-curve between the groups than external partnerships, leading to easier dialog, more fluid communication, and less pressure on the group’s delivered project (and less pressure on the faculty member leading the class/group).

♦ Students providing service to their campus or to their peers often exhibit a higher degree of pride in their work; in essence they’ve been given an opportunity to “strut their stuff” or “perform” in front of their own community and they rise to the challenge.

♦ Student-run service projects can provide cash-strapped campus departments with an inexpensive source of labor and expertise from both students and faculty.
Position Papers

External Partners – Advantages and Benefits

- Students engaged in projects that provide service to local community organizations are frequently exposed to societal issues or problems well beyond their scope of experience and knowledge.

- External community-based projects take students out of their comfort zone (referred to as the “Muhlenberg bubble” at our school) and expose them to diverse groups not often encountered on campus.

- There is an opportunity to overcome, or at least minimize, typical town-gown divisions by enabling students to more fully integrate their lives and experiences with those of members from the local community.

- Successful service-learning projects with community partners are an opportunity for the college to enhance its standing in the community as a “good neighbor.”

Sandy and Holland (2006) report a direct, positive impact on client outcomes from college students involved in community/service learning projects. And, regardless of whether the partner is external or internal to the college or university, the students themselves benefit from service-based learning in two distinct ways: service-learning is a proven, successful pedagogy and students model high-quality citizenship. These benefits accrue whether it is in aiding impoverished or disenfranchised groups or assisting with an institutional initiative or event.

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MARKETING ANALYTICS IN ACTION: CLASSROOM CRM SIMULATION DEMONSTRATION

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POSITION PAPER

A true simulation is an electronic model whose purpose is to reproduce actual or theoretical reality environments such as in manufacturing, engineering, or the military. Like other true simulations, a business simulation should closely replicate the “real” corporate environment and teach students about the dynamics and cross-functional impact of decision making. A well-designed business simulation can teach students how to make strategic and tactical decisions in order to achieve stated business objectives, as well as long-term profitability, market share, short-term revenue gains, operations, inventory levels, marketing and advertising.

The key to a simulation’s ability to enhance learning to this level of analysis and decision making is the degree to which it has external validity. External validity is derived from the internal design and architecture of the simulation itself. That is, do the data points converge to form an accurate representation of a business environment? Does an action in one functional area simultaneously impact other functional areas? Do current actions and decisions have a long-term impact of key business financials? Are the functions non-linear as they would be in business?

Customer Relationship Marketing (CRM) has become a vital component of the array of integrated marketing communications tools available to business today, yet many CRM projects have fallen short of expectations. One reason may be that organizations have focused on CRM technology and data collection without creating a strategic approach for managing customers and developing appropriate marketing strategies. Failure to segment customers, to invest in financially valuable customers and divest in unprofitable customers, and to manage costs to improve margins and profitability measures have led to costly CRM initiatives that have underperformed.

This special session will use a mathematical CRM simulation with high external validity to address some of these CRM issues, and its goal is two-fold: (1) To create a more comprehensive view of key financial and CRM analytics; (2) to communicate the value of using simulation technology as a teaching tool.

The presenters will simulate how a transactional customer database evolves from a simple database to a sorted database with pre-defined queries, and then to a more focused database using business financials such as contribution income, profitability, market share, marginal analysis and CRM analytics at the customer, enterprise and sales representative levels such as RFM and Customer Lifetime Value. The simulation also has a customer termination module based on CRM analytics, financial analysis comparing direct marketing with call center activity, and a module for predicting sales rep success in broader management roles. Importantly, the simulation will demonstrate that a student’s growing understanding of financial and marketing analytics evolves concurrently.

Session participants will be invited to play the simulation game and test their strategic skills as they make marketing decisions based on the outcomes. Emphasis will be on the financial impact of marketing decisions and issues such as how to maximize profitability, how to accurately segment customers based on their value to the organization, tracking customer migration from one proscribed time to another, and predicting future customer behavior.
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Position Papers

USING SOCIAL NORMS MARKETING AS AN OBESITY INTERVENTION THROUGH SERVICE LEARNING

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H. Kyle Ryan, Peru State College

POSITION PAPER

Educators continue to seek ways to involve students in active learning and real-world application within the classroom. At the same time, service-learning continues to receive increased attention in higher education due to the positive results often seen in both student outcomes and community relations. With this in mind, one service-learning endeavor currently being pursued with our students and within our local community is a social norms marketing intervention. The intervention involves developing marketing campaign materials involving health and nutrition information for elementary-aged students.

The theory surrounding social norms discusses how individuals incorrectly perceive the attitudes/behaviors of peers and other individuals to be different from their own. The prediction of this theory further states that interventions that correct any misconceptions by revealing the actual, healthier norm will result in a beneficial effect on most individuals (Berkowitz 2002). Essentially, social norms marketing is not as much of promoting ideas as it is influencing behavior. Traditionally used as a method for reducing alcohol/tobacco usage, social norms marketing has now been identified as a means to intervene or alter other undesirable behaviors, including poor nutritional habits and sedentary lifestyles (The HEALTHY Study Group 2009).

From extensive empirical research, the following seven questions help to determine if social norms marketing applies to a particular issue: (1) What misperceptions exist with respect to the behavior in question? (2) What is the meaning and function of misperceptions for individuals and groups? (3) Do the majority of individuals in a group or community hold these misperceptions? (4) Does the target group function as a group with respect to the behavior in question? (5) What is the hypothesized effect of these misperceptions? (6) What changes are predicted if the misperceptions are corrected? (7) What healthy behaviors already exist in the population that should be strengthened or increased? (Berkowitz 2002). When considering these questions, it is positively confirmed that a social norms intervention can adequately address our proposed social norms campaign.

The course of action we plan to take involves a service-learning approach. This will be a cross-discipline endeavor involving both business and exercise science professors/students. Collaboration has already been established with the target group from the surrounding communities. Our social norms intervention will involve both a test group and control group from two public school districts.

Multiple forms of marketing communication will be developed by the business students and utilized over the course of a longitudinal study to reach the targeted test group. Students will utilize their creative talents to develop slogans, graphics, public service announcements, and ideas for promotional tools to display at the school and within the communities, as well as to distribute to students and their families (e.g., pamphlets, posters, banners, bookmarks, t-shirts). Input and feedback will be sought from the target audience to ensure communication is reaching the audience as intended and that messages are being understood. Business students will further conduct research to assess frequency of exposure and audience reactions to the campaign messages.

With increased use and exposure, social marketing will gain additional appreciation, become clearer, demonstrate more success, and become more accepted within academics (Andreason, 2002). Further exploration in the upcoming semester will allow the researchers to understand aspects of developing and implementing a social norms marketing intervention within both the classroom and community. In the end, successes and/or areas for improvement will be addressed for future research.
Position Papers

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CONTRIBUTING TO THE DEVELOPMENT OF MINORITY-OWNED BUSINESSES THROUGH SERVICE-LEARNING

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Service learning is a pedagogy that relies on experience for intellectual learning. The integration of a service-based project into a course should be guided by clearly specified learning objectives. Service learning projects expose students to real-life applications of the concepts and skills they gain in the classroom, while giving them the opportunity to engage with the community. The instructor’s research in this area revealed that small minority-owned businesses in the region were unaware of the many resources and support organizations available to them, so this service-learning project was conceived to provide a true service to that group of businesses in the community. Learning goals for the project included: (a) to gain real-life experience in the areas of event marketing and B2B marketing; (b) to apply concepts and tools of marketing communication strategy; (c) to acquire first-hand knowledge of the supporting environment for small, minority-owned businesses in the region; and (d) to strengthen their communication and interpersonal skills.

The project engaged two sections of a Principles of Marketing course where students were asked to work in teams to plan, coordinate, and implement an event that brought together business development organizations and small minority-owned businesses from the local community. The semester-long project included students establishing initial contacts with both business development organizations and small businesses, the preparation and placement of a variety of promotional tools, and participation in the event itself. For instance, students designed printed promotional materials (e.g., posters, flyers, postcards, press releases), and developed copy for press releases and radio public. They also created a webpage where participants could find information on the goals of the event, participating development organizations, and logistical aspects such as time and place. All teams were also assigned a business district and asked to pay personal visits to the small, minority-owned businesses to invite them to the event, and in some cases, to place promotional materials at their place of business.

The project resulted in benefits to students, the community, and the university. Team and individual self-reflections showed that: (1) Students found the exposure to local businesses and development organizations enriching. Many of them talked about their lack of awareness and/or familiarity with some of the business districts they were asked to visit (please note that the majority of the students in this course were juniors). They also expressed how much they had learned about the resources and support services available to entrepreneurs and small businesses. (2) In terms of skill development, the main theme identified was regarding teamwork. The project required that teams complete tasks within a pre-specified schedule, that multiple teams work on certain tasks jointly, and that they communicate on a regular basis, with some of the team members taking leading roles. All of these activities generated a more intense and cohesive team experience, and students remarked on how different this team experience had been from traditional group projects they had done in other courses. Additionally, students noted that the project had helped them identify personal strengths and weaknesses in communication and interpersonal skills. Finally, some students tested their creativity in the conceptualization and design of the promotional materials used for the project.

Personal interviews and exit surveys were conducted after the event in which both, the small businesses and the development organizations, expressed their satisfaction with the university’s initiative to engage in this type of service activity, praising both the participation and professionalism of the students, and the interest the university was showing on this particular issue. The instructor’s expectation is that some of the relationships and goodwill established will lead to other productive partnerships in the future.
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EFFECTIVE TEAM BUILDING FOR ENHANCED LEARNING IN THE MARKETING CURRICULUM

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POSITION PAPER

The use of team or group projects are regularly used in marketing and other college of business classes, often in the forms of case studies, computer simulations, internships, guest speakers, and projects (Gaidis and Andrews 1990). These experiential learning projects convey numerous benefits to students – they allow students to integrate and apply the knowledge they’ve acquired, they allow students to learn from each other, and they provide student opportunities to practice collaborating with colleagues. Despite these potential benefits, however, team projects often prove disappointing to faculty, students, and clients. Part of the reason for this disappointment may be due to the students’ lack of ability in effectively working within a team setting. This paper, drawing from research in coaching teams and sales people, describes a coaching method that improves students’ efforts in working in teams. Data are presented that support the efficacy of the method.

Teams are an integral part of problem-based learning. Problem-based learning (PBL) is a pedagogical approach that attempts to tap into students’ natural curiosity in such a way that students access and develop their own cognitive processes to create and adjust their own mental models using existing and new information (Evensen and Hmelo 2000). In PBL projects students learn how to learn, their knowledge is encoded in long-term rather than short-term memory, and they enhance their critical thinking skills. The role of the team in PBL is critical as team members learn from and teach each other (Kelson and Distlehorst 2000). One of the benefits of the small group is that it can counteract the natural inclination of novices toward reductivism (the tendency to reduce complex problems to simplistic tasks) when faced with a complex, ambiguous problem (Kelson and Distlehorst 2000). A group of individuals, bringing various talents and knowledge to the group, can “collectively enlighten each other regarding multiple perspectives, complex affordances, and reasonable versus reckless uncertainty” (Kelson and Distlehorst 2000, p. 176). Yet many times, the development of teams is left to chance as faculty focus on students’ knowledge acquisition or on the application of that knowledge. We hold that helping students acquire skills in working collaboratively with colleagues will aid in how well they acquire and apply subject matter. Perhaps more importantly, the acquisition of teaming skills will also allow students to compete more effectively in the workforce. Here we describe how faculty can use extant theory on team coaching to improve students’ teaming skills.

Drawing from the sales management literature, coaching can be defined as the provision of on-going feedback and encouragement to someone with the goal of improving that person’s performance (Rich 1998). Feedback, the provision of information about one’s behavior or performance, is most effective when provided soon after the behavior or performance. This feedback can be formal or informal.

Hackman and Wageman (2005) propose the concept of team coaching, which they define as “direct interaction with a team intended to help members make coordinated and task-appropriate use of their collective resources in accomplishing the team’s work” (p. 269). They hold that team coaching can be particularly effective at different points in the team’s lifecycle: the beginning, the middle, and the end. In the beginning of the project, it is critical that the team becomes a team – that members get to know each other and that they define and redefine the task. This includes setting boundaries, developing identification with the group, formulating norms and determining group processes. At the midpoint of a project, when groups are anxious about what they have yet to accomplish and are therefore ready for a coaching intervention, the focus shifts to work strategies, ways of carrying out a task. Coaching is also effective at the end of the task or project when performance is still fresh and salient, and members are ready to capture and internalize the lessons learned. Without coaching, this reflective learning is unlikely to occur (Hackman and Wageman 2005).
We applied the theory of team coaching in two courses, an MBA Marketing Strategy and an undergraduate Marketing capstone course. The MBA Marketing Strategy course was comprised of multiple majors (Accounting, International Business, and General Administration). Projects were live, client-based projects in which teams were required to develop marketing plans based on client needs.

Prior to the coaching interventions, the entire class met with the client. There was one client per class. Three interventions that corresponded with Hackman and Wageman’s theory of team coaching (beginning, middle, and end) were utilized. The first intervention was a workshop in which students shared their individual expectations, priorities, and schedules with each other. Each team then formalized a team agreement about expected behaviors and goals as they pertained to the project. The members also developed a team name and a team logo. This effort proved to build team cohesiveness and group identity. The instructor met with each group and provided feedback as each group was discussing their team activities.

The second intervention consisted of a classroom visit from the client. Each team, prior to the meeting, was required to bring in a summary of their progress to that point. The client and the instructor met with each group and discussed the project. This meeting included feedback and suggestions from both the client and the instructor. This was the second coaching intervention.

The final, formal, intervention was multi-faceted. The first part was as the groups were finalizing their projects. This included feedback on their writing and presentation development as they were preparing their final written and oral presentations. The second part occurred at the end of the semester as the group members had the opportunity to evaluate one another, as well as the overall group performance. The instructor also used this opportunity to debrief each team as they completed their final presentation. The instructor also held an “awards” party for the class, including an informal awards ceremony.

From the professor’s perspective, teams distributed and completed their work more effectively, kept in better touch with the course client, and prepared more effective marketing plans. Students also seemed to value the coaching process. To assess the students’ perspectives, students were surveyed about their experiences with working with this course’s team versus working in teams in other courses. Survey data (n=31) indicated that the process of working with the team was better. Specifically, 56.9% of students thought that working with this team was much better than working with other teams in which these coaching interventions did not occur. 86.1% indicated much, or somewhat, better experiences in working with other teams.

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INNOVATIONS IN TEACHING QUANTITATIVE ANALYSIS AT SEU

Mark Harrison, Southeastern University

Quantitative Analysis is important to every undergraduate business student. Employers are seeking qualified graduates with quantitative knowledge. Southeastern University (SEU) has two Quantitative Method classes. A math class and a statistics class are the prerequisites. Quantitative Methods covers material such as Decision Analysis, Markov Process, Pert, Waiting Lines, Inventory, Linear Programming, etc. Some of these topics are harder than others. This paper will describe how teaching strategies are used to make Quantitative Methods exciting to learn.

How do you motivate students? Students have a genuine fear of the subject matter. Students that have never met me are extremely nervous as they come to class on the first day. These feelings change as the semester progresses and they learn the subject at hand — it is not uncommon to hear remarks from the students stating how much fun they had. There are a fair amount of students that need to be encouraged. This can be done through tutoring departments on campus, open door policy from the professor, and special study sessions outside of class.

On campus, we have the Academic Center of Enrichment (ACE) which former Quantitative Method students assist their peers. Meetings are made on an individual basis around the tutor’s class schedule. Other special sessions are around 4pm – 6pm once a week that has a classroom environment. Scheduling permitting, I will attend these special sessions and help with extra problems and assist the tutors. This department has helped out greatly in the past couple years.

An open door policy is also encouraged. This means that students can come see me before and after class — not just during office hours. Students are encouraged to take advantage of this extra time if they need it. If a student needs additional time, then special appointments can be arranged. Quantitative Method students have in the past set appointments almost every day through the academic week. As problems are practiced, students learn why they made mistakes in each step of the process. Once all problems have been exhausted, more problems are created. Tests have also been created for extra practice before the real test is given. At night, email is heavily encouraged if students need help afterhours.

Review sessions off campus lowers stress levels, e.g., restaurants. Certain restaurants are chosen that can accommodate large groups or with special seating areas. Overall, the students attending the special sessions have done better on the tests. Students have requested the use of these sessions to make sure that no stone is unturned before each test. If students cannot attend, I strongly encourage the other two avenues already mentioned or to study with another student.

Classes are started with videos from You Tube that are uplifting. Sport and dance anthems get the students into the learning mode. Motivation is the key. My students, especially after breaks (Fall, Thanksgiving, Spring, and Easter), show excitement as the class progresses through the semester. They look forward coming to class. If the students are working on a hard problem in class — play Final Jeopardy. If the answer is 19 — play Paul Hardcastle’s video. The Final Countdown is played just before final exams. These are just a few examples. Since most of the 18–21 year old generation cannot function without their phones, these students love the constant stimulation of sights and sounds.

Encouragement and positive reinforcement are also tools in teaching Quantitative Methods. Students need to be encouraged that they can do the work. Classroom time is a prime time for this affirmation, but out of class time is also key. Running into students between classes or between buildings is a great time to use positive reinforcement. Sometimes students just have to convince themselves that they can achieve great things in any class they take including Quantitative Methods.
Position Papers

The cooperative learning theory is used for all problems in this class. Students enjoy the competition. Learning the meaning of each example is just as important as getting the correct answer. Good students are paired with not-so-good students to help in the learning process. Making the class cohesive brings great rewards for a great learning environment. Games can be used where everyone can participate. This works real well in review sessions.

Linear Programming is by far the hardest subject of the classes. Constant encouragement, lots of examples, and special tutoring sessions all help. How do you make the subject matter of Linear Programming fun? Students need to see that some material works like building blocks. Five chapters are covered with Linear Programming. Students need to be reminded that each problem has a scoring system. One is easy and nine is the hardest. Each problem is not only explained how to get the answer, but each problem is dissected on how to find all the key words in setting up the problems. After a couple of problems have been presented, then the students help out each other and learning spreads. Each chapter becomes more competitive and more exciting for the students.

Creating a rigid ordering system helps the student as the material gets more difficult. They know what to expect and they prepare themselves appropriately. The best part of these teaching strategies is that not only will they make better grades; these students will take to their jobs. Grades are important to help motivate and to get higher degrees. Learning the subject matter give students a competitive advantage and makes them more valuable in the workforce. Graduated students have contacted me and told me about salary increases and promotions from learning the material from Quantitative Methods.

Unfortunately, not all students take advantage of the resources that are offered to them. Each student still has to determine their best strategy to learn the material. Students cannot be forced to take a certain path. However, encouragement does work in promoting good learning habits.

This class is continuously being developed with ideas that will create an excellent learning environment. Further exploration could be developed with possible mandatory projects, meetings, and HW. Each of these possibilities could make the Quantitative Methods learner even more proficient.

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CLASSROOM EXERCISES FOR INTRODUCING TRIZ

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Despite the heavy use of TRIZ and structured innovation (SI) methodologies by Intel, Procter and Gamble, G.E., Samsung, etc., there is still a general lack of awareness about TRIZ and SI. In order to increase awareness, I spend two days introducing students to TRIZ and SI in my Principles of Management course.

The problem for me as professor is that there is very little material available for teaching TRIZ. One reason for the lack of teaching material is that companies using TRIZ and SI do not share their materials publicly. A second reason for the lack of teaching materials is that consultants providing TRIZ and SI training use proprietary training materials. In addition, most consultants’ work is done under nondisclosure agreements, preventing them from sharing their work. Finally, since TRIZ was originally developed by Altshuller (1984) in the former Soviet Union, most of the original teaching resources are available only in Russian. TRIZ resources in English, such as Salamatov’s (1999) TRIZ: The Right Solution at the Right Time are excellent, but they are designed for learning TRIZ rather than teaching TRIZ.

Innovation is the engine that drives today’s organizations, so students need to develop an understanding of the many dimensions of innovation, including TRIZ. In order to introduce business students to TRIZ, there is a need for a well-developed and accessible curriculum. At this point, there is no curriculum available in the United States. PwC’s recent issue of Technology Forecast (2011), which contained four articles about TRIZ, attempts to build awareness and diffuse knowledge about TRIZ, but it does not serve as a teaching tool.

Since TRIZ was originally based on the scientific analysis of patents, and most of the published applications of TRIZ are very technical, most of today’s business students are not prepared to learn TRIZ. In order to get around this problem, I found it necessary to develop some very basic exercises when introducing TRIZ to my Principles of Management students. I have a limited amount of time in the course to spend on structured innovation. Therefore, my goal is to expose students to TRIZ in a way that (1) generates interest, and (2) makes them aware the tools exist. I realize that few of them, if any, will ever become experts in the methodology. They do need to be aware, however, that the methodology exists, so they are able to recognize when it is time to bring the methodology into the organization.

I developed two exercises that can be used when introducing TRIZ in a Principles of Management course. After the students are introduced to Technical Contradictions, the Contradiction Matrix, and the 40 Inventive Principles, I make the concepts seem more accessible by way of these two exercises.

The first exercise involves having students pick a hobby. Then using their favorite hobby, they go through each of the 40 Inventive Principles and try to find five principles that are used in that hobby. The students explain how the principle is used and the problem that principle solves. The second exercise requires students to look for examples of the 40 Inventive Principles in everyday life. When they find an example, they take a picture or video of it and bring it to class. Students present their examples to the class, explain what principle is being used, and explain what problem that principle solves. (The exercises will be presented in more detail at the conference.)

One has to understand that the students are only getting exposed to a very small piece of the entire TRIZ innovation methodology. Critics may argue that the exercises mislead students into thinking they understand the TRIZ methodology. My counterargument is that some of the other elements of TRIZ are covered in more detail in class, so students do realize they have only seen a sliver of the methodology. I would also argue these two exercises serve a purpose, since they engage students in gaining a better understanding of the 40 Inventive Principles.

Future research needs to focus on more curriculum development for teaching TRIZ. There is a need to develop exercises to teach each of the many elements of the TRIZ methodology. This will take a focused effort by people who...
understand curriculum development and possess the requisite knowledge to develop appropriate exercises. Based on the success that I have had with the two exercises explained above, I believe that it is possible to develop exercise that will help train students in more advanced elements of the TRIZ innovation methodology.

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Panel Position Papers

STUDENT SELF-ASSESSMENT: CHALLENGES AND BENEFITS OF UTILIZING STUDENT SELF-ASSESSMENT

Mary Conran, Temple University

EFFECTIVELY ASSESSING STUDENT SKILL DEVELOPMENT
PANEL POSITION PAPER

Assessment, or more aptly, assurance of learning (AoL), has taken center stage in many business curriculum in response to standards set by the Association to Advance Collegiate Schools of Business (AACSB) as well as regional accreditation bodies. Programs which embrace the concept of AoL often seek to expand the variety and type of tools used throughout their programs for this process and a variety of assessment techniques have emerged in the teaching and learning literature to assist in the AoL process, including student self-assessment.

A technique more common in training and extensively covered in the training literature, student self-assessment involves students reflecting on their learning and reporting back on this using a variety of methods including: keeping and submitting journals/learning diaries, class discussion (in person or on-line), checklists, and even student-teacher interviews through the learning cycle. Student self-assessment is one of several tools which can be effectively integrated into teaching, but literature confirms that it should not be the only tool used to assure student learning.

Recent debates on the value of student self-assessment and literature reviews suggest mixed outcomes of student self-assessment’s ability to accurately measuring student learning. Sitzmann, Ely, Brown and Bauer (2010) in their meta-analysis on self-assessment question if self-assessment can accurately measure cognitive learning or if it is merely an affective measure. Despite some conflicting findings, they conclude “management courses should be designed to develop learners’ self-assessment skills and promote a strong correspondence between learners’ self-assessment and their knowledge levels.”

Pavlovich, Collins, and Jones (2009) found that journaling self-assessment requires students to explore their personal engagement with a subject as well as with their individual learning processes. It is in the process of journaling, in which students are encouraged to express their thoughts, feelings, and experiences toward the classroom content and processes, that evidence of learning can be captured as well as provide indications of where learning may not have occurred – feedback which helps the instructor in curriculum planning.

Teachers facilitate the process of student reflection on learning by providing prompts in the early stages of use of self-assessments; prompts can be simple such as asking students to answer a question: What did I learn today? What am I still confused about from today’s/this week’s discussion? Or prompts can ask students to comment on their contribution to class discussions (Identify how you contributed to meaningful class discussion) and even to promote further learning (What will you do as a result of the learning you experienced?).

Instructor feedback to student self-assessment can act to align student expectations of the outcomes of their learning and can be used by the student to adjust their study habits and efforts, or their approach to the material; feedback can be also used to encourage students to engage more directly with the material. The goal of the process of reflection is to get students to increase their engagement with the material and thereby achieve higher levels of learning. Additionally, instructors gain valuable insights from student-self assessments on where more effort might be necessary to assure learning is occurring at the anticipated rate and depth.

Perhaps the most problematic issue in using student self-assessment is grading; rubrics can be used to assess based on the student’s approach to self-assessment; merely descriptive comments would be rated the lowest, but comments related to analysis of course content, application, or synthesis (see Bloom’s Taxonomy) would receive higher scores.
Panel Position Papers

Using Student Self-Assessment also provides an opportunity to engage the students in discussion of their learning and learning styles - which can be helpful for improving both teaching and learning outcomes.

Finally, student self-assessments assists in balancing the power dynamic of the teaching and learning environment; although student self-assessment do not need to weigh heavily in final grade calculation, the fact that students assist in the process of assessing themselves gives them insight and perspective on their personal learning and the outcomes of the course grade.

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EFFECTIVELY ASSESSING STUDENT SKILL DEVELOPMENT

Assurance of Learning (AoL) by the Association to Advance Collegiate Schools of Business (AACSB 2003) requires business schools to develop ways to assess student learning performance for use in continual program improvement, stressing evidence of student outcomes in lieu of intent to assess (Hollister and Koppel 2008), such that (market oriented) learning goals exhibit concrete observable behaviors and measurable actions (Nellen and Turner 2006) developed with the student’s key stakeholder in mind – prospective employers. One of the key student skills stressed by the AACSB is oral communications skills (AACSB 2005).

Oral communication (presenting ideas, listening, conversing, and giving feedback) is the most important competency for college graduates entering the workforce (Maes et al. 1997; Archer and Davison 2008). In a recent essay in the Wall Street Journal, successful entrepreneur Scott Adams (creator of the Dilbert comic strip) considers business students with persuasive speaking skills as a key ingredient of a their education (2011).

We believe oral assessments are relevant as witnessed by their sustained centuries-long use in medicine (Anderson et al. 1965). According to Atherton (2011), oral questioning is the most commonly-used of all forms of assessment in class, at times overlooked as a form of assessment by instructors. Markulis and Strang (2008) propose using oral exams as one form of oral assessment, with the rational that this allows examiners to:

♦ Probe and challenge the student’s knowledge and understanding;
♦ Ascertain the student’s appropriate use of the ‘language’ of business discourse;
♦ Test the student’s persuasive skills, and oral poise.

Table 1. Advantages and Disadvantages of Oral Assessment

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Potential for testing higher order cognitive skills (Wakeford et al. 1995).</td>
<td>♦ Structured case-based oral exams in medicine have produced reliable and valid scores (Daelmans et al. 2001; Cantrell and Bailey 1995).</td>
</tr>
<tr>
<td>♦ Able to test interactive skills (Newble et al. 1987).</td>
<td>♦ Halo effect (one judgment influences the next judgment), central tendency (clustering of judgments), tendency to leniency, errors of contrast (judgment of a candidate are influenced by impressions of the preceding candidate (Guilford 1954)).</td>
</tr>
<tr>
<td>♦ High face validity, flexibility and measures aspects of competence beyond written examinations (Torke et al. 2010).</td>
<td>♦ Agreement between examiners may be poor (Thomas et al. 1993).</td>
</tr>
<tr>
<td>♦ Capable of testing students on all five cognitive domains of Bloom’s taxonomy (Markulis and Strang 2008).</td>
<td>♦ Inverse relationship between anxiety and performance (Holloway et al. 1967).</td>
</tr>
<tr>
<td>♦ Useful for Marketing case examination (Bridges 1999).</td>
<td>♦ Orals are costly and difficult to administer (Torke et al. 2010).</td>
</tr>
<tr>
<td>♦ Student communication ability does not influence examiner scores in structured case-based oral exams (Lunz and Bashhook 2008).</td>
<td></td>
</tr>
</tbody>
</table>
Panel Position Papers

Oral assessments may be helpful to assess student understanding of a marketing case, improve their critical thinking skills, enhance their sales skills, prepare students for formal job interviews, and overall fine tune their communication skills. We propose that oral assessments may be structured according to AACSB standards, classified as instructor or external as outlined in Table 2 below: For a rubric to measure student oral skill performance, we will offer a rubric for each of the oral assessment methods in Table 2.

Table 2. Instructor or External Oral Examination Learning Goals and Demonstrations of Student Achievement

<table>
<thead>
<tr>
<th>Oral Assessment Method and Learning Goal</th>
<th>Demonstration of Student Achievement</th>
<th>Measures of Demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor:</strong> Student verbally articulate their learning experiences as a result of a project, case analysis, etc.</td>
<td>Student assessed by their instructor and/or marketing faculty.</td>
<td>Examiner’s assigned grade.</td>
</tr>
<tr>
<td><strong>External:</strong> Student verbally articulates their learning experiences and accumulated knowledge as a result of the marketing curriculum.</td>
<td>Student or assessed by a marketing faculty as an external examiner (from a similarly oriented university) or respected member of the business community.</td>
<td>Examiner’s assigned grade.</td>
</tr>
</tbody>
</table>

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Panel Position Papers

USING PEER ASSESSMENT OF GPW TO EFFECTIVELY ASSESS STUDENT SKILL DEVELOPMENT

Okey Peter Onyia, Lindenwood University

EFFECTIVELY ASSESSING STUDENT SKILL DEVELOPMENT
PANEL POSITION PAPER

Business education curriculum at the Higher Education (HE) level is not only designed to impart the knowledge of business theories and principles in students, but also to prepare them for employability in organizations. As expected for professional practice in most business-related professions, business education curriculum should and does inculcate the skills of collaborative work in small groups among students. Hence, group learning through group project work (GPW) is a fundamental pedagogical method in business education, and has been employed extensively in most areas of the business discipline (see Freeman 1995).

It has also been argued that group project work is one very effective method of skill development because it encourages collaborative learning among students (Li 2001); it engenders a “student-controlled” learning environment (Schelfhout et al. 2004); and it enhances “individual accountability and positive interdependence” amongst students (Prins et al. 2005). In addition, it helps students to relate freely with their peers, share many points of view, “accomplish more comprehensive assignments and projects that are not possible for one individual alone to achieve,” and develop team-oriented skills like “persuasive interpersonal communication, leadership, planning and time management skills, which will enhance employability, while developing role-playing skills necessary for teamwork and active group-based learning” (Johnston and Miles 2004).

For industrial practice, there is also the need for students to develop employability skills such as creative-thinking and problem-solving abilities, as well as skills of written and oral communications necessary for information gathering, report writing, and business presentations. These skills are essential because the professional practice of business requires the generation of reliable information and creative ideas that are aimed at solving internal and external organizational problems to enhance the market potentials and competitiveness of the business. The pieces of information, often garnered through extensive market research, are vital for sound business decision-making; while the creative ideas, often generated through extensive brainstorming sessions, are used in solving huge customer-related problems in the market place.

The ideas and decisions thus generated must be produced, documented, and properly presented to the management and, sometimes, the board of directors before they are transformed into products and services worth millions of dollars in the marketplace. Not only does the production and marketing of such products and services cost significant sums of money, even the generation of market information and creative ideas has substantial cost implications too. No one individual can therefore undertake any of such activities alone. These complex activities are, by necessity, almost always undertaken as group tasks and can only be achieved through interdepartmental collaborative efforts. Acquiring the relevant academic knowledge and practical skills necessary for such industrial practice therefore requires an infusion of student-centered learning and student-led group project work (GPW) in the educational curriculum of every business-related discipline. My perspective on the effective assessment of student skills development is that GPW brings out the best in students’ collaborative and practical skills development, and that one of the best ways of assessing GPW is through peer assessments.

In addition, existing research on peer assessments of GPW also indicates that students learn more from each other in collaborative contexts by studying educational materials, critically analyzing theories, writing up reports, making presentations, and assessing each other’s contribution to the group work (van den Berg et al. 2006; Almond 2009). The curricula implication of employing peer assessment is that while it is ideal for a teacher to evaluate and award marks for the end-product(s) of a GPW, the students are in a much better position to evaluate the work process, much of which
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takes place outside the classroom and in the absence of the teacher. Peer-assessment is therefore a vital modulator of tutor-assessment in the evaluation of student skills development attainable through group coursework.

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EFFECTIVELY USING SOCIAL MEDIA IN CLASSROOM INSTRUCTION

Panel Position Paper

Social media has evolved from just being a social tool; the many variations of social media – growing in numbers daily – are powerful and effective communication tools for business. Educators must prepare our marketing and business students accordingly, and adding social media to classroom instruction offers the most direct, hands-on experience possible. The following paragraphs offer a few examples from the Fall 2011 MMA presentation. Ironically, those of us who would often like to ban Facebook pages from being open during our class lectures will be embracing Facebook and other sites as ways to better connect with our students in the coming years.

Among the many types of classroom experiences that lend themselves to social media, the opportunity to connect with business professionals via Skype is one that all classrooms can utilize. This can be particularly beneficial to students in rural or smaller metropolitan areas where access to large businesses or agencies is limited or involves expensive travel. Faculty members can allay the fears of their professional contacts and friends who might be hesitant to commit to this by modeling a non-formal, non-lecture format prior to the scheduled presentation day. Conversational give and take, with questions “from the floor” addressed, will engage students and heighten their sense of being a part of their professional communities.

Marketing assignments, particularly those emphasizing an integrated marketing communications approach, might include email blasts, Twitter and/or Tweet messages. Students can promote for-profit items or services, or develop communication methods designed to attract charitable contributions. Social media posts and messages can be critiqued by all class members, not simply graded by faculty alone, offering what might be a more age-appropriate audience review.

Becoming Facebook friends throughout a semester (it’s easy to add or delete) provides an engaging way to post homework assignments or alert students to class changes. Most campuses offer an online learning platform, but students are more readily available through “their own” networking sites. Shy students who may not approach a faculty member with a question in person may be more comfortable using a medium they use every day. Providing a way for students to brainstorm on course topics at all times of the day provides them with ways to share their thoughts and integrate the course into their lives outside of the classroom.

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TEACHING ON-LINE FOR TRANSITIONAL FACULTY
HAS BRIDGES AND BARRIERS. ACCEPTANCE
AMONG STUDENTS, SCHOOLS, COLLEGES,
AND UNIVERSITIES GROWS BUT
ISSUES REMAIN

Zafar A. Bokhari, Chicago State University

EFFICIENTLY USING SOCIAL MEDIA IN CLASSROOM INSTRUCTION
PANEL POSITION PAPER

Word transitional faculty may be new in today’s technological era. There are significant of senior faculty members
who started teaching with no technology in the room. They carried book and notes in the classroom in many parts of
the world. In the USA and Europe, some universities used overhead projectors, which were used for either teaching
purposes or for showing student transparencies if supplied by publishing companies. Majority of faculty used chalk
and blackboard which in late 1980s were replaced by black or colored markers.

Advances in technology changed the traditional teaching pattern. Though there is a mix of everything in each
department. Some faculty is are traditional, some are “transitional,” who are teaching 80% load as traditional but may
be teaching one or two on-line courses per year. Then universities have new faculty who went to high school and
undergraduate college in late 1990s, when technological boom started. In the past 20 years it has reached to the level
that has made it possible for students to learn and receive an education, regardless of where they are. It has also made
it possible for faculty to teach almost anywhere in the world while teaching a class. Online classes, though, are more
time consuming for instructors than traditional and in-person class room teachings.

Students enjoy learning online, because they are less stressed to learn. This is because they can attend class when
it is convenient for them. No teacher likes a group full of stressed-out adult students, because they just had to drive
through a snowstorm in traffic to get to class. When people are on the Internet in class, they are calm and relaxed and
this is a much better environment for everyone.

Teaching online allows people to work from home with an Internet connection. Some universities require staff
members to come to the physical site every now and then, but you primarily get to work from home. This gives you
a comfortable work space and you can even work in your pajamas. You will save money in not having to commute and
drive back and forth to work. Some teachers have felt threatened in a classroom environment, especially if they are
teaching a high stress course like programming. Taking online courses gives instructors the comfort in not having to
actually meet the students in person or feel threatened in any way.

The web-technology and the Internet have allowed people to gain an education on the web. Teaching online
courses is a big opportunity for people looking for work today, because there are so many schools offering an education.
There are many reasons you might consider teaching which include: The convenience, comfort, saving money,
supplemental income, and much more. The worldwide e-learning industry is estimated to be worth over $48 billion
according to conservative estimates. Developments in internet and multimedia technologies are the basic enabler of
e-learning, with consulting, content, technologies, services and support being identified as the five key sectors of the
e-learning industry.

Allen and Seamen (2009) claim that a quarter of all students in post-secondary education were registered for online
courses in 2008. Ambient Insight Research suggests that in 2009, 44 per cent of post-secondary students in the USA
were taking some or all of their courses online, and projected that this figure would rise to 81 percent by 2014. Thus
it can be seen that on-line learning is moving rapidly from the margins to being a predominant form of post-secondary
Panel Position Papers

education, at least in the USA. Many higher education for-profit institutions, now offer on-line classes. By contrast, only about half of private, non-profit schools offer them. Private institutions may become more involved with on-line presentations as the cost of instituting such a system decreases. These staff members need to understand the content area, and also be highly trained in the use of the computer and Internet. Online education is rapidly increasing, and online doctoral programs have even developed at leading research universities. That has increased the need for more well trained on-line teachers.

Impediments to online teaching and learning can be situational, epistemological, philosophical, psychological, pedagogical, technical, social, and/or cultural. Few more issues are: “faceless” teaching, fear of the imminent replacement of faculty by computers, diffusion of value traditionally placed on getting a degree, faculty culture, lack of an adequate time-frame to implement online courses, many distance learners who lack independent learning skills and local library resources, lack of formalized agreements to sustain program commitment though difficulties and problems, high cost of materials, ignorance of the efficacy of distance education, lack of a national agenda, funding priority, and policy leadership, increased time required for both online contacts and preparation of materials/activities, the more technologically advanced the learning system, the more to go wrong, non-educational considerations take precedence over educational priorities, resistance to change, and lack of technological assistance. On part of faculty adopting technology, faculty proficiency with technology, and barriers to adopting technology are major challenges.

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CREATING A BRIDGE BETWEEN SALES CERTIFICATE PROGRAM OUTCOMES AND SALES EMPLOYERS NEEDS

Peter Knight, University of Wisconsin – Parkside

BRIDGING ACADEMIC OUTCOMES AND INDUSTRY EXPECTATIONS PANEL POSITION PAPER

The panel presentation will include discussion of our experience with the new University Sales Education Foundation sanctioned Sales Certificate Program, in particular the role of the Industry Advisory Board.

Today, more college graduates will become salespeople than all other careers combined (USEF 2010). Roughly two-thirds of U.S. College graduates with a BS in Marketing will secure their first career position in sales (Hayes 2008). Yet to date, only a relatively small percentage of U.S. colleges offer Sales curriculum to provide students with the skills to prepare for this perennially in demand career. However, the biannual DePaul Universities and College Sales Landscape survey identified that while in 2007, there were only 13 universities with developing, mature or robust sales programs and 31 universities with emerging or embryonic programs, the 2009 survey has identified 34 universities with developing, mature, or robust programs and 34 with emerging or embryonic programs (62 of the 68 schools cited are AACSB accredited). In March 2011, the University of Wisconsin – Parkside joined this elite group of schools with the approval of a University Sales Education Foundation sanctioned Sales Certificate Program. The University of Wisconsin – Eau Claire is the only other program certified in the state of Wisconsin and there are none in Lake County, Illinois which is also an important region for recruitment for our school.

In fall 2008, The School of Business and Technology at the University of Wisconsin – Parkside offered its first Personal Selling course. Since then our sales students have competed at five national collegiate sales competitions at both the graduate and undergraduate levels and garnered major awards at all five (11 awards in total). Prior to the national success of SBT’s collegiate competition sales teams, awareness of our school and graduates was almost non-existent among sponsoring national sales employers, although many of these employers reported engaging in on campus recruiting at UW – Madison, Marquette, UW – Milwaukee and/or UW – Eau Claire to fill Wisconsin based sales territories. Awareness of our school was very low to non-existent amongst national sales employers, but since our competition success our students have been placed in elite corporate sales training programs with Fortune 100 companies like Johnson and Johnson and Liberty Mutual and our sales students are widely in demand.

To build this unique competency, a University Sales Education Foundation sanctioned Sales Certificate was offered in 2010 – 2011 requiring a 4 course sequence, Marketing Principles, required of all Business Majors, Intro to Personal Selling, Selling of Financial Services, and Advanced Personal Selling. Ten students completed the requirements in spring 2011.

A condition of the certification by USEF was that a Sales Advisory Board be formed comprised of industry professionals. There are currently nine members in senior sales roles in a variety of industries and recruitment is ongoing. Sales Advisory Board role requirements include:

a. Meet 2–3 times per year

b. Provide input re curricula and methods to best prepare students for sales career

c. Provide sales experts for classes occasionally to judge and provide feedback re role play exercises

d. Providing internship “ride along” opportunities and entry level sales careers preferred
Panel Position Papers

The Initial board meeting was in April, with another scheduled in August to prepare for the Fall 2011 semester. Most board members have the latitude to hire grads for sales training programs and also have industry contacts with the same capability. All board members were eager to be involved in classroom and field activities with students in a meaningful way. The panel presentation will focus on specific roles and functions of the Sales Advisory Board.

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CREATING A BRIDGE BETWEEN MBA OUTCOMES AND WORKPLACE NEEDS

Dena Lieberman, Alverno College

When Alverno College began to develop our first MBA program, we knew we needed to better understand the needs of the Milwaukee business environment and the skills industry required for new talent. We conducted a feasibility study in 2005 based on interviews with current community business leaders. The results were not surprising and showed that the critical competencies needed in employee talent are the ability to: think strategically, think globally, be innovative, effectively relate to and interface with multiple audiences, quickly adapt, understand the industry and business functions, execute and get things done, and act ethically and with integrity.

We knew that a new Alverno MBA program would extend and build on our business undergraduate philosophy of education with a focus on professional practice, reflection, experiential learning and application. We decided early in our planning that all MBA students would be expected to enter with a minimum of three years of relevant work experience in order to benefit from our curriculum and be a valuable peer. We also decided to structure the curriculum around five integrated and sequential core modules (each 6 credits) plus two electives (each 3 credits). This format creates a cohort of learners who progress through the core courses together for the most part, although it is possible for a student to step out and rejoin a subsequent core module. The peer sharing and learning and student camaraderie that have developed as a result of this design have been a key strength of the program.

We began our MBA program in the fall of 2006 and graduated our first class in December 2008. This May 2011, we graduated our sixth Alverno MBA class. Our MBA outcomes and course design have a unique performance dimension and a heavy focus on reflection and relating new learning to a student’s individual organizational and work experience and career goals. Discipline content has a basis in scholarly literature and is presented in an integrated (rather than functional) way to address complex and realistic business issues. The curriculum emphasizes developing managerial competence and proficiency in the following areas: Strategic Analysis, Execution, Innovation, Global and Cultural Competence and Ethical Managing and Leading. Each of these outcomes is woven throughout each core course although certain courses emphasize certain outcomes more than others. The core six credit courses are:

♦ Integrated Management with a focus on case studies and projects to connect knowing and doing and develop financial acumen and improve organizational decision-making skills.

♦ Assessing Self, Organizations & the Operating Environment to develop strategic management skills using a business simulation, and to assess professional competence, emotional and risk intelligence through a variety of learning experiences.

♦ Building Processes, Relationships, and Resources to develop ability to manage processes, relationships and resources to enhance organizational capability and results.

♦ Acting with Innovation, Creativity and Imagination to participate in global, multicultural and interdisciplinary experiences that foster development of new attitudes, mindsets and values required of today’s manager-leader.

♦ Creating Agility in Dynamic Environments to focus on change management, the ability to anticipate and respond to rapidly changing markets, global operating environments and unforeseen events. Also, there is a focus on legal, regulatory and ethical issues confronting today’s business leaders.
Panel Position Papers

The panel presentation will include discussion of our experience with this new MBA curriculum and feedback we have received from faculty, students and the business community. I will share further background on the curriculum design for each of these core courses, including how we integrate functional knowledge and academic outcomes across the core courses.

The Alverno MBA is designed to develop leaders and managers who productively operate and thrive in a global economy. While a relatively young program, it has earned our graduates preferred placement in companies throughout Milwaukee and the region.

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Panel Position Papers

REVERSING THE PROCESS: A JOURNEY FROM INDUSTRY EXPECTATIONS TO UNIVERSITY OUTCOMES

Colin Taylor, Taylor Matters Consultancy

BRIDGING ACADEMIC OUTCOMES AND INDUSTRY EXPECTATIONS
PANEL POSITION PAPER

I recently concluded a career lasting over 30 years working for Nestle in marketing in over 30 countries, covering several food marketing categories and working in both strategic and operational areas. I ascended the corporate ladder and finally crowned my career by running a quarter billion dollar unit selling beverages in West Africa. I controlled two factories which produced 60,000 Tonnes of product and employed 2,000 people, and by any definition I was both a mover and a shaker.

As a part of my career re assessment I took the opportunity to obtain the university degree that I had failed to obtain during a wildly misspent youth. During a process that has little to do with this paper I eventually ended up at Webster University in Thailand embarking on a degree in Communication. My expectations for a degree were based on my business career and thus my expectations of what it is to be a student were rooted in this. A process of disabuse thus ensued which is as much the subject of this paper as it is an analysis of what a University teaches in marketing and business and what outcomes the business World actually requires. Before we plough into this I must say that the professors I have been working with have been some of the most stimulating and professional people I have met or worked with. Their dedication to teaching and learning their subject puts most business professionals to shame.

What I Learned in College

How to Write. I quickly discovered that after 30 years of writing in bullet points I didn’t actually know how to write sentences or actually write at all. When I was first presented with this fact I had to recall the mantra I had decided on before this adventure, “No pride.” I knew it was bad when a professor gave me a plastic sheet that eight year olds use to learn how to write sentences. After a rapid process of re-engineering I unlearned 30 years of brevity for discursion, which was fine for me but not so good for anyone coming to a business career. Whilst this is to be expected in elective courses even my business and advertising courses expect floridity and paragraph structure, verbs even. As offensive as this is to my academic friends some business people have forgotten what verbs are and whilst this is a regrettable case it is a fact that getting your point across supersedes prose every time. No one gets taught this.

Referencing. Boy can I now reference. I can reference in the middle of sentences, I can reference from magazines, from books and from learned papers, I know how the authors name will be written and I know that APA is different to AGPS. All of this came as a shock because of course in business you do not do it. In business you make sure that you have a source on every graph and, uh, that’s it. Whilst management courses don’t tend to belabor this point they don’t exactly downplay it either. Referencing is the bedrock of academe but someone should tell the students that in the business world it means nothing.

Theory and How to Remember It. I now know business theory, and I can quote business theory in my sleep. Boy was I stunned when I discovered that all the things I had assumed for years actually had names attached to them. This is all very good and shame on me for not learning it however my problem is the emphasis that gets placed on remembering it via the exam system. In business you do not have to remember anything, indeed the whole idea is constant access to information. A student has remembering drilled into them, what is not drilled into them is how to remember your experiences and learn from your mistakes.
Panel Position Papers

What I Didn’t Learn in College

How to Present. In business you are exclusively judged on how well you do on your feet, how well you present. Maybe there are universities that teach you how to present as an elective but in Webster you are offered a one hour course out of college hours on how to present. ONE HOUR!! Every student now knows how to prepare PowerPoint slides, which is good and admirable, but presentation got missed out somewhere and watching bright, vivacious and intelligent undergrads stumbling through presentations that will see them crucified in the real World has left me shaking my head. One bad presentation can set a pubescent career back a year and yet we fail to stress this.

Reality. This is not the usual “Divorced from reality” gripe that big business throws at academe it’s a question of emphasis. It’s a question of how reality gets rewarded because students are encouraged to engage with it. I hate to say this but students will on average only take something seriously if it counts. I know the brightest will do it anyway but aren’t we more interested in the middle not the outliers? The best will be good without an education (Like me J) but universities need to raise the overall bar, surely. My professors constantly encouraged students to look at the outside World but they signally failed to reward them for doing so unless it was with a 10-year old case study.

As an example a lovely Indian lady told me that since she had got an A in her management pop quiz and I got a C she was a “Better manager than you.” Ten minutes later I had waxed lyrical on the difference in Airbus and Boeing’s business models in class and she said “Whose Airbus?” so clearly a better manager than me.

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INCORPORATING CONSUMER RESPONSES INTO
ACTIVE LEARNING EXERCISES

Eric D. DeRosia, Brigham Young University

This paper describes a new method of using empirical studies of consumer responses within active learning exercises. One context in which this method has been used is warning MBA students about the influence the false consensus bias has on managers as they attempt to (1) create ads that reliably evoke desired emotional responses among consumers, and (2) choose ads that will most effectively evoke emotional responses.

Like most other active-learning assignments, this assignment yields high involvement among students. Furthermore, the empirical study demonstrates to students that each of them is vulnerable to the false consensus bias. Such a demonstration is desirable because MBA students who learn about this topic in a traditional lecture format often believe they would be exceptions to the rule and would be immune to the false consensus bias.

Part 1 of the assignment asks students to create ad elements that will strongly evoke an emotional response among consumers. The setting is a humorous ad for Holiday Inn: “The top 10 signs you didn’t stay at a Holiday Inn last night.” The instructor compiles the many top-10 items submitted by students (e.g., “There was police tape across the breakfast buffet” and “Instead of bath towels, paper towels.”) The instructor then conducts a simple empirical study of amusement responses among consumers (non-students) for each of the top-10 items.

Part 2 of the assignment asks students to evaluate all of the top-10 items the students submitted for the assignment. Like a manager trying to predict the emotional responses of consumers, the students’ goal is to choose the 10 ad elements that will most effectively evoke the desired response among consumers. The students’ prediction success is analyzed by comparing their 10 predictions to the 10 items that are actually most amusing to consumers.

In the classroom discussion of the assignment, the 10 highest-rated items are revealed. Although this revelation is fun, the true purpose of the assignment is the subsequent discussion. Each semester, the pattern of empirical results is consistently and strongly supportive of the assignment’s learning points.

For part 1 of the assignment, a histogram of the average amusement score for each of the submitted items demonstrates to students that, overall, the top-10 items were not very effective at evoking amusement among consumers. Furthermore, a histogram of all the consumer responses to the highest-rated item demonstrates to students that even the funniest item was not effective at evoking amusement for many of the consumers. Class discussion can draw out the surprise experienced by students at seeing these results, and discussion can develop the idea that the author of each submitted item believed it was funny at the time and therefore believed that consumers would find it funny. The surprise experienced by students at seeing the poor results suggests they were suffering from the false consensus bias as they created and submitted the ad elements.

For part 2 of the assignment, a histogram of the students’ prediction rates demonstrates to students that their prediction rates were very low. This task is very similar to the task of a manager who is choosing which ad to run based on how well he or she expects it will evoke a targeted emotional response among consumers. Class discussion can develop the idea that when trying to predict whether consumers would find the item to be funny, each student relied on the extent to which he or she personally found the item to be funny. Similar to part 1, the surprise experienced by students at seeing their poor prediction rates suggests they suffered from the false consensus bias as they made their predictions.
Panel Position Papers

The traditional classroom discussion is designed to teach students at a conceptual level about the false consensus bias. The active-learning exercise that is integrated into the class discussion illustrates for students that the bias strongly influences managerial decision making, and the exercise demonstrates to students that – at a personal level – they are not immune to the effects of the bias.

Empirical studies can be incorporated into a wide variety of active learning assignments. For example, consumer responses such as purchase intention can be used to assess prices that students set for a product. Likewise, consumer responses such as perceptions of brand extension fit can be used to assess brand extensions that students recommend for a given parent brand.

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A STRATEGIC APPROACH TO ACTIVE LEARNING

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Lisa M. Lindgren, College of St. Benedict/St. John’s University
William M. Madway, University of Pennsylvania

ACTIVE LEARNING IDEA GENERATION AND IMPLEMENTATION
PANEL POSITION PAPER

Marketing educators can increase student involvement, attention, engagement, motivation, and learning by adopting an active learning philosophy, that is, the belief that learning is doing (Jensen and Owen 2001; Wooldridge 2006). Unfortunately, such a philosophy is often difficult for teachers to adopt, as many teachers are uncertain about how to develop active learning exercises and how to incorporate them into their classroom teaching. To address this challenge, we will present three approaches to active learning that have proven effective in a wide range of undergraduate and graduate marketing courses. But first, let’s discuss an important foundation of the active learning approach: viewing teaching as a process of strategic planning.

When designing active learning activities, it is important to remember that active learning exercises should not be designed merely for the sake of keeping students active. Keeping students active is not the goal. Instead, the goal is to develop activities that enable students to learn the skills and abilities necessary for them to achieve their future professional and academic goals.

With this in mind, it is best to approach active learning—indeed, teaching in general—the same way that companies and organizations approach strategic planning (Graeff 2010). A primary aim of corporate strategic planning is to first identify the organization’s overall goals, and then identify the strategies, tactics, and resources necessary to achieve those goals. Similarly, by identifying students’ long-term academic and professional goals, teachers can strategically plan class activities to achieve those desired goals and objectives.

To get started, an easy way to identify students’ career, academic, and life goals is to consider what students will be doing ten to fifteen years after graduating, and the types of careers or professions that students will have. After identifying students’ long-range goals, teachers must identify the specific knowledge, skills, and abilities that students will need in order to achieve their goals. What can students learn from this class that will help them perform the activities, behaviors, and decisions that will be required of them in their future careers? What activities can be carried out in class that will simulate these types of behaviors and decisions? Teachers should then develop in-class activities that fit with students’ academic and professional goals.

Teachers must then determine the specific course content and material students need to learn to in order to master the skills that are necessary for success in their future. Demonstrating the relevance of course material to students’ lives will result in increased involvement, interest, and attention. This is because students will see the direct (or indirect) connection of the material to their future career and life goals.

Educators can best facilitate SDL by becoming a coach and facilitator rather than just an information provider or lecturer. In most cases, the role of the educator would be to assist the student in locating the necessary resources, help
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the student identify a starting point for his project, make sure that the student is aware of the objectives and evaluation criteria once this has been decided upon, and provide examples of previously acceptable work.

A well-designed SDL project is one in which students are given a say in what they are doing. This allows them to have more control over their learning and gives them ownership of the project. These projects must be relevant to students’ interests and goals, and flexible enough to let students think for themselves. In addition, it is important to provide the student with opportunities to engage in systematic reflection in which she critically examines her experiences and personally reflects on what she learned in the project.

SDL projects can vary from simple to complex, as the following three marketing-related examples demonstrate. A simple SDL project might include just allowing the student to select the topic for a marketing project or presentation. In this situation, the educator would provide the desired format and evaluation criteria; however, the student would be given the opportunity to select the topic that is relevant to his or her interests.

A somewhat more complex SDL project, especially useful for Marketing Research, is to allow students not only to decide on the topic area for their project (e.g., give them control to create a new product or service), but also to decide what types of marketing research would be best-suited for the project. In this situation, the educator would provide the initial starting point for the project and then assist the student as needed.

A complex SDL project, especially useful for graduate courses, is to have students bring in their resume, write up what they want the resume to look like in five years, and identify the skills they believe will help them get to that future resume. At that point, students will work with the educator to create a plan to learn those specific skills (e.g., consulting work, software knowledge, etc.), making sure to include the criteria for evaluating that plan. The students will then meet frequently with the educator to discuss how they are progressing with their plan.

A marketing project that epitomizes the SDL approach is the National Student Advertising Competition (NSAC) organized by the American Advertising Federation (AAF). One of the more popular career options for marketing students is working in advertising. Unfortunately, many students find that they do not have enough relevant work experience to compete for an entry-level position in advertising, or to even know if they would enjoy working in this field. One of the best ways, other than an internship, to address this experience gap is to participate in the NSAC.

Each year, a company or non-profit sponsors the NSAC and provides a case study reflecting a real-world situation facing the organization. Students at AAF-member colleges team up to conduct research on the sponsor’s current situation and develop an integrated communications campaign for the “client.” Each team then “pitches” its campaign to a panel of judges at district competitions across the country. The winning team in each AAF district advances to compete in the national finals, which are held in conjunction with the AAF’s annual conference.

At some schools, their NSAC team originates with their student advertising club. However, at many schools, the NSAC is integrated into an upper-level marketing or advertising course. When using the NSAC as the main project for a marketing course, an instructor is advised to adhere to the role described earlier in our discussion of SDL.

As a class project, the NSAC offers many benefits to marketing instructors. First and foremost, the NSAC provides a semester-long, experiential learning activity without having to find willing clients and manage these relationships. Instructors also receive excellent teaching resources and support, further reducing their burden. There also is a quantifiable outcome—the students’ ranking in the competition—which enables instructors to objectively evaluate what students have learned.

Regardless of the path students pursue in the marketing field, they are certain to face ambiguous decision scenarios that have ethical implications on a regular basis. Therefore, it is essential that marketing students develop their capacity for ethical decision-making. Helping marketing students hone their ethical values and judgment is best achieved through the active learning approach; reading and hearing about ethics can only accomplish so much.
In one notable example, an instructor created several short cases representing the types of ethical dilemmas marketing managers are likely to encounter over the course of their careers. These cases involved product pricing, harmful products, sales channel conflicts, and behavioral advertising. The common thread is that the students are asked to consider realistic scenarios, struggle with the pros and cons of a particular decision, and arrive at a recommendation after thoroughly considering the ethical implications of that recommendation.

To learn more this instructor’s approach, let’s examine a case involving setting the price for a new drug that significantly eases the symptoms of Alzheimer’s disease. The students came to class having read two articles describing two different ethical lenses, utilitarianism and Catholic Social Teaching (CST). The class session began with a review of the key features and tenets of these two ethical frameworks. Next, the instructor sketched out the parameters of the case: (1) the pharmaceutical company typically requires a payback period of two years for new drugs; (2) given the sales forecast for the drug, a two-year payback period would result in a monthly price of $1,500; and (3) some members of the team tasked with the pricing recommendation have argued that a lower price should be set so that more afflicted people could afford the drug.

Then, working in small groups of between two and four students, the students were asked to analyze the scenario from the perspective of utilitarianism and identify the appropriate price. The groups were given approximately 10 minutes for this discussion. Then the instructor asked the teams to identify the components and the utility assigned to the cost and benefit calculations. After all of the key costs and benefits were identified, the class as a whole discussed what is the “right” price.

Following this, the student groups were given about 10 minutes to analyze the same case from the perspective of CST. Again the whole class had a discussion about the “right” price. Often the two ethical frameworks will yield two different answers, which sets up an interesting discussion about how marketing professionals must often weigh a wide variety of interests: their own professional interests, the bottom line of their employer, other stakeholders, and society as a whole.

All of the active learning activities described in this paper share three characteristics. First, they are designed to help students acquire knowledge and master skills that will help them achieve their long-term goals. Second, they simulate the types of decisions marketing professionals face on a regular basis. Third, they give students a say in what they are doing, which affords them more control over their learning and gives them ownership of the project. But it all starts by approaching teaching as a process akin to strategic planning. An educator should first take steps to identify the career goals of his or her students, and then select course content and design activities that will help students acquire the knowledge and skills needed to achieve those aspirations. This approach results in a course that is highly relevant to students, which leads to increased motivation, engagement, learning, and retention.

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SERVING MULTIPLE OBJECTIVES WITHIN THE CORE CURRICULUM

Debbie DeLong, Chatham University

INTEGRATING BUSINESS INTO THE GENERAL EDUCATION CURRICULUM

PANEL POSITION PAPER

A new job can be both exciting and daunting. My experience as a new faculty member at Chatham University in Spring 2007 was no different, as I attempted to get acclimated to the many facets of the job as quickly as possible in order to hit the ground running in the right direction. I soon learned that, like many other small liberal arts institutions, Chatham University requires its full-timer faculty to wear many hats: Instructor, Scholar, Advisor, Department/Discipline Advocate, University Community Member, among others. It also became clear that the total amount of time needed per hat far exceeded the total amount of time available. Some hats would need to be worn simultaneously, hence the need to design my work activities to fulfill multiple objectives wherever possible.

One area of responsibility that provided opportunity for such synergies was course design, particularly within the general education curriculum. The general education curriculum is the central component of the student’s undergraduate experience, delivering the unique values and mission elements of the institution as well as the fundamental skills and abilities one expects to gain from higher education. Soon after arriving at Chatham, and after realizing that I had to find efficiencies in my workload or suffer the consequences, I seized the opportunity to propose a topic for a section of the first year seminar. It seemed to me that the highly visible and adaptable nature of the general education curriculum could provide a vehicle for fulfilling multiple objectives, in essence permitting me to wear multiple hats simultaneously. The rationale I used to adopt “Corporate Social Responsibility: The Value of Virtue” as the subject matter of my first year seminar and the subsequent outcomes achieved are presented as a conceptual model for maximizing returns from investing time and energy in the general education curriculum.

Chatham general education program addresses the university’s mission themes, values, ways of knowing and skills, specifically:

1. Mission Themes: Women’s Leadership, Global Understanding, Environmental Responsibility,
2. Values: Wellness, Moral Reasoning, Social Responsibility,
3. Ways of Knowing: Interdisciplinary Perspectives, Analysis of Cultural Discourse, Arts Appreciation, Scientific Methodology,
4. Skills: Information Literacy, Critical Reading, Problem Solving, Written Communication, Oral Communication,

Each year, students are required to complete a progressively more advanced set of courses. Types of courses include seminar, science, arts, wellness, quantitative, international/intercultural experiences, and a senior tutorial project. Each course maps to a specific subset of learning outcomes such that, over the four years of study, students obtain all of the general education components in a commensurate fashion. Many of the general education courses permit individual instructors the license to determine their topic given that the requisite learning objectives for the course are addressed. Each first year seminar instructor chooses a topic that must be relevant to at least one mission theme and must incorporate assignments that build competencies in information literacy, critical reading and written communication skills.

I approached the section topic decision with the intent of fulfilling the explicit objectives pertaining to the course and my role as the Instructor, plus additional objectives pertaining to my other roles of Scholar, Advisor, Department/
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Discipline Advocate, and University Community Member. This conceptual approach required a careful analysis of how the course focus could help make a positive and meaningful contribution across these multiple job performance areas. In the end, I chose to adopt Corporate Social Responsibility (CSR) as a viable topic for supporting the many objectives and variety of “hats” worn by full-time faculty, as follows.

First, the course has supported my role as a Scholar with helping to further define and refine my research agenda and deeper knowledge of the CSR literature. As a former marketing practitioner that made the leap to academia not so long ago, scholarship expectations continue to require considerable effort to determine accessible, interesting, and fruitful areas of study. Immersion in the course topic when preparing course materials, conveying course concepts, managing class discussions, evaluating student work, and overall time spent on the topic of CSR has made a significant positive contribution to the quality and productivity of my research in this area.

Second, the course topic is controversial but yet non-threatening to students who are brand new to college. From the Advisor perspective, first year students are considered to be a special category of the undergraduate population with acute needs that require a certain degree of sensitivity. In particular, Chatham’s undergraduate population is quite diverse with a significant portion from disadvantaged backgrounds. Many are first in their families to attend college, they are often overwhelmed and initially not inclined to speak up in the classroom. The topic of CSR can be intimidating at first, but it quickly becomes accessible and eventually engaging to students as they gain confidence in their understanding of the concepts and in their abilities to form and share opinions of corporate case studies. Anecdotal feedback from students indicates their initial reluctance to relate to the topic and to the seminar format in general, gradually transitioning to a certain level of comfort and eventual enthusiasm for actively debating issues with others in class. Ultimately, the course helps provide first year students with a positive college experience early on, helping them to acclimate and stem the tide of attrition.

Third, the topic of Corporate Social Responsibility introduces students to the world of business concepts while many are still undeclared in their choice of a major. The course indirectly advocates for the Business Department with course content that is replete with compelling issues, examples, and cases to challenge their perceptions and assumptions. Students are taught to assess the implications of corporate actions through the lens of multiple stakeholders and multiple points of view. The insights gained can be personally involving and even inspiring to students, helping to shape a positive impression of choosing a business discipline as their major or minor program of study.

Lastly, as previously stated, Chatham University’s mission is comprised of three pillars: Women’s Leadership, Global Understanding, and Environmental Responsibility. While these themes are not synonymous with the “triple bottom line” of corporate social responsibility, there are profound similarities that positively reinforce the university’s values. CSR addresses the degree to which business should concern itself with its adverse impact on the environment, economic hardship and social inequity. These concepts resonate with Chatham’s mission themes and help to heighten students’ awareness, understanding and application of these concerns to the practical topics and examples discussed in class. The course thus serves as a platform for communicating the core values of the Chatham brand, bringing its themes to life and in turn fulfill the brand promise of helping Chatham students to become conscientious and informed “World Ready Women.”

In conclusion, the inclusion of a business-oriented course in the general education curriculum can be an effective vehicle for delivering core values, knowledge and skills to undergraduate students regardless of their pre-existing biases for or against business as an area of study. The topic of corporate social responsibility is a particularly useful focus for a business seminar as it provides ample opportunity for critical thinking, research, analysis, and debate regarding the implications of business decisions. Students can engage with the material, exercise their intellectual curiosity, build communication skills and practice constructive interaction with peers. The topic and course format provides a positive general education experience that achieves multiple objectives for the student as well as for the faculty member and the institution overall.
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DESIGNING A MARKETING COURSE FOR THE GENERAL EDUCATION PROGRAM

Michelle B. Kunz, Morehead State University

INTEGRATING BUSINESS IN THE GENERAL EDUCATION CURRICULUM

PANEL POSITION PAPER

The general education requirements at most universities undergo review and revision on a somewhat regular basis. In some instances, revisions are minor changes or tweaks, but many times the entire program is completely revamped and basically rebuilt from the ground up. Such has been the case twice in my twenty-three years at Morehead State University. The current general education program review began about two years ago, and will continue through another year or so. In this current revision, all general education courses were basically deleted, in the existing format. A core of courses including a first year seminar which replaced another freshman-level college success/preparation course, two English, a speech and a math course were implemented as the first year of new required general education courses. The second grouping of courses addressed humanities, social/behavioral sciences, and natural/mathematical sciences, and was comprised of two variations for each. These were labeled as distribution courses, and provided opportunities to revise existing courses, or create new courses across the university curriculum. All revised courses had include/address new mandated student learning outcomes, be either reading and/or writing intensive, and satisfy specific assessment guidelines. The final portion of the general education program will be an integrative component, often termed the capstone course. At this point in time, the core is complete, the distribution courses have been approved at the first level, and the second level of courses that were identified for the interim year during phased implementation will soon be addressed. The integrated component or capstone courses are in process of revision to meet the new requirements.

The marketing faculty had been considering writing a survey marketing course at the 200-level for the past several years, as we waited for program reviews, university reorganization, and the new general education program to be completed. We believed this could serve as a recruiting mechanism to attract new students to the marketing program. When the call for distribution courses posted, with less than three weeks allowed from the time of post until submissions were due, I decided we really needed to take a deep breath and jump in with a proposed marketing course. The course would naturally fit in the social/behavioral sciences (SBS) group, but which one of the two would be determined by other business courses to be submitted for approval. The goal was to create and/or revise business courses across both of the SBS categories. Both of the SBS categories included these student learning outcomes (SLO):

1. Read college-level critical, creative, and technical tests for comprehension.
2. And/or (2) write effectively for a variety of target audiences using contentions associated with standard English.
3. Convey quantitative and qualitative relationships using symbols, equations, graphs, and tables.
4. Thoughtfully analyze and evaluate diverse points of view.

The SBS1 category also required an SLO that would (5) examine the history of the United States and explain the basic principles and operation of the United States government with a view to being a responsible citizen. The fifth SLO in the SBS2 category required students to (5) analyze cultural, social, economic, geographic and historical dynamics that influence groups and individuals; and/or (6) comprehend the cycle of human growth necessary to provide sustained health and individual well being. Thus, the final SLO was the only difference between the two social and behavioral science categories. The faculty determined that the marketing course could be written to accommodate either the SLO that addressed history and U.S. government, or cultural/social/economic dynamics influence groups and individuals.
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The overall business offerings would be best served if the marketing course addressed SBS1 requirements, as other courses that were being designed were best suited for the SBS2 group. Thus, the new course was designed around those learning outcomes.

The marketing faculty decided to develop the course as a reading, rather than writing intensive course. Then content that addressed the required SLOs was designed. Five specific course objectives were designed around the required general education learning outcomes:

1. Demonstrate an understanding of the evolution of the definition of marketing.
   a. Addressed the history component in an analysis of the eras of marketing and the development and changes in the definition of marketing.
   b. Addressed the history component by analyzing marketing regulations.

2. Demonstrate / explain how marketing responds to ethnic, gender, and demographic variances in society.
   a. Addressed the diverse points of view requirement.

3. Explain the role and responsibility of marketing in society.
   a. Addressed the government operations component as well as diverse points of view.

4. Demonstrate competency in standard measures/metrics used by marketers.
   a. Addressed the quantitative, graphs and charts requirement.

5. Identify current trends and issues in marketing.
   a. Could be related to various components of the course.

The marketing faculty spent many hours collaborating on the course proposal, and met the deadline, by submitting the course proposal two days before it was due. We then waited, and waited, and waited, as is the case for much of academe. It seemed like forever. Two months after the proposal was submitted, we received feedback from the general education curriculum review committee. They objected to the 30% of the course grade we had given to attendance and participation. They also asked for clarification on writing assignments—expecting a rubric for evaluating written assignments. This was really a fault of our proposal, in mis-labeling the assigned readings, which required a written review document. After some soul-searching, I decided that this was the first time I had proposed a course that was to be reviewed and scrutinized by the university at-large. As such, I revised the course attendance/participation component of the course down by one-third. It now comprises 14% of the total course grade/evaluation. Exams and assignments comprise the remainder, and all address general education student learning outcomes.

Writing a marketing course to meet the general education requirements was not really all that difficult, *if* we did not let others’ perceptions about general education and required SLO’s mislead us. In the end, the easiest part of developing this new course was deciding what content and topics would best represent the marketing discipline and/or profession. Then we had to decide what measures and assessments would meet the requirements established for the general education learning outcomes.

In the final analysis this was a daunting task, but writing a new course to meet required outcomes actually seemed to be easier than attempting to revise an existing course to meet those needs. While the marketing program did not have an existing course that could have been revised very easily, many other disciplines and faculty, attempted to incorporate new requirements into an existing course, without losing essential content for accreditation and discipline-specific requirements, which proved extremely difficult. It was, and still is, somewhat difficult NOT to think of this course as
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a principles of marketing class. We’ll be teaching this course for the first time in the fall, and continue to refine and finesse materials and assignments. One must remember that when teaching a dedicated course, with assessment and outcome measures that are analyzed by the university community at large, some individual academic freedom may be lost. Hopefully it will be worth the cost, and we will see an increase in students who find marketing interesting and a possible career path.

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Using Entrepreneurship as the Foundation of a First Year Seminar

Beverly McCormick, Morehead State University
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INTEGRATING BUSINESS IN THE GENERAL EDUCATION CURRICULUM
PANEL POSITION PAPER

For the last few years, our institution has been completely revising our general education. The number of hours has been reduced from 48 hours to 33 hours. The Core is composed of five courses: First Year Seminar, Writing I, Writing 2, Oral Communications, and Math. The remaining 18 hours is composed of Distribution Requirements in three categories: Humanities, Natural Sciences, and Social and Behavioral Sciences. A set of student learning objectives (SLOs) were established and assigned to each course area. All courses submitted for general education had to be new, comply with the SLOs and have the required assessments. This created some opportunities for Business courses to be in the new general education.

We decided to create two sections of a three-credit hour First Year Seminar (FYS) class. The theme for all the FYS courses is “Fact or Fiction” and the common reading is *unSpun: finding facts in a world of disinformation* by Brooks Jackson and Kathleen Hall Jamieson. Each section has a topic for the class selected by the instructor. We decided that we wanted to have a class about entrepreneurship. When thinking about what type of small business first year students could create in one semester, we landed on chocolate companies. The students could create a chocolate product in the residence halls. Also, we knew that most people love chocolate. We decided to name the class “Chocolate and other survival skills.” Chocolate is often perceived as an item that could help save you in an emergency. Also, we would be introducing the students to skills that would help them survive in college. The title was very attractive to the entering students and our two sections were some of the first to fill. We had 27 students in each class. In addition to *unSpun*, we prepared a course packet for each student that contained worksheets on starting a business and preparing a business plan that we obtained from USA Today, information about Kentucky chocolate companies, international chocolate companies, and entrepreneur profiles.

The SLOs associated with the FYS courses involved three assessments: a pre and post test, a writing assignment, and a presentation. The pre and post test is the same for all sections of the FYS and covered *unSpun*, the success modules, and critical thinking skills. The success modules were online in Blackboard and common to all sections. They covered the student web portal, study skills, campus safety, catalog and course registration, goal setting/careers, campus culture, money matters and wellness. Each provided information and then a quiz over the material covered. The writing assignment was over an entrepreneur that they researched following certain criteria. The presentation was a group assignment for each chocolate company to review all the steps in creating their chocolate company, information about their product, an ethical problem encountered, solutions found, global view, and overview of a cultural, social, economical, geographical or historical dynamic that influenced the group. Rubrics were created for the writing and presentation that were used by all sections of the course. These rubrics were based on the SLOs associated with that assignment. Also, all FYS sections have three common mandatory presentations by nationally-known speakers. One speaker was a national motivational speaker about success in college and life, Dr. Will Keim. The second speaker, C.L. Lindsay, was a national speaker about the internet and the legal and safety dangers that lurk in cyberspace. Our third speaker was one of the authors of *unSpun*, Brooks Jackson. He gave multiple examples of the concepts in the book.

We arranged for our two sections to be taught at the same time and in rooms on the same floor of the building. We also made sure that at least one room was large enough to hold both classes. The classes contained students with diverse majors from Accounting to Pre-med. In fact, business majors comprised only a minority of the majors in the two course sections. In each class, there were to be six chocolate company teams of 4–5 students. We wanted the teams to have diverse skills and attitudes. To accomplish this, we used a personality assessment called True Colors. Both instructors
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are certified True Colors facilitators. After conducting the assessment and completing several activities based on the assessment, the instructors divided the class into teams with at least one member from each color to the extent possible. This diversity would allow the team to see their tasks from a variety of perspectives. Once the teams were formed, we conducted some team-building exercises. We used a six-week business plan program to help the students create their business. Each week, the students completed worksheets as homework and then shared their ideas with the team. The team would then make some decisions about that stage in their plan. This started at the concept stage and ended at the profit/loss projection stage. It was during this process that students decided on their chocolate product. The students also participated in some new product creativity activities to help them with product creation of their chocolate. The end goal was to actually create a product and sell that product on campus. Some teams set up tables in buildings around campus. Most teams set up tables in the MSU Bookstore during the Holiday Reception and Sale. Each company created a poster with their company name, product, and price. We sold in two shifts so that only half of the companies were present at any one time. The students learned that people carry little cash these days which impacted the amount of money they made.

One of the teams created products using eagles, as we are the MSU Eagles. The people who work in the bookstore and their boss were very interested in the eagle chocolates. A few days later, the instructors and student mastermind from this team were invited to a meeting with the Assistant Vice President of Auxiliary Services and the Manager of Concessions to discuss a contract for supplying these chocolate pieces for the basketball game concession stands and for the bookstore. The deal was negotiated and an arrangement established. This could continue for an entire college career.

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INTEGRATING MARKETING INTO AN OPEN REGISTRATION, LIBERAL ARTS CURRICULUM

Michael E. Ricco, Kalamazoo College

INTEGRATING BUSINESS IN THE GENERAL EDUCATION CURRICULUM PANEL POSITION PAPER

Colleges with a liberal arts curriculum design present a broad spectrum of academic and vocational developmental opportunities. Given that the early exposure of classes are frequently in the classic humanities, arts, and sciences, academic directional influences are in play. Integrating marketing early into a liberal arts curriculum may serve as a catalyst in driving degree major selection toward business. By offering and encouraging students to enroll in a marketing class early in their academic experience, students may be exposed to three key values. The first key aspect is that marketing, and business in general, is to be introduced as a professional discipline. The second key factor is that marketing is seen as a direct conduit, connecting a wide variety of academic disciplines in an integrated and meaningful manner. The third core value to the course is that the concepts are applied in a practical and demonstrable way.

Kalamazoo College is a highly selective, private, four-year liberal arts college. The college has recently migrated to a more open registration concept, replacing the general education core design as applied in the first two years of study. This allows the student to effectively select courses from all discipline areas. The degree program also encompasses a combination of rigorous standards for learning, international experience, and a culminating senior thesis research effort. International-based study is the norm, with over 85% of the student population studying overseas for at least one quarter, and often longer. Such studies include options with a business focus. The required senior research project is grounded in the student’s major (or majors if more than one). A high percentage of graduates go on to business, law, medical, and other discipline-centric graduate-level universities. The business-based curriculum offers two possible majors: Economics or Business. Principles of Marketing is a common course to be taken in the first two noted majors within the Economics and Business department. International Marketing is offered at the junior level, and a capstone Marketing Management themed course is offered at the senior level.

Whereas the typical student view of marketing is simply “advertising,” once students are exposed to the marketing course, this view changes. Marketing then comes to be understood as a discipline and profession. The customer-focused marketing concept then serves to present a framework that incorporates marketing research, segmentation, differentiation, marketing mix considerations, and value delivery. Marketing takes on a much more planned process than originally anticipated. Its meaning and role becomes enlightened. So, this first key step in early exposure to the marketing discipline becomes critical in establishing greater consideration by students to follow an academic and professional path in marketing’s direction.

The second key value found in early exposure to marketing classes is found in integrative properties. The premise being presented here is that the Principles of Marketing course is both a natural and critically integrative conduit for students deciding to major in the business discipline, within the liberal arts curriculum. Of the various business disciplines (such as accounting, finance, economics, management, and marketing), it is marketing that has potentially the most encompassing nature to integrate other interests into a single discipline. Areas of study including the performing arts, psychology, sociology, philosophy, mathematics, history . . . and all of the other business sub-disciplines . . . are all to be found as an integrated and dynamic perspective via marketing. Due to this encompassing and holistic nature, marketing serves as a one-stop shop for leveraging multiple interests into a single discipline. Marketing classes in the general education or early academic exposure phase therefore can be an effective way to be growing and enhance learning outcomes toward a higher level.
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The third key value in a marketing class as a fundamental and early part in the academic program is quite simply being an efficient topic to connect theory/concepts to practical application. By reinforcing every day exposure to marketing practices and products/services, the student may see deeper supporting structures at work. Marketing becomes tangible and practical. This instructor has taken the added step of having the Principles of Marketing course also officially designated as a service learning course. Student teams meet with local organizations (non-profit and profit) and create a marketing plan that will address problems that the organization has. It is real world decision-making in a real world experience. That becomes very memorable. In turn, the learning outcomes are expanded and become more complex. A direct relationship is established between what is learned in the marketing classroom, and the actual marketing environment.

The end result of offering a marketing class in the general education or early open registration curriculum is one of being a learning catalysts. Integration of multiple academic areas are easily applied via the marketing course. Broader, additional integrative perspectives such as service learning, critical thinking enhancement, and actual use of other skills and knowledge learned from other courses come together on one platform. The platform of marketing education and application.

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EFFECTIVE CASE LEARNING ASSESSMENT IS CRITICAL TO UNDERSTANDING CASE LEARNING

Donald R. Bacon, University of Denver

CASE METHOD INSTRUCTION: DEVELOPMENT, DELIVERY AND ASSESSMENT PANEL POSITION PAPER

Although much has been written about case teaching, there are still very few published papers that empirically assess case learning. The few papers that have been published present troubling results. For example, Loewenstein, Thompson and Gentner (2003) found that traditional case teaching was not effective, but their alternative approach, stressing analogical reasoning and a tool-based approach, was effective. Rigorous case learning assessment, including reliable measures of student learning, is necessary to accurately understand how much students are learning with various approaches to case teaching. This position paper describes some of the methods used to assess case learning and calls for more research into case learning.

Before the AACSB required faculty to assess their programs, many business schools were content to rely on indirect measures (e.g., student surveys or student evaluations of teaching) to determine the effectiveness of their programs. The AACSB now requires direct measures, such as tests or projects scored with carefully designed rubrics, to measure student learning. The value of the use of direct measures is supported by Sitzmann, Ely, Brown, and Bauer’s (2010) work, wherein self-reports of learning were found to have no significant correlation with direct measures of learning.

One of the more popular methods of assessing case learning is by scoring contributions to the class’s discussion of a case. In one approach to scoring class participation, the instructor calls on volunteers to raise and analyze case issues. In another approach, the instructor cold-calls on students. The instructor may make use of a deck of 3x5 student information cards. The deck can be shuffled and the student on the top begins the discussion. The teacher may then score that student’s comments immediately after the response is given, or wait until after class to score all the students. There are several limitations to using class discussion as assessment of case learning. First, the method is fairly taxing on the instructor, requiring either fast writing or a reliable memory. Because of these demands, the scores will generally be overall, holistic scores for each student. Rarely will an instructor be able to generate different scores for each student’s communication skill, knowledge of the course content, and critical thinking skill, all from a single case discussion.

Case learning may also be assessed by scoring student case write-ups. Obviously, to assess individuals as per AACSB, the write-ups would need to be individually written, creating a substantial work load for the scorer when class sizes are large. Holistic scoring may be applied (a single overall score, or grade), or a rubric may be used that captures multiple traits, including such things as writing skills, content knowledge, and critical thinking skills all on the same rubric. One challenge in using rubrics is the choice of scorer. At the author’s school, teachers are asked to score their own students with a multi-trait rubric. The scores may be used for grading and for assessment purposes. Unfortunately, when teachers score their own students, their scores may be biased upwards as they strive to achieve a reasonable distribution of scores. In a pilot study, copies of case write-ups were scored after the end of the course by raters not involved in the course. The outside raters gave much lower scores than the instructor did. Thus, for rigorous assessment of case learning, rubrics should probably be scored by an outside rater. Ideally, several raters would be used to increase reliability.

When assessing case learning by scoring write-ups with rubrics, the researcher is left wondering whether the students actually improved their case analysis and critical thinking skills, or whether they simply improved their rubric-following skills. For example, Abernethy and Butler (1993) found improvements in case writing where learning was measured with a rubric, but their data do not address the question of case learning v. rubric learning.
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Although less commonly used, objective testing may also be used to assess case learning. A short multiple-choice quiz can be used before a case discussion to test each student’s level of preparation. To assess the learning from a case, a similar quiz might be implemented after case discussion. Later, perhaps on a final exam, a case might be presented without discussion and followed by a set of multiple-choice questions. Bacon and Quinlan-Wilder (2011) have piloted a study wherein short cases were written with objective testing in mind. After reading the case, the students were asked to answer a set of questions involving true-false questions and several questions in a novel format where students had to rank the appropriateness of three different actions. The students completed a few of these cases and then participated in class discussion, but one of these cases was used on the final exam without class discussion. Preliminary results indicate that such a case measure would need to have at least 25 questions to achieve satisfactory reliability, and that the effect size of student case learning is probably small, especially over short periods of time.

While the previous discussion indicates that several good methods of assessing case learning are available, surprisingly little research has been conducted on how much students improve at case analysis after participating in several case analyses. Bacon (2006) recommended an effective experimental design for case learning. Because cases likely differ in difficulty, a pretest-posttest design that used different cases for the pretest and posttest would be problematic. Instead, the sequence of cases could be rotated, so that a case that was analyzed early in one semester might be analyzed later in another semester. Thus, for example, the second case analyzed and the sixth case analyzed might be switched in different semesters. Case scores on these cases could be compared across semesters to identify any improvements in case analysis skills.

In summary, effective assessment methods of case learning are available, and effective experimental designs have been proposed. We are ready for the next wave of case learning research – experimental designs that test the effectiveness of alternative approaches to case teaching. Bacon and Quinlan-Wilder’s (2011) findings, along with Loewenstein, Thompson and Gentner’s (2003) findings, indicated that case teaching may not be as effective as we think unless the case experience is carefully structured. Further, Bacon (2006) presented evidence that the case discussion may facilitate learning more than the case write-up. As case discussions are easier for instructors to grade than are case write-ups, if these preliminary findings are supported with additional evidence, instructors may be able to use their time much more efficiently in case teaching. We now need more case learning studies to advance our understanding of how best to use this important pedagogical tool.

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Panel Position Papers

A TEAM-CASE-ANALYSIS/TEAM-ANALYSIS-AUDIT PEDAGOGY

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CASE METHOD INSTRUCTION: DEVELOPMENT, DELIVERY AND ASSESSMENT
PANEL POSITION PAPER

Harvard Business School first integrated the case method into its curriculum in the 1920s (Bonoma and Kosnik 1989). In the nine decades that have followed, business schools across the globe have adopted the case method of instruction while the leading business case archives have expanded rapidly. Marketing professors utilizing the case method of instruction must continuously update cases integrated into their courses if they have any hope that their courses maintain relevance for students about to enter or reenter the workforce in our rapidly shifting digital era. Although some cases – such as Naming the Edsel (Fournier and Wojnicki 2001) – focus on marketing dilemmas from decades past and have evergreen aspects that marketing students can relate to decade in and decade out, most marketing cases have an expiration date of roughly three to five years from their manufacture date. This places real pressure on marketing professors to continuously survey case archives (Harvard, Ivey, Thunderbird, etc.) on a semester-by-semester basis for current material. And case selection and case sequencing is the relatively easy part for marketing professors who practice the case method via a strictly Socratic method. The major problem facing the contemporary marketing professor utilizing the case method is how to continuously integrate fresh cases into their MBA and upper-division BBA curricula without a concomitant superhuman requirement to know all the facts—and the optimal marketing interpretation(s) of all newly adopted cases integrated into their courses from semester to semester. The current position paper describes a relatively simple solution to this problem—with corollary benefits—in the form of a combined team-case-analysis/team-analyses-audit (TCA/TAA) based approach to the case method.

The deployment of formal teams of students to analyze business cases goes at least as far back as the 1970s (Michaelsen et al. 1982). Two key innovations in the approach that will be outlined in here are the inclusion of auditing teams in the process, and the emphasis on case variety rather than a strict same-case approach across teams. At the start of the semester I identify students with exclusively work experience, those with exclusively international experience and those with both work and international experience. I then insure that they are equally distributed across teams—as per the classical Team-Based Learning (TBL) approach (Michaelsen et al. 2004), these teams shall remain permanent throughout the semester.

The classical TBL readiness assurance process will typically include individual quizzes, followed by team quizzes/consensus, same period feedback, and an appeals process. Generally, the readiness assurance process will involve non-case related material from a required course textbook and/or article. I recommend a 10-item quiz which students can complete individually in 10 minutes. After all individuals have handed in their quizzes, students assemble in their respective teams and are given 20 minutes to retake the same 10-item quiz as a team and to reach consensus on all items before handing in that quiz. Incorporating an appeals process encourages students to discuss and debate out loud, to think critically, and illustrates that there is not always “one right answer” even in a simple multiple choice quiz, let alone in a complex marketing scenario.

The readiness assurance process also generates basic team interaction with students who are not likely to know one another or to have worked together before. And oftentimes relatively less confident and less vocal students who may happen to have a better understanding of the quiz material are overridden by more confident more vocal students who may be less knowledgeable. Team members in these instances learn both that their louder teammates are not always the most prepared or insightful members, and that their less boisterous members may have knowledge, insights and ideas worth paying attention. This realization extends to—and is often a key part of—succeeding in the application
activities component, which is at the heart of the course and of the TCA/TAA system. As the semester moves forward, cases are analyzed by student teams, these case-analyses are audited by another student team. Both the initial case analysis and the subsequently generated audits are presented to the entire class and the materials presented become fair game for inclusion on subsequent quizzes and exams.

Leading case archives – such as Harvard, Ivey, Thunderbird, ACRC, etc. – do an excellent job of providing cases that present significant marketing dilemmas and of categorizing cases into respective disciplinary areas as well as indicating case difficulty and depth. At the start of the semester I cull the archives for relevant cases and generate a list of roughly 35 brief cases (11 pages or less of body text) and roughly 35 long cases (12 or more pages of body text) and during class provide the combined list to teams. I tend to take a generalist rather than purist view when it comes to cases that make the initial list so, for example, in my Advertising Management course cases that are categorized by a case archive under strategic management might make the list if the strategic management dilemmas illustrated in the cases relate to the management of an advertising agency or a client-side advertising account.

In the second class period of the semester, student teams select one brief case and one long case on a first-come first-served basis. Thus, in the instance of a course with 8 teams there would be a total of 8 brief cases and 8 long cases selected by the 8 teams, for a total of 16 cases over the course of the semester. After all teams have selected both a brief and a long case to analyze via a written paper and a PowerPoint presentation, I assign critiquing teams to all 16 cases. Teams analyze and audit brief cases in the first half of the semester before moving on to the long cases. The analyzing team is required to write an 8-12 page case analyses and develop a thirty-five to forty-five minute presentation which will be presented to the entire class. The paper case analyses and PowerPoint deck are due a week before the presentation is made to the entire class—one copy of the paper and PowerPoint deck goes to me, another copy goes to the auditing team.

This provides both the instructor and the auditing team a week to review the analyzing team’s materials, point out aspects of the paper analysis and presentation materials that are exceptionally good, and point out where the analysis and presentation has fallen short and/or can be improved upon. Auditing teams must submit a copy of their audit in PowerPoint before presenting their audit to the entire class in 15–20 minutes, directly following the analyzing team’s presentation. By the end of the semester, members of all 8 teams will have grappled directly with 4 unique cases, and been exposed to all 16 cases. Note that auditing teams are not simply checking the analyzing teams materials for plagiarism, citation style, typos, etc., though this is part of their task. Rather, they perform more holistic and consultative functions, mirroring the approach of leading contemporary auditing/consulting firms such as Deloitte.

Although an engaging aspect of the case method is the high level of specificity inherent to good cases, I also typically request that teams focus on some general course-relevant framework, in part since each case is unique to a given TCA/TAA dyad and such a generic request creates something of a consistent through-line that all students in the course can relate to. Thus, for example, in International Marketing I require that all case analyses and audits incorporate Hofstede’s cultural dimensions to help explain the given case specifics. Likewise, in Advertising Management I require that students discuss client-side and agency-side motivations and dynamics underlying each case. TCA/TAA designed courses allow marketing professors to integrate dozens of fresh marketing cases across their courses every semester, while solving the classical case method problem of requiring that the instructor be steeped in each and every case particular of each and every case.

Though obviously not empirical evidence, I have observed that students engaged in my TCA/TAA designed courses come to develop improved teamwork skills, improved case analysis skills, and improved team presentation skills over the course of the semester. These observations are echoed by outside professors who have observed presentations by my marketing students at different stages in the semester. And case analysis papers are generally better written later in the semester, though it is much more difficult to assess if the majority of students are improving or if students have divided up work such that only several team members are improving their written communication skills.
Panel Position Papers

CASE DEVELOPMENT 101

David A. Kunz, Southeast Missouri State University

CASE METHOD INSTRUCTION: DEVELOPMENT, DELIVERY, AND ASSESSMENT
PANEL POSITION PAPER

There are many business cases available from academic publishers in either case textbooks or case data banks accessed via their website. In addition, a number of academic journals publish cases either as part of a discipline-based journal or a case-focused journal. So why write a case?

One reason, and perhaps the most obvious, is the business world is not static. New events create new case opportunities (financial crisis, business failures, managing in a recession, staff reductions, pension plan underfunding, etc.). Cases based on current issues tend to increase student interest. The time required to publish a case in a textbook can be extensive and reduces the timeliness of the case. The same can be said for the journal outlets. To maximize timeliness, write a case. Another reason to write a case is that a case addressing a desired area or topic may not be found. Despite the number of published cases, it is not unusual to find an area for which no case has been written (or at least cannot be found). Writing a case allows the author to customize the case to focus on the desired topics or issues. Another reason to write a case is to satisfy college professional development requirements.

The case writing process can be divided into three components: determining the case student learning objectives, writing the case or story and preparing the instructors’ note. Determining the learning objectives is the first task, but the case and the instructors’ note are accomplished simultaneously. If a case involves a fictitious company with a significant amount of financial analysis or “number crunching,” it will prove useful to develop the solution prior to including the “numbers” in the case. Spreadsheets are a valuable tool to allow the analysis of the numeric information to yield realistic and meaningful results. This may require a number of iterations before achieving satisfactory results.

Determining the learning objective or objectives is the first step of writing a case. Selecting the concepts and/or theories to be illustrated is the key to providing the necessary focus. Most cases will have a main objective with one to three secondary objectives. For example, a finance case may have as the primary issues company performance analysis with secondary issues of financial statement analysis and cash flow management. It is important to clearly define the student learning objectives and to limit the number of objectives. If a case has more than one primary objective, consider writing two or more cases.

Another issue that requires consideration is the targeted audience. Is the case to be used in upper-level undergraduate classes or graduate classes? Is the case focused on a discipline (accounting, finance, etc.) or can it be used by multiple disciplines? Defining the target audience will influence the case’s degree of difficulty and time necessary for students to complete the case. The degree of difficulty also influences the estimated class time to teach the case.

Cases require a story involving real companies with real problems, fictional companies with fictional problems or a combination of fact and fiction. Cases based on real companies are usually more difficult to write because of confidentially issues, information availability and finding a company with a problem that matches the case objective. Writing a case based on a fictional company with fictional problems is much easier. The case writer has the freedom to develop the story to meet the case objectives and is not limited by available information. Confidentially issues are also avoided. While the case is based on a fictitious company, the author can insert realism by basing the case on real problems experienced by real companies or by drawing on personal experiences gained while serving as a consultant or employed in a business environment. Whether the case is based on a real or a created company, the case may require industry information. Industry information should be factual. An example would be the use of industry ratios from RMA Annual Statement Studies when evaluating company performance. Realism is important even when a case is based on a fictitious company.
Panel Position Papers

Related to realism is timeliness. Students prefer cases set in the current environment. If a case uses information from the past (more than five years old), students tend to view the case as dated, even though the learning objectives are still valid.

The story should provide sufficient information to allow the students to analyze the case without a large number of assumptions. The complexity of the story and the information required will depend on the student learning objectives. Including non-essential information is useful to provide the students an opportunity to distinguish between relevant and non-relevant information. The information provided in the case can be imbedded in the narrative or as schedules and/or appendices. Complete financial statements are best provided in appendices. Selected financial information can be included in the main story as schedules or appendices.

A case requires students to make a decision or recommend a course of action. The case writer can aid the students’ decision-making by concluding the case with a series of questions that must be answered. If questions are included, the case is considered a directed case, as the case directs the students to a course of action. Without questions the case is considered a non-directed case. A case can also include partially completed schedules to aid the students in analyzing the case. In addition to helping the students, partially completed schedules aid the instructor by making the grading easier. To increase the difficulty level of a case, partially completed schedules can be omitted. There is no set length for a case. The length will be determined by the number of learning objectives, complexity of the issues and the story. Suggested references will also aid the student.

Writing the case is only half the task. In addition to the case, an instructors’ note is also required. An instructors’ note will include suggestions to the instructor on how to use/teach the case in class, narrative answers to case questions and completed schedules (spreadsheets). The note is usually longer than the case.

Suggestions for the first-time case writer are as follows:

♦ Keep it simple. Simplicity is sound advice for many things and is appropriate in case writing as well. Begin with a single learning objective. If a case becomes too cumbersome, consider dividing it into multiple cases.

♦ Keep it short. At least initially, shorter is better than longer.

♦ Keep it real. If the case is not based on a real company, base it on real experiences. Keep it as real as possible.

♦ Keep it timely. Set the case in the current environment.

♦ Keep writing. Multiple iterations of a case will most likely be necessary particularly for the first-time writer. Using the case in class prior to submission will help identify areas that require more clarity or explanation.

Cases are a valuable teaching tool addressing a number of student learning objectives. Writing a case allows the author/instructor to improve student learning by developing a customized teaching tool (focusing on a particular area or topic) and fulfill professional development requirements.

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PREPARING STUDENTS TO SUCCEED IN CHALLENGING ENVIRONMENTS THROUGH ACTIVE LEARNING STRATEGIES

Henry C. Roehrich, Park University

Case Method Instruction: Development and Delivery
Panel Position Paper

Business organizations desire associates that have developed strategies and methods on how to adapt and address new challenges while contributing to the success of the organization. In preparing for these challenging situations, case instruction in the classroom can enhance the learning experience for students preparing to enter an occupation (Forrest III & Peterson, 2006). The importance of case instruction in the development of the student creates the need for careful planning and implementation by the instructor.

The planning of the case instruction should require the instructor to scan the business environment in order to determine the expectations and demands of employers. The information that is collected from the scan of the business environment should be analyzed in order to determine what themes exist. A scan will usually confirm that successful organizations place an emphasis on hiring employees who can provide quality customer service. Customer service can be affected by the student’s ability to collaborate with others in order to reach organizational goals with available resources. Students faced with challenging positions that require collaboration and asset management will need to possess critical thinking, analytical and problem solving skills (Heitzmann 2008).

What motivates the students to learn, how the case will relate to student needs, and what delivery techniques are needed to enhance learning should be known by the instructor. If students do not indicate a need to learn about the concepts or strategies in the material, the instructor needs to demonstrate the importance of the case delivery. According to Forrest and Peterson (2006), the students should be considered partners in developing the case instruction and their feedback should be encouraged. The process can include a representative of the class that will convey the suggestions of fellow students directly to the instructor (Herring and Mendleson 1999). Students will then have ownership in the success of the case if they are allowed to participate in the decisions regarding development, delivery and assessment. This technique will create an atmosphere of respect and prepares students to work in the organizational hierarchy of business. The participants will be more eager to share in a climate of mutual trust and responsibility than in one of competition and mistrust (Knowles 1980).

The instructor should possess basic capacities such as: understanding of current business practices; knowledge of applicable theories and the ability to create knowledge through the use of active learning techniques. A professional appearance and approach by a knowledgeable instructor that demonstrates a passion for the topic can be a motivating factor for students. The instructor’s effort in collecting supportive material and a creative approach in the delivery of the material can grasp the attention of the students that contribute to the quality of the learning experience.

The delivery of the material for the case instruction should encourage students to apply strategies in making decisions when addressing issues that may be encountered outside the classroom (Kunselman and Johnson 2004). In order to promote active learning, students are divided into teams that are composed of members determined by the instructor for meaningful interactive and collaborative activities. Once the teams are established, the planned activities can include a class discussion, video, written exercise, collaborative learning task, and a class game. The active learning activities provide students the opportunity to reflect, evaluate, analyze and communicate about the information delivered in the case instruction (Machemer and Crawford 2007).
Panel Position Papers

The class discussions provide students the opportunity to use their critical thinking skills in evaluating their thoughts and the position of other students. A relevant video should follow the class discussion in order to provide information that can assist the facilitation of the collaborative learning group activity. After the discussion and the video, students are asked to write a one-minute paper stating the main point of the discussion and their interpretation of the activity. This information provides the instructor with direction as to how the students are engaged in the discussion process. The collaborative learning groups are given an assignment to work on and then they provide their results for other groups to review and discuss. This process is participative and the individuals examine and discuss beliefs and conclusions. The members work toward furthering understanding of the information presented in the case (Fraser and Stupak 2002). Completing the delivery process is accomplished by involving the students in a game. The game encourages interaction and competition while reinforcing what the students learned in the case instruction.

The assessment in the case instruction is to measure the learning outcomes and then communicate the results to the students. Students are provided formative assessment in a timely manner in order to provide feedback on the understanding of theories and concepts presented in the case (Bailey & Garner, 2010). The challenges for the instructor in providing timely and detailed feedback need to be overcome, since feedback is the interface between student learning needs and the instructor pedagogical goals. Grading is a motivational tool for case instruction and the communication process will determine whether students understand what concepts they need to address (Allen, 2004). If the assessment of the student performance provides the instructor with data that is useful in measuring performance, then the instructor can determine whether to offer this format in the future. If adjustments need to be implemented, then there should be the flexibility to make the changes required for meeting the student learning needs.

Case instruction using active learning techniques is a dynamic and useful instructional tool that should not be carelessly used in the classroom. When an instructor inserts case instruction in course material as a method to occupy students, the effect can be detrimental to the learning experience for those students. In order to avoid this practice, the instructor will want to approach the case instruction with a determination to provide the students with a learning experience that contributes to their future success. The real assessment will be when the student can successfully implement the learned strategies in a real world environment.

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Panel Position Papers

USING A COOPERATIVE EDUCATION MODEL FOR INTEGRATING SOCIAL MEDIA INTO THE BUSINESS AND COMMUNICATIONS CURRICULUM

Rob K. Larson, Luther College

INTEGRATING SOCIAL MEDIA IN THE BUSINESS CURRICULUM
PANEL POSITION PAPER

The growth of social media platforms as significant communications channels for individuals and organizations presents a number of challenges for business and communications curricula. Textbooks and other teaching resources are destined to be outdated by the time any edition is available for classroom use. The media is likely a more comfortable and familiar communication platform for students than for many instructors. For many audiences, social media has replaced traditional media as a tool for communications, thus changing and increasing the challenge of reaching these audiences. Determining ways these communications channels can be incorporated into academic curricula becomes an important challenge for higher education.

Institutional Challenge

Institutions of higher education have two broad challenges with regards to social media. One is to determine how to apply and manage social media as a part of the operations of the institution. Second is the integration of social media into the curriculum.

The institutional challenge is commonly as much about having suitable expertise available as it is about having sufficient resources for the work. It is not enough to create strategic objectives for the use of social media. Operationalizing these objectives requires an understanding of the workings of the various media platforms as well as an understanding how users apply the media to their lives.

Integrating a rapidly changing phenomenon into a traditional class is not easy. Textbooks give superficial attention to social media and commonly the instructor is not as regular or confident a user as their students. Still, applying academic perspective to the social media is an appropriate and at times necessary element of some marketing or communications content.

Identifying ways where the institution can find ways to incorporate student learning into cooperative learning settings can be one way to address both of these challenges.

Institutional And Student Benefits

1. The institution retains quality and in many respects pre-trained resources.

2. Resources are very inexpensive. Work-study pay rates or non-paid internship opportunities for students are very affordable.

3. Students receive hands on experience that strengthen their experience set as well as their resumes.

Academic Applications

Several possible models work for non-classroom academic applications. These include:
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1. Work study or internships. Work-study opportunities to work with admissions, development, communications or other departments create an immediate work force that is familiar with the workings of various social media. These activities can include:
   a. Monitoring activity of other institutions and reporting on their application of social media.
   b. Organizing reports tied to established institutional metrics such as number of posting, followers, etc.
   c. Conducting research on emerging platforms and making recommendations on their potential suitability.
   d. Monitoring postings and other content related to the institution. This can be done with analytics available from the media platform, through google analytics or alerts, or other means.
   e. Posting content on institutional sites as either a response to other postings or to as a part of the institutional voice.

2. Directed research or independent study. These create a more traditional way to incorporate social media into the curriculum. They create the opportunity to focus one or more students on a central question with a paper or completed project as an output. An example would be to analyze the way various admissions departments use social media as a part of their communications and mix and evaluate the effectiveness of these applications. Another example would be to construct a series of sites (Facebook, twitter et al.) that would support a real or hypothetical event or department on campus. This could be instructive to the department as well as a valuable academic exercise.

Conclusion

Non-traditional learning models that require participation on the part of non-academic departments are complicated. They will not work in every setting. Where a collaborative model can be structured the opportunities for engaged student learning are great while potentially delivering a very valuable institutional benefit.

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Introducing students to social media is a valuable use of course time as I find that an apt comparison of their knowledge of social media is to driving a car. Students know how to drive a car; they turn the key and it starts up. Same thing with My Space, Facebook, or Twitter; you log in and it takes you to your home page. They spend hours a day in their car (the average American spends about three hours a day interacting with social media) and know the interior intimately but if asked how it worked or to make repairs upon it, they would have only the vaguest idea of how to begin. Same thing with the student and social media. Though most know how to post thinks such as links, videos and photos online, they do not understand how to implement it more complex uses such as creating events or fan pages, nor are they aware of the potential dangers involved in using social media, as even those considered expert in the use of social media will run into difficulty.

Witness the recent scandal surrounding New York Representative Anthony Weiner, considered one of the most active users of Twitter in the political arena, whose salacious pictures reached the media through his mistyping of a single character in a message sent through Twitter. If a heavy user of social media such as Rep. Weiner can run afoul of it, students with a much more casual attitude may easily make mistakes, some of which can easily damage their future careers, as Rep. Weiner’s experience also shows.

In my courses, we discuss social media frequently and I find that, while students are extremely familiar with Facebook, they are much less so with other forms of social media such as Groupon, Yelp, Twitter and Living Social. In various courses I teach, during the section on IMC or where otherwise appropriate, I have assigned students to follow a brand or celebrity on Twitter. It is not unusual to find over half of them with a Twitter account and 15 to 25% with no knowledge of what Twitter is. Similar numbers exist for Groupon, Yelp, Living Social, etc. Although we perceive our students as coming of age in a world of social media and expect them to have equivalent or greater knowledge in the area than we do, we must also remember that, as part of an ongoing program of scholarship in our field, as the use of social media has expanded in IMC, it is our responsibility to keep ourselves abreast of developments within this field. Our students are under no such obligation entering the program and it would serve us well to remember this when developing materials to introduce them to the field as part of their academic program.
INTEGRATING SOCIAL MEDIA IN THE BUSINESS CURRICULUM

PANEL POSITION PAPER

The growth of the Internet in the last 20 years and the more recent meteoric rise of Social Media has made “digital” an important aspect of the marketing programs for all organizations in every industry. Ensuring that there is a correct complement of traditional marketing channels with digital alternatives provides the most efficient and effective marketing mix. Whether a government organization, a non-profit entity, or a for-profit business, there is a growing role for the inclusion of digital channels into the integrated marketing communications program. Providing opportunities for greater reach, increased connectivity, better monitoring and an increased return on investment, digital channels are being chosen over traditional alternatives at an increasing rate.

In 2010, I designed the Digital Marketing Program offered by the Gardiner Centre at Memorial University of Newfoundland. This program is composed of three Certificate Programs (each with six modules) and five Power Workshops. The Certificate Programs are designed to provide an introduction some of the most important digital marketing tools available today. To provide the broadest base of awareness and understanding, it is ideal for attendees to complete all six modules of a certificate but a four-module certificate can also be earned by completing the one core module and three additional modules within the certificate. If an organization has a narrow, specific need, modules can also be completed individually. The modules of the certificates are not designed just for the technical people within the organization but rather are designed to provide ALL organizational members from employees to upper management with an increased understanding of the opportunities and potential of various digital marketing channels. The three certificates and the modules that currently make up the Digital Marketing Program are:

♦ Website & Direct E-Marketing Certificate.
♦ Social Media & E-Marketing Certificate.
♦ Advanced Social Media Marketing Certificate.

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The Website & Direct E-Marketing Certificate is composed of six modules focusing on core digital marketing components such as: Web Design for Success, Email Marketing, Search Engine Optimization, Google Analytics, and Search Engine Marketing with both Google and Bing.

The Social Media and E-Marketing Certificate has been the most popular offering providing a key introduction into social media marketing skills such as: Social Media Marketing Strategy, Intro to Facebook Marketing, Intro to Twitter and Blog Marketing, Intro to LinkedIn Marketing, Intro to Mobile and Location Based Marketing and Intro to Online Video Marketing.

The Advanced Social Media Marketing Certificate was developed to help organizations employing social media, to maximize the value for both the organization and the consumers. The six modules are focused on more interaction and strategic goals such as: Advanced Strategy – Engagement, Customer Experience Management and Social CRM, Metrics and Measurement, Social Media Aggregators such as HootSuite and a module to discuss emerging social media channels.

The Power Workshops are designed to provide more in-depth, personalized guidance after completion of one of the certificate modules. These two-day workshops are limited to six attendees and the focus is hands-on improvement of an organization’s current online channel. The completion of Google AdWords Power Workshop or the Google Analytics Workshop will also prepare attendees to complete their Google Certification Exams in these areas.

The demand for these certificate programs has been very high with all certificates having a wait list of attendees for each module. Due to the hands-on nature of the modules, a maximum of 17 participants are allowed in each module. The reputation and need for these programs has led to us being approached by executive development centres at other universities to conduct programs in partnership with them. As these partnerships grow in 2011, a planned synchronous online delivery of the certificates to satellite partner universities will take place.

Not only has these training programs been very positive on the executive training side, the awareness created on the importance of social media has also led to the hiring of many of our graduating students who have completed social media education as part of their degree program. Incorporating social media education in your courses as well as your executive training programs is an important step in the training and education of this important emerging channel.

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TEACHING THE MILLENNIAL GENERATION: SHARED EXPERIENCES

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Nancy E. Furlow, Marymount University
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ACTIVE LEARNING STRATEGIES FOR MILLENNIALS
PANEL POSITION PAPER

As we enter the second decade of college aged students who are members of the millennial generation, faculty have moved beyond just trying to identify what makes this generation of students different from previous generations. Emphasis now is on what educational strategies and techniques might best engage these students and result in meaningful, retained learning experiences.

In many ways the millennial generation student is more easily engaged in meaningful, hands-on learning activities. They are socially adept, possibly even dependent, so tend to work well in groups, see the importance of outcomes beyond the profit line and follow specific directions well.

Yet, they are immersed in technology, not as technological outliers, but as routine participants in the technological world. They have learned to find answers to problems without developing the logic of problem solving and are not in awe of the expertise identified by traditional titles, such as “Professor.” They have learned to multi-task without understanding when or how to focus on more demanding tasks.

Generation Y, or “Millennials,” are commonly defined as being deeply concerned about social issues (Howe and Strauss 2000). Not only are millennials aware of social issues, but they are also interested in putting their ideals into action. In particular, some of these young adults are actively involved in causes and donate regularly to nonprofits. These socially-engaged millennials are deemed as “Doers,” as defined by Cone. There are about 80 million of them born between 1980 and 1995, and they are pushing the baby boomers out of the way. This “social doer” portion of the millennial population was found to represent 20% of the millennial generation, or an estimated 15.6 million people in the United States (Cone 2006).

Millennials, in general are very tech savvy. They multi task all of the time using cell phones, text, Facebook, YouTube, Google, and digital music as an everyday extension of their lives. They have always won…and they expect trophies even just for participating. They have limited perspectives related to the requirement of the work environment, even though they are technically savvy. Millennial students need different experiences in order to thrive. As faculty we may better Coach these individuals than Boss them.

While we seem to know a great deal about who the millennial student is and what makes her or him tick we are still working out the best strategies to teach her or him what she or he needs to know to succeed in a business world that is, by-and-large, still run by baby-boomers and gen-mer’s. This panel presents three different experiences using active learning strategies to provide a more effective learning environment for students of this generation.

Experience 1. Given their technological background, the growth of web delivered college degree programs are an outgrowth of how these students are “wired” from an early age. Southeast Missouri State University, a regional institution, responded to this reality by developing a comprehensive set of online degree programs at both the undergraduate and graduate levels in the business school. These programs appeal to the millennials as well as forcing the faculty, many from the baby boomers generation, to respond to these different expectations.
Panel Position Papers

The presentation will share how this university developed online degree programs and how these activities impacted faculty, and the ultimate results of these efforts at the university. The broad areas that were necessary to be covered were that of upper level administrative support and approval, faculty technical development and involvement, technical platform development and agreement, curriculum coordination and scheduling, and promotion of programs. The results of these efforts are sometimes very satisfying and other times frustrating. These areas will be discussed in the forum.

Experience 2. Faculty in the Business and Information Technology Department at Montana Tech of The University of Montana determined to revise the capstone class for forty graduating seniors during spring semester 2011 to include active-learning strategies and eliminate the traditional faculty lecture format. The decision was made to incorporate activities that required critical thinking, decision-making, quantitative analysis and public speaking. The goal was to place students in an environment that would be typical of the work environment where as new employees these students would be asked to engage in activities that would require them to solve problems using skills acquired during their undergraduate experience.

The activities employed during the capstone course included Harvard Business School case studies, a business simulation game, discussion topics that required students to conduct searches for articles in academic journals and write position papers, and in-class activities that required student-led discussions in small and large group settings. The most important comment from students was this was the first class they were not packing up their belongings five minutes before the end of class, instead they were engaged and did not notice the class ran overtime on numerous occasions. Insight from this experience will be shared during the panel discussion.

Experience 3. An ideal way to engage millennial students is through service-learning (SL) projects. Service learning is a credit-based learning experience for students, which allows them to participate in, and reflect on, a community service project (McIntyre et al. 2005). The goal of a SL project is for students to gain a deeper understanding of the course content while developing a broader understanding and appreciation of the discipline, while enhancing civic responsibility (McIntyre et al. 2005) and is an opportunity for students to apply their classroom theories to real-world problems (Berry and Workman 2007).

For marketing students in particular, SL projects are an ideal fit because of the nature of the discipline (Easterling and Rudell 1997). Often times the “client” for the community-based project is a small business or nonprofit with limited staff that can benefit from outside marketing assistance (McIntyre et al., 2005). At Marymount University we have appealed to the millennial student’s need to participate in social cause service through a variety of projects. Our experiences with SL projects such as “Shop to Rebuild,” a temporary Web site that acted as a portal for people wanting to help the businesses damaged by Hurricane Katrina, and work with the local SPCA will be discussed at the presentation.

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THE CHALLENGE OF FINDING “REAL” EXTERNAL CLIENTS FOR THE MARKETING RESEARCH CLASS

Nora Ganim Barnes, University of Massachusetts Dartmouth

CLIENT-BASED PROJECTS: STRATEGIES FOR SUCCESS

Panel Position Paper

The senior level marketing research class is typically taught either by using in-class projects or involving “real-world” or external clients. (Depending on the operational definition of a service learning class at a particular institution, the external projects may or may not qualify). While in-class projects have the advantage of giving the professor more control (Stillman and Peslak 2009), institutions and their accreditation providers are advocating for more real world experiences.

A capstone class that operates with external clients offers great rewards for the professor, the students and the clients themselves. It also comes with a range of challenges that include securing clients, managing expectations, supervising student teams and their client interactions, meeting real deadlines and delivering results to the clients.

This paper will focus on the essential challenge of securing external clients for the class. The number of clients needed depends on the course enrollment as well as the desired group size. Optimal group size might be 4–6 students if primary data collection is involved. Statistically valid samples, requiring potentially hundreds of cases, would require larger groups while less intensive data collection could be handled by smaller groups. Once the necessary number of clients has been determined, there are several vehicles that can be utilized to locate potential clients.

This process should begin at least one month prior to the beginning of the semester.

Some options include:

1. **Send a press release to the local papers.** This should say that student teams are available to assist local businesses in the area of Marketing Research. Explain that the research is typically survey research, focus groups, intercepts etc. and that all projects begin at the beginning of the upcoming semester and will be completed at the end of the semester. Include contact information and a convenient phone number since these calls will typically come during a semester break or summer months. When a business calls, you can talk to them specifically about their research issue in order to determine it’s appropriateness for the class.

2. **Use a campus announcement.** Use any online campus communications system to let campus organizations know you have student teams available to do marketing research. Typical projects include student satisfaction surveys for Admission, the Dean’s office or a particular academic department or program. Those in food services, athletics, student employment and others are typically interested in on campus surveys. These projects are convenient and plentiful.

3. **Contact the Local Chamber of Commerce.** Send your press release to the local Chamber to include in their newsletter or online communications. These organizations are always looking to increase their value by providing services to their members. An affiliation with the local college/university can be valuable to them. Even the Chamber itself often has some interest in surveying their membership. There are many possibilities here.
Panel Position Papers

4. Use social media. If your department, program or college has a blog, a website, a Twitter or Facebook presence, use it. The reach is wide and different businesses may find these announcements and respond. It may be possible to use existing email lists of alumni or others and create an email blast of your press release.

5. Contact advisory board members. Most colleges have created advisory boards for the Dean or for individual programs. These boards typically are connected to local businesses and might be a good source of projects. They are also people who have shown an interest in helping the school.

When a perspective client calls the assigned professor, there needs to be a candid conversation about the business issue to be researched, the availability of a contact person for the students to work with, access to lists, directories or any necessary information to carry out the project, and access to field sites for intercepts if necessary. This initial conversation will help to eliminate those clients with projects that are not feasible, for instance, looking to create world peace or surveying hospital surgeons. Some projects are simply not well suited for a good class experience.

Once a client has been accepted, a confirmation letter or contract should be sent with basic information about what the client can expect (Reinicke and Janicki 2010). This will typically explain the time frame for the class, convey any presentation date the client should put on his/her calendar to get the results and includes contact information for the professor. This process can be made more formal by using a simple contract form. Send two copies signed by the professor. One would be signed and returned by the client.

Many clients will be concerned about confidentiality. A simple form stating that the undersigned agree not to disclose or in any way share the finding of the research can be prepared for the student teams. Each team will sign for their group. Conveying this process to the clients during the initial conversation is usually helpful in relieving concerns.

Clients will want to know when they can expect to meet with their student team and also what they need to do to prepare for the meeting. Clients should be ready to offer at least a bullet point list of important topics or pieces of information that they most want to secure. Students will use these lists when constructing their survey instrument. The client should also be sure to give the students any background information they might need as they go forward.

Securing clients is potentially the most important step in conducting a successful class with real clients. Good clients, a manageable project and a clear understanding of the time frame and deliverables makes for a very rewarding experience for all those involved. The projects with “real” clients becomes a motivator as well as a learning device (Parsons and Lepkowska-White 2009). Good clients can inspire their groups to work hard, provide letters of reference for the team members after the class is over and potentially even hire students into their business. Finding good clients is a challenge, but the rewards are also substantial.

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Panel Position Papers

PRESENTING STUDENT RESEARCH TO CLIENTS

Stephanie Jacobsen, University of Massachusetts Dartmouth

CLIENT-BASED PROJECTS: STRATEGIES FOR SUCCESS
PANEL POSITION PAPER

As the size of America’s educated workforce increases, the business world has begun to demand more beneficial classroom curriculum to prepare these future leaders for the real world. In business schools, this means working with more clients, and allowing students to develop, create and implement something that a company will actually use in its operations. These projects give students important skills, and demonstrate scenarios that they will encounter once they enter the workforce; however, they also provide a more memorable method of teaching basic business concepts. Whether or not to use real clients in a Marketing Research class is a difficult decision with pros and cons to each teaching method. When deciding to use real clients, it is necessary to plan how and when the final project will be presented to each client.

Clients usually work with professors to plan an event, develop business or marketing plans, or to research a particular group of consumers. Whatever the deliverable, somehow students need to get this final plan in the hands of a client. There are several ways to handle this interaction, some requiring more planning (and possibly money) than others.

The options are:

1. Email the client the project
2. Have the clients come to class
   a. No Presentations
   b. With Presentations
3. Client Dinner

Option 1 is to email or mail the clients their projects. While this method is the most efficient, it is also the least personal. Clients will often want to hear the information that was gathered from the students themselves. This is not only more interesting than reading the entire project, but it provides a more human element to the work that was done. This option would only be recommended if time or travel was an issue (i.e., if clients were not local).

Option 2 is to have the clients come into the classroom. Normally the students will have met with the client upon starting the project, so meeting with them again at the end is a good way to provide a more concrete wrap up. This could occur with or without refreshments. When the clients come in, students can just meet with their client and group to discuss the project and the outcomes. Another option (b) would be for each group to prepare a short summary of their findings to present to their client. This would mean that one or several group members would present to the entire class and all of the clients the results of the study. This option is ideal for improving public speaking skills and presentation skills, however, be aware that some clients worry about the confidentiality of their data. Depending on whom your clients are, and what the research is about, option 2b may not work.

Lastly, if you are looking to make a more formal event for the students to present the information to the clients, you can hold a client dinner (option 3). This means planning a meal either on campus or at a nearby event venue, inviting any other important faculty, staff and administration to attend, and confirming the date with all clients and students. It is important for this event to work that students have someone to give their study to. This is something that would be mentioned to the clients prior to the class beginning. This option would be the most expensive and would take the most planning, but it would also give the students a sense of pride and accomplishment, and an understanding that the work they did was very important.
Panel Position Papers

While all of these options could work, the final decision will be dependent on the types of projects and the type of class. Each option provides students with additional skills. Even if students email or mail the final project to the client, this requires some sort of communication, whether it be a letter regarding the work that was done and contact information for follow up, or a phone call letting a client know that the file is being sent or explaining the project. Any communication with the client allows a student to learn how to speak to other professionals, how to improve their written communication skills, and how to provide others with necessary information effectively.

If students meet in person with the client, as in options 2 and 3, not only will these written and oral communication skills be improved, but they will also have to follow and understand more strict guidelines. When meeting with a client, a student must dress appropriately. For young people, appropriate dress is a vague term that has very few limits. It is essential for professors to clearly outline what is appropriate. If professors want to avoid any awkward topics, they can open the discussion up to students to allow them to define the rules on what is appropriate. Unless you are in a region where business people dress casually, students should refrain from baseball hats, jeans, and club wear. They should dress as if they were going for a job interview. The outfit should be appropriate for church or a room full of grandparents. Any of these guidelines should help to clearly define how they need to look. This is an important life skill and in the business world as students go out to apply for jobs or meet with employers, it can have a strong influence on their success.

If students present to the clients in the classroom (2b), they can use PowerPoint or any other necessary visual aid. Presentations should remain brief and highlight the important facts or findings from the research. Students should rehearse their presentations. This can be done in the class prior to the clients coming in. They can also get feedback from the professor and their classmates to improve the presentation for when the client arrives.

Whatever method is selected for presenting the research to the clients, students should be encouraged to send thank you notes. They should thank the client for the opportunity, and if the client has rewarded them in any way, thank them for that as well. Many times clients will give students gift cards or company hats or t-shirts etc. If there is a policy on this, clients should be informed of this ahead of time. Once the thank you notes are sent, the students will have completed their tasks for this class. While some clients will continue to contact them, or as them to present the findings to others in the company, the rest of the communications are at the students discretion. They should be reminded to remain professional and courteous, however after this process; they will have greatly improved their communication skills and should be confident to handle any future contact professionally.

Clients should receive their project in report form. This hardcopy is good for their personal use; however most companies like to have multiple copies to share with others. To prevent clients from having to come back to the professor later, or asking for extra copies up front, be sure to include a digital copy of the report as well. This can be done by copying the report onto a CD and including the CD in the report. It can also be done via email.

At the end of the semester, students can discuss the projects, including what they learned and what problems or challenges they faced. These comments are important and can help transform the curriculum for future classes. Many times their ideas make class easier for both future students and for the professor in terms of providing clarity and being able to better organize any logistics. Encourage students to use any skills that they learned on their resumes, including any statistical software that was used (i.e., SPSS). Marketing Research is not only a core marketing class, but it is also a career that students can prepare for just by taking the course. It is important to encourage them to see the many uses for marketing research and to utilize their knowledge in their future endeavors.

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THERE’S ONLY YOU AND ME . . . AND WE DISAGREE

Lori L. Lohman, Augsburg College

CLIENT-BASED PROJECTS: STRATEGIES FOR SUCCESS
PANEL POSITION PAPER

Client-based marketing research projects (and for that matter, other types of marketing projects) are an excellent way to give students exposure to the complexities of conducting research in the “real world.” Most of the time, these projects are a fulfilling experience, with both the client and the students gaining knowledge for little to no cost. But just as in the “real world,” students and clients may learn some unpleasant things about each other. These lessons, although unanticipated, are learning experiences in and of themselves. Below is a list of some of the more common (and a few uncommon) examples I have encountered in over 20 years of teaching marketing research and other project-based classes.

Some clients start out enthusiastically working with student groups, then lose interest. Clients may make themselves unavailable to students, refusing to answer e-mails or phone calls. They may not have the time to work with students, since such projects require commitment from both parties. Since student grades are dependent upon the successful completion of the project, having the client sign a “contract” may help to avoid this situation. In the absence of such paperwork, the student groups are best advised to drop the clients early in the course (but certainly by the midterm) if such behavior is observed early in the term. If the relationship deteriorates over time, students may be forced to do the best they can with the limited information available to them. Depending upon whether the students or the instructor recruited the client, simple reminders to the client throughout the term may help prevent this situation. In any event, clients must be educated about the value of the projects and the level of commitment expected by the instructor. Clients should receive a copy of the course syllabus at the start of the project.

What if the client exhibits inappropriate behavior? Fortunately, this situation happens rarely, if at all, but the potential is there. Clients may begin to treat students as employees, even going so far as to “discipline” them. While students are indeed learning about appropriate behavior in the workplace, it is not the role of the client to do this. If the relationship is strained, the best thing to do is to look for another client if it is early in the term; if not, the instructor may either coach the students on how to deal with the situation (the better course of action), or she/he may discuss the issue directly with the client.

What if the behavior is truly offensive? In one case, an instructor reported that the client made a pass at a student. Obviously, the protection of the student(s) is paramount. Any client exhibiting such behavior should be reminded of their company’s sexual harassment policy, and may ultimately be dropped.

Occasionally, student groups will go AWOL. Much of this can be attributed to students learning how to manage their time. Something as simple as deadlines on a syllabus for each phase of the project (with appropriate penalties for not meeting them) can help students to break the project down into manageable parts. If the client complains of poor student communication, then the instructor needs to talk with the students about professional behavior. If such a talk doesn’t work, then the logical consequence (a poor grade on the project) is a sad but effective lesson; however, this doesn’t address client concerns. For this reason, it is important to emphasize to clients that the ultimate quality of the work produced is the responsibility of the students, not the instructor, even though the instructor will provide guidance. Instructors should be cautious about which student groups they recruit for high-profile clients/projects, as a group that does not complete a high-quality project may make clients leery of using the college for future projects.

Students and clients may not see eye-to-eye on things such as project methodology. As part of their vaunted status as “consultants,” students may come to believe they know more about the problem at hand than their client does. While this may be true in many cases, students should be cautious about coming across as “know-it-alls.” Part of working in business is developing tactful negotiation skills, and students should be reminded of this.
Panel Position Papers

Likewise, clients may dismiss students as “just students” with little knowledge to contribute. Business owners who seek out the services of a college are doing so because they value the knowledge students have to offer. Businesses that are recruited for projects, on the other hand, may not have this philosophy and may need to be reminded of the value of such projects on the open market.

For the most part, working on student projects is a rewarding process for all parties involved. When things turn sour, it is up to the instructor to try and find the most acceptable course of action, while trying to balance learning outcomes with successful completion of a project.

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THE SMALL FACULTY DEPARTMENT: CHALLENGES AND OPPORTUNITIES

During the course of my teaching career, I have had the privilege of working at seven different colleges and universities to include Howard University, Johns Hopkins University, Trinity College, University of Maryland, University of Pittsburgh, and West Virginia University. I am currently serving as Assistant Professor of Marketing at Saint Vincent College, where our Marketing department consists of two full-time faculty members. My personal experiences have revealed great opportunities, and various challenges, for individuals in a small faculty department.

Moffat (2011) notes, “It’s a mistake to think that a faculty head-count alone determines a department’s size. Defining a “small department” depends, of course, on factors extraneous to the department itself: the relative size of the department, administrative structures of personnel, number of student majors, and so on” (p. 283). No matter how one defines a “small faculty department,” there tend to be similar challenges and opportunities across such departments across disciplines.

The literature reveals that nominal research has been conducted on the topic of small faculty departments. However, in spring 2010, Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture dedicated a special issue to “exploring the opportunities and demands of teaching and learning in small college departments” (Long, 2010, p. 271). This publication examined the opportunities for developing innovative curriculum and collaborating with students as well as the challenges of teaching a greater number of classes than peers while pursuing scholarship and service to respective academic communities.

One of the most frequently mentioned advantages of teaching in a small department is curriculum development. Many large universities often require faculty to follow a common syllabus; at smaller colleges, faculty are able to develop and adapt their own syllabi. Thus, faculty can leverage their own interests and share their particular areas of expertise with students. In addition, faculty at small colleges are able, and often required, to teach a broad range of courses across their discipline. This also means that faculty may teach certain students more than once, which offers the chance to better understand a student’s background and learning style.

Of course, these curriculum development opportunities could also be considered challenges that increase the demands on faculty to teach additional courses and expand their knowledge across the discipline. However, a positive response to such demands is to focus on collaboration, with faculty colleagues, students and peers at other institutions. Quite often, faculty members in small departments concede that they do not have the time to attend academic conferences; I would argue that they cannot afford not to attend academic conferences. Professional organizations such as the Marketing Management Association offer myriad opportunities to learn from, and network with, peers from across the nation and international markets. “The key to collaboration, in even its simplest forms, is communication. To collaborate you must learn what someone else is thinking and doing” (Moffat 2011, p. 292).

Communication across organizations and across academic communities has become simpler than ever with advances in technology. According to The Chronicle of Higher Education, “Social media have become serious academic tools for many scholars, who use them for collaborative writing, conferencing, sharing images, and other research-related activities” (Howard, 2011). 24/7 networking with peers is available through social media tools such as Facebook, LinkedIn, and Twitter. In particular, LinkedIn offers nearly one million different groups to allow users to connect with individuals who have similar interests. Moving forward, perhaps we should create a LinkedIn group dedicated to “small college departments” which, as of June 17, 2011, did not exist.
Panel Position Papers

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THE ONE (WO)MAN MARKETING DEPARTMENT

Ellen S. Novar, Wilmington College

THE SMALL FACULTY DEPARTMENT: CHALLENGES AND OPPORTUNITIES

Panel Position Paper

While attending a recent Marketing Educators’ Association conference I was stunned to hear about the work of my colleagues from larger institutions. They spoke of filming their lectures on campus sound stages for students who chose not to attend face-to-face lectures. They described using sophisticated course delivery software to synchronize those lectures with all of the other online technology to mimic the experience in the classroom (actually, lecture hall). They detailed the electronic student interactions that they were able to coordinate using the same software. I recall wondering if teaching in that environment whether I would ever adjust to the feeling of being cut off from students.

When colleagues inquired about my position at a tiny institution I described myself as being the “chair of the marketing department” because as its only member I teach all but one course in the curriculum. They were shocked to hear that I taught four courses per semester (6 preps per year), most sections containing less than fifteen students. My teaching load, class sizes, and intense relationships with students were as foreign to them as their use of technology to connect with a section containing hundreds of students was to me. It’s as if we did not belong to the same profession. The exchanges among us made me reflect on how we teach our students about the concept of culture. We often take our own (school) cultures for granted until we interact with someone from another culture (school). Despite the wide variation in the nature of teaching in our field (or any other), little appears to have been written on the topic. It is perhaps that the differences in working at large- (specialists) versus small organizations (generalists, aka “many hats”) are well-known. But perhaps something is to be learned by a discussion. This paper outlines some of the challenges and opportunities of being a one (wo)man marketing department.

With a large teaching load it is a professional challenge to conduct research and attend multiple conferences a year making us generalists significantly less productive researchers when compared with peers from larger departments. Smaller schools prioritize teaching in their missions, thus it is paramount to one’s employment security. A faculty member of my institution, for example, does not need a strong record of research to earn tenure and promotion. Being a one wo(man) marketing department may also lead to feelings of isolation making it even more critical to engage with colleagues at conferences despite the conflict mentioned above. One’s career mobility can be negatively impacted if he remains isolated from colleagues in the discipline while featuring a smaller portfolio of research.

What I consider to be the greatest benefit of being a one (wo)man marketing department is that I know exactly how far along we get in Introduction to Marketing and do not have to worry that if a topic is omitted that the student will never get it . . . the student will. This provides enormous academic freedom and the flexibility in topics we cover, experiential exercises, and other course activities. Having nearly complete control over the marketing curriculum I have been able to customize each course with minimal overlap in it. Hoping that students “don’t get sick of me” has motivated me to provide a unique learning experience within each class. This goal is based on my experience as an undergraduate at the large business school where Maslow’s Hierarchy of Needs was covered repeatedly because faculty members were not aware of what others was doing (probably pre-assessment days). This repetition came at the cost of learning new material making me feel a little cheated in retrospect.

Another benefit of being a one (wo)man marketing show is the lack of boredom compared to being pigeonholed into a specialty. Of course the cost is the enormous amount of study and time necessary to achieve a real feeling of competence. Add to this the fact that the field of marketing evolves rapidly (unlike, for example, math). Over time, the competence one gains makes it much easier to connect the dots for the students, i.e., to make them understand the connectedness of the various marketing activities/specialties. Along with that benefit comes the challenge (and opportunity) of the necessity to teach courses that one has not been trained academically or experienced professionally. For me that course has been Advertising. As mostly a skill-based course, the learning curve for teaching it has been steep. To counter the challenge I have brought in multiple professionals from the industry, service suppliers, media,
and the client-side not only to educate the students about the work, industry, and careers but to educate myself. The opportunity provided by teaching courses with inadequate training is the growth in one’s knowledge base and a broadening of horizons.

The close relationships formed with marketing students have some additional benefits to them. When asked to write recommendations I am quite knowledgeable about their strengths (and weaknesses) and can provide unique insights about the student as a candidate for a job or graduate program. I am in a unique position to help mold students as they progress through the program. For example, I can help them overcome weaknesses in written communication skills by working with them individually. I help them work through their weaknesses while helping them leverage their strengths as they prepare for careers.

In conclusion, some of the many benefits of being a one (wo)man marketing department include rewarding relationships with students, course variety, flexibility, and program continuity but they must be balanced along with the challenges of an intense learning curve, lack of expertise/scholarship, less collegial interaction, and career mobility.

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INCORPORATING SUSTAINABILITY INTO PRINCIPLES OF MARKETING

Maggie McDermott, University of Wisconsin – LaCrosse

GREEN INITIATIVE CLASSROOM ACTIVITIES
PANEL POSITION PAPER

Designing products that can be manufactured, distributed, consumed, and disposed of in a manner that does not affect future generations is a critical challenge for sustainable marketers. Marketing courses have traditionally failed to incorporate these considerations; however, it is becoming imperative that we introduce students to these concepts. Educators need to graduate students who are fluent in the language of sustainability as it pertains to marketing and who can apply sustainability frameworks to the design of new products and services (Borin and Metcalf 2010) for them to succeed in the world of professional marketing.

A more recent review of marketing literature provides some direction for marketing faculty who have the desire to bring sustainability concepts into the classroom. Desjardins and Diedrich (2003), Schaefer and Crane (2005), and Kilbourne and Carlson (2008) all suggested that an increased focus from marketing educators can help students understand society’s environmental attitudes and change their consumption behavior. Likewise Borin and Metcalf (2010) built on the work of Bridges and Wilhelm (2008) in suggesting learning activities that can be incorporated into marketing courses/curriculum.

While some universities are moving toward a sustainable marketing course, this paper suggests ways in which basic concepts of sustainability can be incorporated at the Principles of Marketing level. It is important to note that as these concepts continue to evolve, so does our level of understanding as educators. So often we feel as though we must be experts, but even a general introduction gives students some exposure and grounding even if you are not an expert yet!

Principles of Marketing is a core class in the business curriculum at University of Wisconsin-LaCrosse. All students are at the junior/senior level and have been formally admitted to the College of Business. Instead of a separate unit or chapter, sustainability is woven into the traditional marketing concepts. I rely heavily on the use of video examples to articulate fundamental marketing concepts and theories. My goal is to provide a broad introduction to how sustainability is incorporated into marketing and to increase the students’ level of awareness of sustainability in marketing.

The following chart gives an example of a marketing concept, the sustainability example used to and the web address of the materials.

<table>
<thead>
<tr>
<th>Marketing Concept</th>
<th>Example</th>
<th>Web Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational strategy</td>
<td>Ben and Jerry’s</td>
<td>Website: <a href="http://www.benjerry.com/company">www.benjerry.com/company</a> Video: <a href="http://www.youtube.com/watch?v=yQykGinvNrw">http://www.youtube.com/watch?v=yQykGinvNrw</a></td>
</tr>
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<table>
<thead>
<tr>
<th>Marketing Concept</th>
<th>Example</th>
<th>Web Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Behavior</td>
<td>The Story of Stuff, a short movie on production, consumption and manufacturing is an excellent way to create awareness of the consumers role in sustainability.</td>
<td><a href="http://www.youtube.com/watch?v=gLBE5QAYXp8">http://www.youtube.com/watch?v=gLBE5QAYXp8</a></td>
</tr>
<tr>
<td>Segmentation</td>
<td>No Impact Man, a documentary on how to live more sustainably</td>
<td><a href="http://noimpactproject.org/">http://noimpactproject.org/</a></td>
</tr>
<tr>
<td></td>
<td>Toyota’s Cradle to Cradle philosophy, examining the role of ecolabels</td>
<td><a href="http://www.greenerchoices.org/eco-labels">http://www.greenerchoices.org/eco-labels</a></td>
</tr>
<tr>
<td></td>
<td>TerraCycle (a pioneer in making products from waste)</td>
<td><a href="http://www.terracycle.net">www.terracycle.net</a></td>
</tr>
<tr>
<td></td>
<td>Walmart Example</td>
<td><a href="http://www.youtube.com/watch?v=w0b8jjHwiQo">http://www.youtube.com/watch?v=w0b8jjHwiQo</a></td>
</tr>
<tr>
<td>New Product</td>
<td>Unilever</td>
<td><a href="http://www.youtube.com/watch?v=kcrePlUKH1Q">http://www.youtube.com/watch?v=kcrePlUKH1Q</a></td>
</tr>
<tr>
<td>Development</td>
<td>BP</td>
<td><a href="http://www.youtube.com/watch?v=KKcrDaiGE2s">http://www.youtube.com/watch?v=KKcrDaiGE2s</a></td>
</tr>
<tr>
<td></td>
<td>BP</td>
<td><a href="http://www.youtube.com/watch?v=ZhZmlq_WLOc">http://www.youtube.com/watch?v=ZhZmlq_WLOc</a></td>
</tr>
<tr>
<td>Public Relations</td>
<td>BP</td>
<td><a href="http://www.youtube.com/watch?v=73RUNgm0_Pc">http://www.youtube.com/watch?v=73RUNgm0_Pc</a></td>
</tr>
<tr>
<td>Promotions</td>
<td>Wal-Mart Fleet</td>
<td><a href="http://www.youtube.com/watch?v=E_Frm1VG_Mw">http://www.youtube.com/watch?v=E_Frm1VG_Mw</a></td>
</tr>
</tbody>
</table>

Last, but not least, all students in Principles of Marketing are required to compile a marketing plan on a product of their choosing. Within that plan, students are required to address ways that their chosen organization addresses corporate responsibility and sustainability needs and incorporates these values into their product in some way. The applications of sustainability range from creating green products to reducing packaging.
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Although sustainable marketing will continue to evolve, this paper provides some very basic ways even a novice can begin to introduce sustainability in marketing in a Principles of Marketing course. This is an exciting time to integrate this information, as every day new examples of businesses embracing sustainability emerge.

REFERENCES


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SUSTAINABILITY-RELATED PROJECTS WITHIN A CONSUMER BEHAVIOR COURSE

Jill Mosteller, Portland State University

GREEN INITIATIVE CLASSROOM ACTIVITIES
PANEL POSITION PAPER

Consumer behavior is a core undergraduate course for marketing and advertising management students at Portland State University. Two key principles reiterated throughout the term are that (1) it is important to "get into the head and the heart" of the targeted segment in order to develop an effective customer centric marketing strategy and (2) the study of consumer behavior includes the domains of usage and disposition behaviors as it relates to activities and ideas, in addition to the acquisition of products and services.

Within this framework, topics for course projects encompass the examination of the acquisition, usage, and disposition behaviors across activities, ideas, products and services. The range of projects within one class will cover at least one example of each stage and type of offer. This framework allows for the integration and investigation of a wide variety of sustainability-related topics. Listed below are examples that highlight student projects as it relates to the framework discussed. Students are required to perform secondary data research on the topic, as well as conduct primary research, to inform the recommendations on how sustainability related offers can be effectively positioned with targeted segments. Thus students are exposed to a systematic process of how to process and analyze a consumer behavior related issue that is within a sustainability context.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Offer</th>
<th>Offer Type</th>
<th>Key Questions</th>
<th>Sustainability Relevance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trimet</td>
<td>Public Transportation</td>
<td>Use</td>
<td>Factors that +/- use</td>
<td>Environmental (reducing one’s carbon footprint)</td>
</tr>
<tr>
<td>Biking</td>
<td>Personal transportation</td>
<td>Acquisition Use</td>
<td>Factors that +/- use</td>
<td>Promoting environmental/social/health &amp; well-being</td>
</tr>
<tr>
<td>E-recycling</td>
<td>Disposing of electronics responsibly</td>
<td>Disposition</td>
<td>How to maximize exposure and awareness of places to recycle</td>
<td>Disposing of electronics to minimize negative environmental and social impact</td>
</tr>
<tr>
<td>Water bottle use</td>
<td>Promote the use of reusable water bottles</td>
<td>Acquisition Consumption (reduce disposition)</td>
<td>Factors that +/- adoption</td>
<td>Reduce plastic production acquisition/thus reducing disposition</td>
</tr>
</tbody>
</table>

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COVERING SUSTAINABILITY IN PRINCIPLES OF MARKETING

Joel Poor, University of Missouri

GREEN INITIATIVE CLASSROOM ACTIVITIES
PANEL POSITION PAPER

Deciding whether and how to cover an issue like “sustainability” in an undergraduate Principles of Marketing class is an open question. Some have argued that it is not sufficient to incorporate issues of corporate social responsibility and sustainability into existing courses (Rundle-Thiele and Wymer 2010). Alternatively, Borin and Metcalf (2009) provided a rich set of sustainable marketing exercises for integration. Yet, to integrate most of these into a Principles of Marketing course would require replacing essential, foundational material. In addition, the large size of many Principles classes often makes some of the suggested learning activities (e.g., informational interviews, conducting surveys) impractical. If a Principles instructor decides to cover the sustainability topic, how should this be accomplished?

Like other subject areas, Principles of Marketing allows for the treatment of sustainability as its own unit after basic concepts are presented. For instance, having the sustainability topic follow units on segmentation and consumer behavior prepares discussion of targeting “green” marketing segments and consumer preferences based upon perceived levels of corporate social responsibility. But if “sustainability” is to be covered as a separate unit, the discussion must incorporate larger, “macro” issues that properly highlight its importance in affecting the whole of marketing in the future.

While admitting up front that the subject will not be covered sufficiently, sustainability can still be a productive topic to cover if the larger issues of its affect on the marketing field are used to bookend the topic. For example, consider the following general order of discussion:

1. What is marketing’s role in promoting happiness and over consumption in society?
2. What areas of marketing are being affected by sustainability issues?
3. What are the opportunities and challenges posed by targeting “green segments?”
4. How might marketing evolve in the future in response to the challenges of maintaining sustainability?

An alternative approach would be to integrate sustainability using only current examples throughout the curriculum. Though it is useful to use current examples (e.g., Wal-Mart’s supply-chain sustainability initiatives), this approach alone may overweight the “answers” while ignoring the questions of which students are unaware. Discussing the suggested questions in a separate unit, makes the larger sustainability issues salient and puts specific examples in the proper context. Using sustainability to drive questions about marketing’s current and future role in society is particularly productive because it helps to establish relevance, authenticity and the promotion of critical thinking.

Going forward, the issues and marketing practices of sustainability are likely to demand more attention and integration in Principles classes. Instructors will need to adapt curriculum to align with changes in both consumer and regulatory environments.

REFERENCES.

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POVERTY IN PARADISE: REACHING MILLENNIALS THROUGH EXPERIENTIAL SERVICE LEARNING

Tina M. Facca, John Carroll University

REACHING AND TEACHING MILLENNIALS EFFECTIVELY
PANEL POSITION PAPER

Marketing has experienced a tremendous shift from a product-oriented approach to a service orientation. Vargo and Lusch (2004) suggest that all marketing is actually service marketing in that all products fulfill a service of some sort to the customer. Academics and industry representatives recently collaborated on a comprehensive study of the state of service research (Ostrom, Bitner, Brown, Burkhardt, Goul, Smith-Daniels, Demirkan, and Rabinovich 2010) and suggested an aggressive research agenda that facilitates educating today’s students in service design based on value co-creation. Prahalad and Ramaswamy (2004) coined the term “co-creation” as a new approach to innovation in which companies work with consumers, suppliers and channel partners, interconnected in a network of innovation.

Experiential learning, specifically service learning in a nonprofit context, provides a viable pedagogy that challenges students to communicate and present effectively, innovate creatively, discern options carefully, and think strategically. Service learning as a form of experiential learning typically places students in nonprofit organizations which are receptive to students because managers may not have had marketing coursework or experience, and are in need of “volunteer” student labor (Klink and Athaide 2004). Further, students tend to experience a greater appreciation and respect for their skills which yields opportunity for reciprocal learning between students and the organization – an element intrinsic to effective service learning (Klink and Athaide 2004). Petkus (2000) suggests that marketing research is an area in which nonprofits typically lack expertise, and in which service learning can offer a significant contribution. Marketing management students are even more advanced and can offer strategic marketing advice (Petkus, Jr. 2000).

Integration of marketing curriculum, particularly as it enhances the capstone course experience has been emphasized by both practitioners and academics (Craciun and Bober-Corrigan 2010; Barber, Borin, Cerf, and Swartz 2001; Crittenden and Wilson 2006). Business practitioners expect marketing graduates who can think holistically, work cross-functionally, and problem-solve in innovative ways that increase profitability (Craciun and Bober-Corrigan 2010; Sloan III and McIntyre 1993). Business graduates consistently report that the ability to integrate marketing knowledge to solve marketing problems is among the top skills required in their jobs (Davis, Misra, and Van Auken 2003). However, research in marketing education suggests that students approach functional marketing courses in isolation, not recognizing the links between topics, or the value of sequentially building on one course in the next (Young and Murphy).

A group of ten business school students, of varied class rank and academic major, participated in a ten-day immersion trip to a poverty-stricken rural area outside Tegucigalpa, Honduras. Two faculty, one graduate student leader and one foodservice staff member accompanied the student group. Our task was to teach basic business skills to female teenagers in an orphanage setting and teen boys in a boarding school setting. Several meetings were held in advance, yet a full understanding of the context could not be achieved until we were on site. Students prepared classes in finance, marketing and business etiquette. These included short lectures, delivered in English and translated in Spanish, as well as activities and a question and answer session. Finance topics included cash flow, division of revenue (reinvestment, expenses, and profit); marketing students discussed customer satisfaction and value co-creation; and business etiquette focused on positive and engaging attitudes and posture, as well as building customer relationships.

After a somewhat rough start, the American students began to gain confidence as they developed personal relationships with the Honduran teens. Our American millennials quickly built more confidence at the second learning session when the teenage Honduran girls reported their overnight sales of beaded bracelets, earrings, and necklaces to American medical brigades staying onsite at their orphanage. The girls explained their use of the revenues generated,
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with one reporting that she had reinvested in more materials, another purchased a prom dress. The American millennials then served as a target market of viable customers for the Honduran teen girls’ jewelry, and placed orders which were fulfilled before the end of the immersion. The American students were able to see the immediate impact of their work, particularly when the Honduran teens reported their use of revenue, and fulfilled specific design requests. Customer relationships were built regardless of language barriers, and expectations appear to have been exceeded for both parties.

The teenage boys received the same courses in their rural farm setting. Most participated with enthusiasm, generating ideas for business development including making and selling complex, intricate greeting cards; woven bracelets, wood carvings and Rosaries (97% of Honduras is Catholic). Overnight, samples were produced and given as gifts to the students and faculty leaders. Four students of senior standing in high school were given a separate class on a Saturday as they were away at school during the main sessions. During this session the Honduran boys decided their best area of immediate opportunity was making and selling the hand woven bracelets. A pricing structure was developed and existing and needed resources were determined. One student took the marketing or “propaganda” leadership role, another took on the accounting role, and two offered to coordinate manufacturing and quality control of the bracelets with the support of other boys at the boarding school. The American millennials placed an order for 200 bracelets which they could sell on their campus. A general agreement was written and signed by the four boys and the two faculty leaders, and a $20 microenterprise loan for materials was disbursed.

Within three days of our return to the U.S., 120 bracelets had been completed, the micro-loan was used for more materials and sales were underway in Honduras to facilitate continued reinvestment in materials as needed. The non-profit organization leaders who coordinated the immersion are back in Honduras at the time of the writing of this paper, and will collect bracelets to be sold by the American millennials on their campus.

Of important note is the continued engagement which students requested. Two recent graduates have requested permission to start an alumni organization that will support the non-profit organization which led the immersion trip. Two rising juniors will work on independent study projects to further the development of the University’s relationship with the Honduran communities in which we worked. Five rising seniors will focus on the non-profit organization in their projects for Market Analysis and Marketing Management courses in the Fall 2011 and Spring 2012 semesters. Faculty participants are deeply engaged and currently discerning next steps for future experiential service learning experiences, potentially inclusive of a complete semester course which culminates in the immersion trip. Moreover, several of us have sponsored teenage boys ($360/yr.) and will continue to strengthen the deep relationships forged as a result of the experiential learning endeavor.

REFERENCES


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CASE ANALYSIS AS AN ACTIVE LEARNING TOOL

Jim Glenn, Owensboro Community and Technical College

This position paper discusses the use of the case analysis method at the two-year college level in connection with business theories and business concepts as a learning strategy in the classroom. The case is used as a learning strategy for students.

The case of analysis method is a learning tool in which students and instructors participate in a direct interactive discussion of a structured business situation, as opposed to the lecture method. In the lecture method, the instructor speaks while students listen and take notes. In the case method, students teach one another, with the instructor being an active guide, rather than just standing at the front of the classroom and delivering course content. The focus of this educational effort is on students learning through their joint, co-operative discussion of business factors, concepts, and theories.

The business case analysis method during the first two years of college is structured with two teaching concepts in mind. One is to get the business student to use the theoretical concepts in the business textbook and connecting the theories and concepts to the information presented in the case material. The second teaching learning concept is to improve the student problem solving approach.

To prepare a case analysis, the students first typically read the case several times before a classroom discussion. They read for the general ideas about the case problem and the related business theories and business concepts. Second, the student reads the case looking for a deeper understanding of the business case situation.

Decision making in a basic case analysis is the act of choosing one alternative from a set of alternatives as reflected in the ensuing decision making model: (1) Analyzing the Case Background through Business Theories/Concepts (2) Identifying the Problem or Opportunity (3) Generating Alternatives (4) Selecting Decision Criteria (5) Evaluating Alternatives including Pros and Cons (6) Selecting the Preferred Alternative and (7) Decision-making. The decision making method starts with a thorough analysis of the short business case. After reading the case, the student individually or in a small group should answer the following basic business theories and business concepts with an initial focus on (1) Five Environmental Factors, (2) Four Marketing Mix Variables and (3) The other business theories/concepts enclosed in the case are items like financial analysis of the company especially focusing on financial ratios.

The case problem is a discrepancy between an actual condition and the desired condition. After the problem has been defined, the next task is to generate alternatives, tasks, or options. The third broad step is to evaluate the alternatives through decision criteria such as time, money, capital, education, skills, knowledge, information, politics, and human resources. The student should evaluate the alternates with a view of the advantages and disadvantages of each alternative. The students should select the alternatives that will be most effective in the decision.

Effective business instructors understand that while all students have some basic learning needs, overall students have different strengths and weaknesses. Instructors must be aware of students’ needs. These needs involve students wanting to learn and be better than they are. All students need guidance to learn and improve, both academically and socially. Students learn better when they are actively involved. As shown in the Learning Pyramid Model, the students learning increases as they move down the pyramid. Learning increases from the passive lecture setting which includes lecture, reading, audio-visual, and demonstration to the participatory teaching method which has group discussion, practice, and teaching others. The Learning Pyramid Model has average student percent retention rates as follows: (1) 5% – Lecture (2) 10% – Reading (3) 20% – Audio-visual (4) 30% – Demonstration (5) 50% – Discussion (6) 75% – Practice Doing and (7) 90% – Teach Others.
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In conclusion, the business case method presents an account of what happens to a business firm over a period of time highlighting the core problem along with other issues. The student is encouraged to research the company, industry and environment through locating articles on the case situation. In the process the students discuss the business case with others and uses business theories and concepts in understanding the business situation. The business students also increased their chance to discuss the case topics and teach each other business information. In the short term, the business student’s knowledge increases through this peer-to-peer approach to learning.

REFERENCES


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TEACHING AND REACHING THE MILLENNIALS

Joanne Leoni, Johnson & Wales University Florida Campus

REACHING AND TEACHING MILLENNIALS EFFECTIVELY
PANEL POSITION PAPER

Undergraduate classes are filled with learners who belong to the Millenial Generation, or Generation Y. Today there can be found three different generations in the classroom and in the workplace: the Baby Boomers, born between 1946 and 1964, making up 40% of today’s workforce; Generation X, born between 1965 and 1980, 36% of the workforce and the newest group The Millenials or Generation Y, born between 1980 and 2000. The remaining 8% is shrinking each day because of several reasons including retirement, they were born between 1922 and 1945. In reality, it would not be that strange to have as many as four generations in one place, the classroom or the boardroom. This multigenerational experience in classrooms and in the workplace presents challenges, confusion and often disagreement as to how and what work, assignments and tasks should be completed. Time, flexibility, virtual everything, not having to attend a lecture or sit in a classroom or in an office is what both businesses and educational institutions are experiences as traits and differences that exist with the ideas, ways of learning and working of the Millenials.

Recognizing that change, new ideas, opportunities and innovations arise with every generation, it is often difficult to explain the casualness, what appears to be the lack of responsibility and the belief of this generation that does not often share what is considered important with so many other things in their lives.

Reaching and Teaching Millennials

Each year educational institutions prepare for and welcome new freshmen entering late August through September and the overall expectations are those that bring not only excitement and fear, but a sense of the unexpected. That has certainly been true with the Millennial Generation. More than others, this group often referred to by many names such as the Millennial Generation, Generation Y, the iGeneration, the Net Generation and the Trophy Kids bring both challenges and concern to education and the institutions they choose to attend. Their ideas, ideals and their attitudes may often run in conflict with the academic communities as well as the workplace. Their thinking sometimes may be interpreted as unrealistic, selfish and not deserving being attributed to their age, attitudes and experiences. Difficulty in understanding their thinking, dress and most importantly how they perceive things along with an attitude that is definitely a shift from the traditional thinking of earning, rather than deserving is often felt by those who teach and those who supervise in business and industry.

Generational research categorizes those born between 1980s and 1990s as part of Generation Y or the Millennial Generation. The broadest definition generally includes the more than 70 million Americans born 1977 to 2002. While many names have been given to this group, many characteristics and traits are shared no matter what they are called. The level of conflicting characteristics from previous generations is what most often appears to be that which presents confusion with the Millennials and leads others to think they are negative and fickle. While understanding Generation Y or the Millennial Generation it is surprising to find out how much this group will change how work is done, how they will eventually live and what they truly believe to be important for themselves and the world they live in. Without a doubt the shift in thinking from this group will change how business and industry will respond to their ideas, include them in work and decision making and utilize their talents. Educational institutions have for several years now experienced that the way information, knowledge and skills are taught and delivered needed to change. Incorporating more ways to engage and maintain the levels of interest, the acceptance of responsibilities and work while maintaining credibility and standards are those things that faculty members across colleges and universities have had to consider and create. The focus upon technology in the classroom has provided new ideas, lessons and means to deliver much information and teaching methods and keeping the Millenials in an environment that they are most comfortable in using and working with and through. Interaction and engagement now is even easier and does provide a means to incorporate technology and those methods which appear to bring positive responses and reactions because this is what this generation of learners expect. Class lectures from art to science to business and literature can incorporate an App from
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a Smart Phone, The Louve, History and Science, The Library of Congress and endless reports of companies. The
delivery of education and the art of teaching certainly changed and will continue to change with more technological
advancements and availability. Textbooks, now available online, through an App, research – just Google it, read a
report, find it online with a summary or perhaps a review, log onto a test site and take the test from anyplace, not
necessarily the traditional classroom. With Smart Boards, learners have an opportunity to listen to famous historians,
scientists or mathematicians and work on statistics, astronomy and so many other disciplines that can be brought to life,
become part of a lesson, altered and used to make decisions and generate new ideas.

“Generation Y is much less likely to respond to the traditional command and control type of management still
popular in much of today’s workforce” says Jordan Kaplan, an associate managerial science professor at Long Island
University-Brooklyn New York. The Millennials have grown up questioning everything and learning to be noticed,
they have a speak-up and speak your mind belief and expect to be heard. They are independent thinkers and tech savvy
finding the old ways as unnecessary and boring. Work does not define the lives of Millennials as it did in previous
generations. The idea of loyalty to a company or a type of work is not a significant factor for them; they consider the
loyalty to themselves, and family before anything else. They do not expect to stay in a job or even a career for too long,
nor do they like to stay too long on any one assignment. They have heard their parents and others speak of scandals
in business and have formed a skeptical opinion when it comes to concepts about employee loyalty and the corporate
world. Today’s youngest workers are more interested in making their jobs accommodate their family and personal lives.
Looking at how the job and company can provide them with the things they believe to be important, financial stability
of the business, good reputation, socially responsible and flexibility with time options they look for when considering
career options. The Millennials have grown up with just about everything at their fingertips that can be pushed, pressed,
downloaded or uploaded, retrieved, touched, seen or heard. Traditional ways do not work for them considering they
can respond, react, and reach by multitasking with their iPhones or BlackBerrys, talking, texting and recording.
Reaching and teaching the Millennials is both challenging and yet interesting. Capturing their enthusiasm and watching
how they learn and see through different channels is going to be something that both business and education really need
to recognize as more and more Millennials become employees and learners.

REFERENCES


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We are all very much aware of the technology-tethering behavior of the millennials. From cell phones to Facebook to texting, millennials don’t view technology as a ‘wow’ factor; technology is similar to breathing or eating for this cohort. Flip flops and iphones are a part of their wardrobe. In addition to viewing technology as a part of their every day lives, the Pew Research Center found this cohort to be the most ethnically and racially diverse and more politically progressive than any other cohort in history, the least religiously observant, and, unlike the previous two cohorts, Generation X and Baby Boomer, they are likely to trust institutions (Keeter and Taylor). While it is difficult to say if these traits will hold true over time, it does reflect the current values, behaviors and opinions of this cohort.

In addition to the above values, behaviors and opinions, millennials have a different view of the workplace. They have seen their parents after spending years and often sacrificing their home lives; get “downsized,” so the millennials have a different view of commitment to the workplace. One very noticeable difference is they will work hard but also want to achieve balance in their lives. They also prefer to work in teams and will easily step up as a leader but be just as content to be an active team member – with no preference for the team leader’s gender. If this cohort is not challenged or they get bored with their job, they are likely to seek out other opportunities. Lastly, from my observation, this cohort has a service mentality. Whether it is doing work for the park district, a non-profit organization or small business owner, they are inclined to volunteer time, but especially knowledge and skills, to help someone else. They want to make a difference.

With all this information in mind, how do we reach and teach millennials effectively? The key: Think engagement, technology and collaboration. These students want to be involved in their learning, share group knowledge and access information when they have time. While lecture is still an important method in gaining knowledge, it is best received in small doses with an activity tied to it. The assignments, cases or projects assigned in class should clearly link between theory and application. And it needs to answer the question – When am I ever going to need/use this? Marketing is one of the easiest functional areas to incorporate the engagement and collaboration. For the past several years, a partnership with several key organizations in the community has provided us with the opportunity to be a resource for small business owners, entrepreneurs and non-profit organizations in the community. With the exception of the principles of marketing class, all other classes have anywhere from one to three ‘clients’ from the community. Clients range from a historical museum to a construction company. The client need can range from a simple logo or tag line upgrade or creation to a more focused customer relationship management dilemma. Students can be creative, use technology (often creating a Facebook page) but may also be engaged in research regarding competitive analysis, target markets and other analytical tools.

This is not an easy cohort to keep engaged. It requires a creative approach to the curriculum and the ability to instantaneously adjust the lesson plan. I sometimes envy the math professors who can use the same assignments one term after another but no other program is as dynamic as marketing. Let’s hope we can keep the pace!

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INTRODUCTORY COURSE INSTRUCTION: WHERE DO I START?
PANEL POSITION PAPER

How do you start a course in the 21st century? That is the exciting part of technology today. At most universities you can start a course six weeks in advance on line. This has many advantages over walking into the classroom with a stack of syllabi. First and foremost this is a digital generation. They expect everything to be on line? Second the author has attended many teaching and learning workshops where they stress the importance of engaging the students in syllabus creation.

Your first day of class and what goes before can set the tone for your class and for getting the students that you most want to teach. If a student wants to take the introduction to Marketing class using only chapter readings, the text power points, and the test bank then they need to find out that they should not be in the author’s section. That is why it is important to tell them early.

Second, by giving students all the information early and getting their feedback you can take maybe fifteen minutes of the first class to review the organization of the course. The balance of your first class period can be an interesting and exciting demonstration of the rest of the semester. If you give the same lecture you wrote in the third quarter of the last century let them know that. Some of them will love it. If you are a technology buff and have three different screens playing let them get a handle on that. If you like to create an interactive circus of learning, where the students are expected to connect the dots when they study let them experience that. Students adjust themselves and their expectations to the class or drop the course, but you will end up with a better class. You are more likely to end up with the customers who want the product you have to offer!

What can be done?

1. Open the class early on line
2. Tell them your expectations
   a. What is your vision of the course
   b. What do you expect the outcomes to be?
      i. Applied
      ii. Theoretical
3. Show them what you will be doing
   a. Provide a calendar
   b. Provide assignments
4. Create and interactive area
   a. Get discussion going
   b. Encourage them to post links to their websites
   c. Learn about what your students like and are interested in.
5. Offer the opportunity for them to participate in class creation:
   a. An offsite that would be great?
   b. Can we have a special night devoted to?
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c. Do we really need that many assignments?
d. What do you mean by this?
e. Comments on how to make assignments better

6. Expect students to provide you the information about them through an introductory assignment.
   a. Who are you at home?
   b. Who are you at work?
   c. Who are you at play?
   d. Why are you in this class?
   e. Why did you choose to come to X College or University or be in the Business School?

Are students going to want to have classes going on all the time? What happens if a student signs up the last day? What happens to a transfer student who does not know to look on BB? All of the above are good points but is it better to start with some high percentage of the class with you then none?

Some students do not want classes going on all the time but many seem to like to at least be able to have the choice of doing stuff ahead of time if they want to do so. Students who sign up the last day are not left out as nothing is required until the term has officially begun and that is based on the normal work load expectations. The same is true for those students who are not aware of BB. In this digital age you need to think less of the few who may not be on line and more of the majority who are on line all the time and expect to get their information that well.

At the moment this is a work of art of the senses. It would be really interesting to do some research on how students feel about it. Currently everything is designed so you can look at it the first day of class and catch up. Should more be assumed of students? Is it possible to set the bar higher from the beginning and get good responses? You are encouraged to think about what the students born in 1995 who will be entering in 2012 and 2013 and what they will expect of professors?

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Panel Position Papers

SEAMLESS INTEGRATION OF ETHICS

Jeri Mullins Beggs, Illinois State University

TEACHING BUSINESS ETHICS AND CSR: MAKING IT PERSONAL FOR STUDENTS

PANEL POSITION PAPER

The ineffectiveness of ethics education has received attention from the popular press and AACSB after repeated ethics scandals. One possibility is that teaching ethics is different from other content areas because ethics is best learned when the student does not know it is being taught. This paper will examine a teaching technique that could be used in any business class to incorporate ethics with a significant advantage over current methods. Students learn to recognize ethical dilemmas without prompts and by making bad decisions and suffering the consequences (in class). The results of pre and posttest measures are reported as well as several advantages of the technique.

In an attempt to integrate ethics into the curriculum, ethics examples and exercises are added throughout the course or covered as one of many topics in the course. This type of integration may be better than no coverage at all, but there are problems with this type of integration. First, sprinkling ethics throughout several courses is not the same as integrating ethics into the content of the course. Adding a class period on ethics to every course would qualify as integrating, but this technique requires integrating ethical dilemmas into the content of the course, not as an add-on. Second, ethics is different from other content areas in that the topic of ethics is best learned when the student does not know it is being taught. The problem with only covering ethics as a separate topic is that students are alerted or sensitized to the topic. The way the problem is framed affects the outcome. In other words, students put on their “ethics” hat, the red flag goes up and students become incredibly ethical because they know every problem presented to them has ethical implications. They are looking for it! There is obvious external validity in this technique because ethical dilemmas in the workplace are not presented as ethical dilemmas. Instead, supervisors and co-workers present these situations as standard business practice or “the way we have always done it around here.” Employees are left to figure out that the situation is unethical on their own.

The data collection for this study was done during two semesters at a large public university using a total of six courses (4 Consumer Behavior and 2 Integrated Marketing Communication). A total of 125 undergraduate students participated. Each semester two Consumer Behavior classes taught by the same instructor were used to test the two different methods of teaching ethics. In one class, a traditional approach was used including ethical frameworks and scenarios (one class period devoted to ethics). In the second class, a seamless integration of ethics approach was used (one class period devoted to the simulation). Therefore, each class received one class period of ethics training, but the “seamless” class actually received less time devoted specifically to ethics because the simulation covers material other than ethics. Each semester a third class, Integrated Marketing Communications, was used as a control group. In the control group class, ethics coverage is minimal. All three classes are upper-level courses and are taught in the same format (2 days a week for 1 hour and 15 minutes).

For this study, the Defining Issues Test 2 (DIT-2) and a measurement of self-efficacy as related to ethical decision making was used as a pre- and post-test assessment. After completing the chapter material on ethnic and racial subcultures in class, an in-class group simulation was conducted with groups of 4-5 students. The simulation asks students to pretend they work for a large alcoholic beverage company such as Anheuser Busch and are given the following information: The market has been relatively flat for several years and you are looking for areas to expand your market. Each group was given the choice of three possible ethnic and racial subcultures in which to target a new product: African American, Asian American or Hispanic American. Each scenario has advantages and disadvantages that the students must consider. One of the choices is a low-cost high alcohol content beer that would be marketed to inner city African-American men. After the groups make their initial decision, the simulation continues giving the student groups chances to make decisions along the way. Although it is not illegal to sell this product to this group, the fact that this group is considered more vulnerable to alcoholism makes it an ethical dilemma. However, because the
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students see this as an exercise about the problems related to marketing to ethnic and racial subcultures, they do not see the ethical dilemma. If the simulation was presented as an ethics simulation, the results would probably be different. Students are given numerous chances to pull the project but they are reluctant to do so because of the money they have spent on research/development and advertising. In four semesters of using this simulation, 18 out of 24 groups have chosen the vulnerable community and only one out of those 18 groups stopped the project. This is in spite of the fact that in the simulation a group member raised a red flag about marketing to a vulnerable community, and the company received negative publicity about the product in a national newspaper including a picture of a homeless person using the product. Surprisingly, only a handful was willing to even “tap the brakes” and discuss the issue with their boss before proceeding. Once committed, their attitude was full steam ahead!

One interesting note is the classroom discussion that is generated by this simulation. Students react negatively to the idea that they have made the wrong decisions, even though this simulation was not graded. They vehemently defend their position with rationales such as “it’s not illegal” and “we are serving a need.” The external validity of this exercise is shown again because these are the same rationales that would be used if they were in a real work environment. Students argue that they have a profit responsibility to their shareholders. However, it’s not hard to show them the problem with a purely profit motivation as the simulations unfolds to reveal negative publicity and loss of brand reputation. Finally, I conducted this simulation in an honors class (not as a part of this study) and they were extremely upset when they were confronted with the possibility that they might have made an unethical decision that could hurt their careers and their companies reputation. Even our best and brightest were not prepared to make good business decisions when they were not forewarned that it was an ethical dilemma.

In terms of results, the DIT2 posttest means were greater than pretest means for all three conditions. However, statistically higher scores were reported for only the students who received the seamless integration of ethics. For the self-efficacy measure, none of the three conditions were significantly different from pre to posttest and in fact, the control group had a lower posttest score than pretest. Although I had originally hypothesized that both measures would improve for the students who received the seamless integration of ethics, these results make sense when you consider that students were surprised by their inability to spot an ethical dilemma. This reaction could make them doubt their ability to make ethical decisions, which would in turn decrease their ethical decision-making self-efficacy. Although the long-term goal is greater self-efficacy in terms of ethical decision-making, the benefits of the technique outweigh the damage it does to self-efficacy in the short-run.

There are several advantages to this type of integration for faculty and students. The first advantage is that this technique provides for a more natural and honest reaction by the students. This technique has a greater impact on students because it is unexpected. Obviously you cannot surprise your students over and over again, but there are ways to weave ethics into your course without alerting students. Students learn to recognize ethical dilemmas without prompts and by making bad decisions and suffering the consequences. This leads to the second advantage which is that it is more memorable and useful for students than a list of philosophers and their respective viewpoints.

The third and fourth advantages are related to faculty attitudes and aptitudes. One of the barriers for many faculty members is that they do not feel that they are adequately prepared to teach ethics. Adding an ethics element to an in-class activity is not as intimidating to instructors as preparing an entire class on ethics might be. The fourth advantage is that instructors do not have to devote an entire class period to ethics. Since time is a barrier for many faculty members, this technique would benefit them.

Clearly, it is neither possible, nor even desirable, to integrate ethics into every exercise or every class period. Some classes lend themselves to seamless integration more than others. On the other hand, I have taught a dozen different courses in marketing and management and have found that there were numerous opportunities to integrate ethics in each and every one. The possibilities for seamless integration are endless, limited only by the creativity of the instructor. Also, the traditional techniques to ethics education and the seamless approach are not mutually exclusive. Ideally, a course would include both traditional ethics education and seamless integration of ethics.
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TEACHING CSR: MAKE SURE TO CLARIFY THE CONCEPT

Lawrence S. Ruddell, Belhaven University

TEACHING BUSINESS ETHICS AND CSR: MAKING IT PERSONAL FOR STUDENTS

Panel Position Paper

Normally, business ethics pertains to ethics inside the organization and CSR pertains to business ethics as applied to those outside the organization, including the environment. So, when teaching business ethics to students, business schools must include the topic of corporate social responsibility (CSR). Business students need to see that business plays a role in shaping ethics in culture and is not simply a passive bystander. So a proper understanding of CSR is critical.

It is difficult to find agreement on what CSR means, leading some to say “there are as many definitions of CSR as there are writers” (Amaeshi and Adin 2007, p. 4). CSR is indeed multifaceted because it involves a combination of economics, philosophy, business ethics, political science, sociology, social work, and religion. Research suggests that we should take all of these areas into consideration when coming up with a complete understanding of this construct. Because of its complexity as a topic it can prove daunting to determine exactly what is CSR and what it is not (Davis 1973). For example, Amaeshi and Adin suggest that CSR “… is caught up in the dual logics of intellectual rationalism (i.e., profit maximization [or efficiency]) and emotional (i.e., benevolence [or equity])” (2007, pp. 3–4). Moreover, the field of empirical CSR research generally has been hampered by the lack of a consistent definition of the construct of CSR, as well as its operationalization and measurement (Williams 2007, p. 2). Perhaps all of the many problems can be summarized into three categories: problems with definition, problems with measurement, and problems with worldview. Business professors need to help students sort out these issues in the classroom.

In order to shape a CSR viewpoint, students need to understand CSR and what it means before constructing organizational policies and programs. A starting point is to discuss the shifts in the meaning of CSR over the years and to cover current views. This includes an overview of belief systems supporting these different views of CSR which includes understanding the meaning of what it means to help others; the understanding of different institutions in society and their roles in helping; and how different belief systems frame the discussion; culminating in a definition of CSR. From there, students need to know how their view compares and contrasts with other views.

Classroom activities (usually in the first part of the CSR curriculum) can help. For example, have students clarify what it means to help. Have them choose five non-profits (option: pick company and then find out what non-profit organizations they support; then research those non-profit organizations) and describe how the non-profit organizations define helping and compare and contrast with own view. Find out how much of the non-profit income goes to administration and other purposes. Have students write a three page paper on their findings (as homework) and then give a ten minute presentation (option: can make it a group project and make paper and presentation longer) to the class (in class activity). Another activity involves having students clarify proper roles of different “institutions” in helping. Have them reflect on the roles and responsibilities of families and communities in helping and then write a three page paper giving their findings and then comparing and contrasting the first two institutions with the government as helper; then discuss ramifications for business CSR strategy. Finally, have students clarify the meaning of social responsibility and formulate their own statement of CSR. Have them write a brief statement and then share and discuss with others in a group (in class). The students can research three to five other views and write a three page paper explaining the other views and then comparing and contrasting with their own view (homework).

Future research might include summarizing different CSR viewpoints and the bases for those viewpoints. It also might be helpful to develop assessment criteria for those viewpoints since assessment assumes an understanding of effectiveness. In summary, these suggestions will give students a clearer understanding of their own view and how their views relate to others.
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own view compares with other views of CSR in culture. This should give them a better framework for decision making and formulating effective CSR programs and solutions.

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MENTORING UNDERGRADUATE STUDENT RESEARCH
PANEL POSITION PAPER

This paper will present an overview of an undergraduate research conference in business and its impact and influence on a developing culture of undergraduate research. The primary goal is to assist colleagues in establishing an undergraduate student research conference on their campus, which would then act as a stimulus and catalyst for undergraduate research opportunities and funding. Most faculty in undergraduate institutions are aware of the advantages associated with undergraduate research. However, the commitment to undergraduate business research is in its infancy when compared with the natural sciences. Funding for this important pedagogical tool with stellar learning outcomes is scarce and faculty often wonder how to communicate the importance of this activity to the larger academic community on their campus. While it would be helpful to point out enhanced learning outcomes for undergraduate students, furtherance of scholarly agendas of faculty mentors, and undergraduate research as a source of fundamental knowledge in the field, it is suggested that another approach to promoting undergraduate research might be more useful. Essentially, it is important to establish a return on investment proposition. Showcasing undergraduate research as a fait accompli, with all advantages it has to offer being clearly visible, is the first step in garnering the respect and resources undergraduate research rightfully deserves.

The author teaches at a private liberal arts college, with an AACSB accredited business school, and are the co-founders and co-chairs of the annual student conference in business. It was developed six years ago in response to AACSB accreditation, a student focused education mission, an increased number of substantive research projects being completed in the classroom, and growing numbers of primary research based independent studies. While the conference can’t be fully described in this paper, a brief overview and general recommendations follow.

The conference is always held on a Friday afternoon in April. The event begins promptly at 3:00pm with a one minute welcome from the conference co-chair. This is followed by a two-three minute welcome from the College President. The keynote address is next, lasting no more than 15 minutes, including questions and answers. By 3:30, students, faculty and conference attendees are heading to one of the concurrent sessions. By 4:30, students, faculty and attendees reassemble in the main meeting room for brief (one minute) presentations by student clubs officers (e.g., American Marketing Association, Students in Free Enterprise, Accounting Students Association, and Financial Management Student Association). Then awards are presented for best papers and best presentations in each track. Additionally, the faculty mentor for the student earning a best paper award is acknowledged with a certificate and gift. Finally, the conference co-chair extends a vote of thanks and invites faculty and student presenters to a reception (if budget constraints permit). The conference ends promptly at 5:00. The primary motivation for keeping the conference moving along is to ensure the continued participation of non-presenting students. Student attendance levels confirm that this approach works. Please note that the author will gladly provide specific details about conference logistics and the timeline followed through the academic year. Offered below are some general recommendations garnered from six years of experience with the conference.

Start Small: Begin with a limited number of concurrent sessions. The Student Conference in Business has grown from two concurrent sessions with less than 10 presentations to four concurrent sessions and over 20 presentations, a quantitative measure of success.

Involves students in all aspects of the conference: Students run every aspect of the conference with the exception of manuscript review and selection. Identify students early in their academic careers and assign them roles with
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increasing responsibility each year. When they are seniors, students that began as conference assistants will be conference co-chairs and proceedings editors. The advantages (student involvement and interest generation, experience with event planning, interest in engaging in research so that they can present at the conference, interaction with faculty outside of the classroom, skill development such as time management) significantly outweigh the disadvantage (since a new group of students is learning new roles and responsibilities each year, it is more time consuming to have students run this event than it would be if the faculty co-chairs did so).

Involve your faculty colleagues: Clearly a number of faculty will be involved as mentors to students whose research is accepted for presentation. Faculty colleagues are also engaged to review papers, make best paper and best presentation decisions, and assist student track chairs in each concurrent session.

Work with what is readily available to you: For example, conference tracks may vary from year to year based on the work that has been done by students and your faculty colleagues. During one academic year, a significant number of problem-based service learning projects were undertaken, thus a Service Learning Track was created in the student conference. Most recently, a strategic management case competition was added as a track, again in response to a request from a faculty colleague. Working with what is readily available to you allows for costs to be minimized. A second example involves the keynote speaker. Consider using alumni and friends of the college as to avoid honorariums and minimize travel costs. Ensure however that the speaker will engage a student audience.

Communicate often . . . to different audiences using various communications tools: Communicate about the conference through multiple channels. Student co-chairs make announcements at faculty meetings beginning in early fall. Flyers for Call for Papers are displayed in academic buildings and offices beginning in November. The college newspaper prints announcements about the upcoming conference, the call for papers, and as the conference date approaches, advertisements for the event itself. Articles are also written pre- and post-conference. The Call for Papers is placed on the website, which is updated regularly to include electronic proceedings and pictures from previous conferences. Multiple electronic and in-person announcements are delivered to faculty, including sample ‘out of class exercises’ should they choose to offer extra credit to students attending the conference. Multiple announcements are sent to students, including in-class announcements, email announcements, and Facebook invites. Further, table tents are placed in dining halls and student gathering spaces. Invitations are sent to representatives from Admissions, Alumni, and Development.

Provide gifts and “takeaways”: Most of the funds that are secured for the conference are used for this purpose. Jotters and pens printed with the conference logo and name are placed on all chairs as gifts to conference attendees. Best paper and best presentation awards are engraved acrylics, with best paper awards provided in each topic area and best presentation awards provided for each track. Multiple copies of trade books are made available each year by a publisher rep. These books are used as gifts for each presenter, for faculty mentor of best paper award winners, for faculty track chairs, faculty paper judges, and any individual (faculty, student, staff, and administration) that has helped with the conference in some way. Finally, participation certificates and a printed copy of the proceedings are given to each student presenter. It is vital to recognize each student presenter and their faculty mentor.

In closing, the dissemination of knowledge to one’s peers is an invaluable part of critical thinking and learning that the student can then employ throughout their graduate programs and their professional careers. A student research conference provides the unique opportunity for students to experience the thrill (or otherwise) of presenting their learning to the greater good of a learning community.

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SUCCESSFULLY MENTORING UNDERGRADUATE MARKETING RESEARCH STUDENTS

John Drea, Western Illinois University

MENTORING UNDERGRADUATE STUDENT RESEARCH PANEL POSITION PAPER

One of the challenges in teaching undergraduate marketing research is to create a productive learning experience within the limitations of a semester. Defining a research problem, creating a research design, collecting and analyzing data, and developing recommendations (all within fifteen weeks) can be difficult, especially when many undergraduate students have no background in conducting marketing research. The professor needs to serve in two roles: as an instructor for the course content, and as a mentor for the research project. This position paper describes some of the lessons learned by the author from several years of mentoring students in undergraduate marketing research where a group (2–4 students) research project is a required component of the course.

Lesson one is to choose research projects carefully and make them “real” for students. Students are likely to work harder at research projects when the topic is interesting to them. Consider selecting research projects that cover a variety of topics and matching the projects to the specific career interests of students during the first week of the semester. It is prudent to be selective in choosing clients. The ideal marketing research client is someone who will commit to a face-to-face meeting or teleconference with students at the start and end of the project, replies promptly to phone calls and e-mails, and is serious about using the results of the research. Students need to understand that their research serves a real client with real needs who is depending on the students to do a professional job. Having students meet with the client at both the start and end of the project helps to build this commitment of both students and client to the project.

Lesson two is where the real mentoring starts. Research projects can overwhelm some undergraduates with their complexity and the structured sequence of activities so it is important to break the project down into more manageable components, and set the deadline for completing each component. Keep in mind the proverb, “a journey of a thousand miles begins with a single step,” and so it is with an undergraduate marketing research project. Set a deadline to define the research problem, a second deadline to develop the research design, etc.

Lesson three is to create a business-like atmosphere that emphasizes both individual and collective accountability. Treat the students the same way an effective manager would treat her/his employees: set high standards, be clear and direct with feedback, and focus on achieving the outcome of each stage of a research project. When possible, meet with students as a group (to avoid finger-pointing and excuses.) If the team’s work is excellent, celebrate it with the students; if the team’s work is substandard, address it and indicate the specific changes that are needed, and do not let the group move to the next stage until the deficiencies are corrected. Consider periodically setting aside time in class for each group to give a 1-2 minute status update on their research project, as this adds some positive peer pressure when some teams are not keeping pace with other teams. Emphasizing business-like atmosphere has two effects: it not only helps achieve a successful undergraduate research project, but it also teaches students what to expect from a supervisor in a professional, non-academic setting.

Lesson four is for the professor to accept the role of “the un-sticker.” In a marketing research project involving undergraduates, it is likely that most undergraduate student groups will become “stuck” at some point during the semester. It is appropriate to allow students to try to solve these problems on their own; however, at some point, the professor needs to “un-stick” the group and get them moving forward. It is important that students learn to accept responsibility for their projects – if there is something that prevents a group from moving forward (for example, how to transform a variable in SPSS), it is important that students ask for help so they can keep making progress.

Lesson five is to require student teams present their research twice. Invariably, undergraduate student research projects are less than perfect, leaving clients to wonder which parts of the report are accurate (and which parts are
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inaccurate). One way of addressing this is to make the presentation and paper due two weeks before the end of the semester (submitted only to the professor), and for the professor to critique the paper and presentation. Student teams can then make the suggested changes and present the research again a week later to the client. This increases the quality of the research received by the client and provides a setting for meaningful and constructive feedback from the professor regarding the research.

Lesson six is to identify publication outlets for appropriate undergraduate research, such as an “Undergraduate Research Day.” Such events can serve to motivate students to do their best if there’s a tangible reward (a line on the resume) at the end of a project.

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STUDENT EVALUATION OF E-TEXT UTILIZATION IN THE CLASSROOM

Dennis M. Kripp, Aurora University

MENTORING UNDERGRADUATE OUTDENT RESEARCH PANEL POSITION PAPER

“The books are so expensive I can no longer afford to buy them.”
“If I buy the book I can’t even sell it back for a reasonable price.”

Student frustration over the high cost of textbooks is on the rise. Publishers and book stores have not presented realistic and motivating options for students to secure class readings and research resources for a reasonable cost.

This paper will review the results of the practical application of e-text books in a classroom setting. Hard copy texts were eliminated for the courses involved in this study. Students provided pre-course and post course evaluations regarding the use of e-text books and articles in their classroom learning process. The evaluations were analyzed and conclusions drawn.

The environment of the test was structured under the following conditions: student complaints regarding the high cost of hard copy textbook motivated this test; purchase availability of a hard copy textbook was eliminated; an extensive reserve shelf was established at the University’s library; substitution of electronic articles, instructor lectures, and PPT slides were provided within the University’s course management system; all paper was eliminated; students had the option of printing documents directly from the CMS.

Additionally, instructor provided case studies in class were enhanced; exams were completed online; students were not required to attend class on exam days, but were required to submit exams within the CMS by the due date and time; written assignments were only accepted electronically within the CMS.

A twenty-five question student survey was developed for implementation pre-course and post-course. The survey was distributed in three undergraduate courses and one MBA course. Eight-one students were involved in the survey process.

Findings from the survey data were summarized into the following categories: 1) cost, (2) benefits, (3) course management system, (4) course design and process, and (5) the library. Specific findings were as follows:

In the category of costs: students were pleased about not having the expense of purchasing a hard copy textbook. Students were happy to be taking a course without any hard copy books, because of low cost, easy access, and less weight to carry around.

In the benefit’s category, students felt the benefits of using an e-text outweighed the disadvantages. They felt they had the same learning experience with an e-text book that I would have had with a hard copy text book. Course learning objectives were accomplished in this flexible format.

Findings in the course management system category were: CMS support was helpful in this class and the course management system was easy to use.

In the area of design and process the findings indicated that students were pleased with the readings and slides that were included in the CMS course shell. They liked working on case studies during class time. Students liked having an outside speaker scheduled at a non-class time. Scheduling exams in an online format was attractive to students.
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The process used to order the e-text from the publisher was favorable as was scheduling class times in a flexible format. Students also liked the opportunity to make an oral presentation to the class on a selected management topic.

The results from the library category indicated the following: some students found the reserve readings at the AU Library enhanced their learning, although many other students did not utilize the library reserve shelf opportunity. A limited amount of students did ask the library for help.

The research culminated with a set of student recommendations: (1) Improve the utilization of the Course Management System in the course. The CMS format needs better organization; (2) Students should have the option to purchase the hard copy or use the CMS format; (3) Students want more guidance on how to use the e-text; (4) Improve the PDF file scanning of articles in the CMS; and (5) Provide more timely feedback with the CMS.

In conclusion, students seem to like the idea of reducing costs using e-texts as a facilitation tool. Although not perfect there is room for improving the implementation process of e-texts in the classroom.

Case Questions:

1. Can students effectively learn using non-traditional resources?

2. What improvements can be made in the course design to provide an improved learning experience for students?

3. Do students prefer utilizing e-texts?

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ADVANCING THE RESEARCH PIPELINE: ENLISTING UNDERGRADUATE STUDENTS IN FACULTY CO-AUTHORED RESEARCH

Jeanetta D. Sims, University of Central Oklahoma
Jimmy Le, University of Central Oklahoma
James Smith, University of Central Oklahoma

MENTORING UNDERGRADUATE STUDENT RESEARCH
PANEL POSITION PAPER

Faculty members are tasked with maintaining an active program of research, despite the often heavy teaching and service loads. A programmatic plan for research that involves undergraduate students in the work of literature reviews, study design, data collection, and data analysis can be useful. Through involving undergraduate students in the research process, faculty members can both advance their own programs of research and assist students in building résumés and expanding their academic development. This position paper offers insights to help faculty jumpstart an active undergraduate research program. Along with suggestions from the faculty author, the paper provides insights from two undergraduate student co-authors, who have four or more state, regional, or national co-authored conference presentations in one year as a result of working with the faculty author on research.

Before offering insights, it might be helpful to know that the University of Central Oklahoma is a primarily teaching institution with an academic commitment to transformative learning. This academic focus on transformative learning, which is carried out through students being active and reflective participants in their own learning processes, served as the catalyst for the faculty author’s commitment to take one or two students each semester along for the “faculty member’s research ride.” In doing so, the faculty member has been able to provide evidence of carrying out the university’s academic mission.

So what is involved in the “research ride?” First, the research opportunity is announced during the first week of class in the faculty member’s own classes. At that time, students are encouraged to express interest directly to their professor. Students who need a three-hour credit marketing elective can enroll in an independent study to work alongside the faculty mentor on research. The research projects are dictated typically by the faculty member’s own pipeline of research. The student commits to attend weekly research meetings, to complete outside readings, or to handle follow-up assignments while enrolled in the independent research study. The faculty member commits to having at least one co-authored presentation as a result of their work. Most students have chosen to continue working on research beyond the semester-long independent study, and in many cases students have received an on-campus grant to have their own piece of research funded with the faculty member continuing to serve as a mentor.

Faculty who contemplate involving undergraduate students in their research can benefit from a few key suggestions offered from a faculty member’s perspective. Suggestion one is to identify the Fall and Spring deadlines associated with presentation and/or conference outlets in advance. Being mindful of submission deadlines will streamline the work and provide a natural calendar of activities as the research team strives to meet deadlines and prepare for presentations. For example, in a typical Fall semester, a new student would conduct research for a co-authored poster presentation at Oklahoma Research Day in addition to working with the faculty member on select research projects. For Oklahoma Research Day, Research Abstracts are due early October and the conference is mid-November.

Suggestion two is to identify students early and start small. Identifying students early (as Sophomores or first-semester Juniors) in their academic careers will benefit efforts to create continuity and propel the program’s growth. In an environment where the teaching load is heavy, making a commitment to several students at a single time can be difficult to manage. Managing a single project with one student requires less effort than managing the same single project with three students and consumes much less time than facilitating multiple research projects with three students.
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However, after a single semester, the students become veterans and are more poised to complete research assignments on their own. The veteran student’s ability to quickly understand the processes and to better handle the workloads will free up the time needed to devote to new students in the same semester. In this way, cultivating and retaining veteran students can assist the faculty member in growing an undergraduate research program that involves a larger number of students, but this process will occur over multiple future semesters rather than in the first semester.

Suggestion three is to provide templates, outlines, and correspondence that demonstrate how a research project is managed. Faculty members are often so accustomed to “doing” the work of research that little time is spent “showing” how and why the work is being done. Sharing editors’ or reviewers’ submission comments, emailing drafts of documents, or forwarding the email correspondence among research collaborators, allows students to be voyeurs into a process that has previously been invisible to them.

The following additional insights are offered from the perspectives of two undergraduate students who have worked with the faculty author on research for more than two semesters. First, recognize that several students are looking for opportunities to engage with faculty outside of the classroom. Students will be motivated by the desire to have a better understanding of the research process in general, the completion of an elective with a more flexible workload, the ability to build new content for their résumés, or an “edge” to show value to future employers. Definitely, the research opportunity announcement will be overlooked or will be met with disinterest by some; however, a small group of students will find it an invaluable opportunity. Second, recognize that numerous and varied benefits in addition to research project advancement or completion exist. Students are able to better integrate knowledge across their business courses. They become more proficient at using databases to find supporting secondary research. They have greater appreciation for and better understand the faculty member’s role as a teacher/scholar. Also, they become more organized, more ready for the job hunt, and more able to work in a team under, at times, very stressful conditions. These additional benefits can be shared with students who express interest and have a curiosity about exactly what the research program entails.

In terms of evaluating the effectiveness of the research mentoring program, two types of experiences can be counted. First, quantitative experiences can be counted. For example, from Fall 2007 through Spring 2011, the faculty author has had 11 students enrolled in 15 research independent studies that have resulted in 15 undergraduate student co-authored state, regional, national, or international conference presentations. One of the undergraduate student co-authored conference presentations was awarded a Top Paper Award, and one undergraduate student co-authored journal submission has recently been accepted for publication. In addition to quantitative experiences, qualitative experiences can also serve as effectiveness indicators. For example, the faculty mentor has received favorable comments from students and from other academicians, students have developed public speaking poise from having to present before a group of academicians, and students have increased their critical thinking skills as well as their ability to work collaboratively to meet deadlines. Perhaps the greatest qualitative indicators are the friendships developed and the boost in students’ self-confidence and self-efficacy that results when multiple research projects are finished throughout the duration of their time working on research.

In summary, enlisting undergraduate students in faculty co-authored research provides a unique mentoring opportunity with benefits for the university, faculty member, and students. Developing an undergraduate research mentoring relationship with a small group of students and gauging the effectiveness of the effort through capturing both quantitative and qualitative experiences can be a meaningful activity.

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CLASS ATTENDANCE: RECORD IT, REWARD IT OR IGNORE IT

E. Anne Christo-Baker, Purdue University – North Central
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An extant body of literature suggests that a direct correlation exists between class attendance and students’ grades (e.g., Crede et al. 2010; Dobkin et al. 2010; Gump 2005). One might argue that if attendance positively affects students’ grades then faculty should encourage attendance in an effort to help students succeed. However, one might counter by stating that students should be responsible for their own learning and outcomes and should therefore be given the choice of whether or not to attend class. To stimulate thoughtful discussion on this issue, four wise women have been assembled. What follows are insights into their individual positions. Each paragraph below represents the musings of one of these wise women.

In determining whether to grade or reward attendance, the question arises as to whether students are evaluated on effort versus results or outcomes. Merely showing up to class does not equate to learning. Another issue that one should consider is whether it is a motivational tool. Even in institutions where faculty are required to record attendance, they do not always reward or grade attendance or punish non-attendance. Is it motivational to record attendance if no consequences are attached to non-attendance? Hovell et al. (1979) concluded that when attendance is necessary for high student achievement grade-related contingencies should be attached to attendance. I will discuss various approaches that have been utilized in recording and rewarding attendance as well as student outcomes and feedback.

At Elizabeth City State University, students can be failed on the basis of non-attendance. Faculty members can set the number of allowable absences within a range based upon the number of course meetings per week. Should a student exceed the allowable number of absences, the instructor has the option of informing the student (in writing) that a grade of “FA” will be posted at the end of the semester. At this point, the student may wish to withdraw officially from the class. Such a policy was new to me and I was opposed to taking attendance to force adults to attend my classes. I have now changed my mind. Attendance records can be part of a proactive strategy. Attendance records can also be invaluable when a student attempts to blame a failing grade on an instructor. How valid are those arguments when the records illustrate that the student has not been present for the instructor to show dislike or a failure to communicate. What is my recommendation to faculty with regards to attendance? Record it.

Providing incentives rather than punishment summarizes my philosophy in encouraging class attendance. Facilitating meaningful learning experiences is the daily goal, and can only occur if students are in class to dialogue with myself and their peers regarding the material covered and its application to the larger community. Effective attendance strategies include earning points for missing no more than three classes and earning access to participation in team tests. Increased morale is an excellent unintended consequence of including attendance incentives. In my experience, happy students equate to successful students!

I have spent 15+ years teaching undergraduate and graduate business students. During my tenure, my philosophy as it relates to class attendance has evolved. I strongly believe that part of the learning experience is the interaction that takes place in the classroom. For students to get full value from their education, their presence at some reasonable level is required. In addition, with pressure to improve student retention and graduation rates, the need to focus on attendance becomes more critical. If my students are in class, they are more likely to do well, be engaged and feel connected to the campus. Further, it allows me to better identify at risk students. I have arrived at an attendance policy that is tied
to participation grades. If a student misses more than 30% of our class meetings, he/she receives a zero for participation. I will share my insights as to how I arrived at this policy, how students have reacted to it, and why I feel it has been the most effective policy for both my graduate and undergraduate classes.

REFERENCES


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TAking Care of (Risky) Business: An Innovative Exercise for Teaching Principles of Risk

Erin Fluegge Woolf, Southeast Missouri State University

ACTIVE LEARNING AS CLASSROOM INSTRUCTION
PANEL POSITION PAPER

“Only those who will risk going too far can possibly find out how far one can go.”
–T.S. Eliot

“We took risks. We knew we took them. Things have come out against us. We have no cause for complaint.”
–Robert Frost

Risk is an essential tension in life: a person must take on risk to yield advantageous outcomes but must also be able to balance such behavior as to minimize losses. Accordingly, a generally accepted definition of risk refers to a situation or decision in which the outcome is uncertain but potentially significant (Sitkin and Pablo 1992). Risk is “based on the ambiguity of information in terms of its amount, type and unanimity that affect any decision-makers’ confidence” (West and Sargeant 2004, p. 1030). Because such a wide spectrum of information may or may not be available (including contextual and perceptual factors, for a discussion see Cho and Lee 2006), individuals differ in their risk propensity – the amount of risk one is willing to incur (Harwood, Ward, and Chapman 2009). Even so, general behaviors can be observed; people are typically risk-seekers when dealing with losses and are risk averse when faced with gains (Prospect Theory; c.f., Kahneman and Tversky 1979; Tversky and Kahneman 1986).

In a classroom setting, students may already be familiar some of the terminology and theories associated with basic risk principles, but elevating students’ awareness of risk into a business environment and/or decision making framework can prove to be challenging for instructors. In an attempt to address that challenge, the purpose of the innovative activity discussed here, henceforth referred to as the Risky Business Exercise, is to provide students with a hands-on experience to illustrate risk propensity and related business principles. Specifically, in this exercise students engage in an interactive trading game designed to introduce them to basic risk principles. The exercise concludes with a debriefing of how to apply the risk concepts in the activity to real-world situations.

The Risky Business Exercise is an experiential activity conducted in three phases. First, students are presented with an introduction to the topic of risk, which is then followed by participation in a trading game in the second phase. The session closes with the third and final phase which includes an in-depth debriefing consisting of reflection and discussion. The duration of the activity is approximately 50 minutes with set up, but adjustments to the timeframe could be easily implemented. Complete instructions are available upon request from the author.

Students in a pilot test of the Risky Business Exercise seemed to find value in the activity and also enjoyed the experience, both of which are positive indicators of the effectiveness of the exercise. Survey data from student participants and direct observations from the facilitator were used to confirm such assertions. A discussion of the sample and procedure is presented below, followed by general conclusions about the activity.

The Risky Business Exercise was developed and pilot tested in an introductory business course at a Midwest university. The sample consisted of 58 undergraduates, a majority of which were male (58.6%). Most of the students were juniors (60.4%) or seniors (32.8%). Participants represented a variety of majors including, but not limited to: marketing, management, marketing education, hospitality management, sales management, and accounting. Following the activity, students were given a short survey and were asked to rate the usefulness of overall activity content and also to indicate how fun the experience was using a 5-point Likert scale (where 1 = poor, to 5 = excellent). The average usefulness of the overall content of the Risky Business Exercise was 4.1 (SD = .68) and the average fun reported was 4.6 (SD = .63).
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These results suggest that the students not only found the content to be useful but also enjoyed the activity. Furthermore, direct observations of the students made by the facilitator during the session indicated favorable overall reactions to the activity. Students seemed to engage intently during the debriefing session as demonstrated by their comments regarding application of the trading game to other aspects of business outcomes and consumer behavior. Despite the fact that these business students were interested and engaged in the activity, additional replication and investigation is necessary to make the experience even more effective for future students. Though designed for an undergraduate management course, the Risky Business Exercise could be easily adapted to other risk-related disciplines and courses (i.e., marketing, sales, consumer behavior, advertising, creativity, etc.). In addition, the exercise could be positioned as an icebreaker at the beginning of a course, due to the high movement and interaction involved. In summary, the Risky Business Exercise offers an innovative and promising experiential activity for students which can be best enhanced with further inquiry.

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Poster Sessions: More Than Meets the Eye

Donna Matanane, McKendree University
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Active Learning as Classroom Instruction
Panel Position Paper

The minute class is dismissed students reach into their pockets, pull out their cell phones, and begin texting as they make their way to the next class. As they look down at their phones while they walk through the halls, one wonders if the students realize there are other people walking next to them.

Although cell phones have proved to be beneficial, the invention of the 'text message' has created a generation of youths that would much rather text you than speak to you face to face. Despite the fact that communicating through technology is an important factor in the business environment, so is the ability to carry on a conversation with another person.

Every semester McKendree University challenges students to break away from technology and connect with their faculty, staff, fellow students, and even the community by means of a poster session. This event creates the opportunity for students to interact with others as they share their knowledge and research on specific topics.

What in the world is a poster session? It is actually many skills and learning opportunities rolled into one day of 'showing off'. A poster session entails review or research of a topic and then displaying the information on a tri-fold poster board. Yes, the same type of poster board used for your third grade science project. What does it entail?

At McKendree, our poster session day is multi-discipline so students get a chance to learn about other areas of study. We will typically have posters from Athletic Training, Sociology, Psychology, English, and Business disciplines. Some of the posters cover semester long research, while others focus on a company, law, current event, or other aspect of the field.

The poster session also allows students to compete against one another in several different categories. This healthy competition reinforces in students the need to be knowledgeable on their topic, fluent in their conversation, and creative in their displays. The posters are judged by faculty, staff, and students chosen ahead of time. What we have found is that if we have all students judge, the entire competition tends to become a popularity contest. The areas of judging we include are content and research aspects, audience involvement, and the poster itself.

Each poster is created and presented by a group of two or three students. After the group prepares their research, an eye appealing poster is designed and produced to attract as many as possible to view their poster during the event. The students then present their findings to the spectators, shaking hands, and answering questions about their topic.

Poster sessions allow students to express their creative skills, as well as provide interaction with students and faculty members. By having an array of topics on different subjects, the poster sessions are beneficial to all participants including the judges, students, faculty, staff, and even community members. The purpose of the poster presentations is to effectively allow participants to visually and verbally inform others about their topics.

Not only can poster presentations be used in academia, but they can also be beneficial to businesses as a way to attract new consumers, potential employers, and even prospective investors. Unfortunately, due to technological advancements in computer software, such as PowerPoint, the use of posters as an effective tool to present information has diminished. Although software applications like PowerPoint appear to be a poster presentation on steroids, they in fact take away from the creativity and personalization of a presentation.
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Implementing poster presentations as a means of presenting information allows students to be creative, imaginative, and unique. The entire process will utilize abilities in the areas of research, creativity, marketing, communication, persuasion, time-management, group involvement, and numerous other skills that can be transferred to the workforce. Although traditionally used for the Science field, poster presentations are indeed a premier teaching and learning tool for all areas of study and all age levels.

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THE NEXT GENERATION OF EXPERIENTIAL LEARNING

Sacha Joseph-Mathews, University of the Pacific

Experiential learning has been shown to have tremendous impact on a student’s ability to process and comprehend a particular topic or subject matter. Kolb (1984) offers a theory on experiential learning which provides clear mechanisms of teaching and learning design. The theory is built on the constructivist view on the way people construct their knowledge. Kolb suggested that effective learners should have four types of abilities: (1) Concrete Experience ability (CE), (2) Reflective Observation ability (RO), (3) Abstract Conceptualization ability (AC), and (4) active Experimentation ability (AE). I am suggesting that with our current group of Millennials these theories seem to take on even greater relevance.

I believe Millennials need exposure to experiential learning even more than previous generations for three major reasons. First this is a generation where parents have been more affluent than previous groups and as a result Millennials have not had to work growing up as much as past generations. This often means that going into college they have not been as exposed to work environments in general. Often, they have not been exposed to some of the basic concepts people learn from a first job as a teenager; fiscal responsibility, boss/subordinate dynamics, work discipline, job responsibility etc. Therefore I wanted to offer an experience with clear active experimentation opportunities, which allowed them to do specific tasks. Second, this is a generation that is now more wired than any previous group. This often means that keeping their attention on one topic can be very challenging, as they constantly need new stimulation in order to keep their interest level active. I wanted to offer an experience with reflective observation and abstract conceptualization ability. Finally, this is a generation who wants to have their opinion heard. In many instances their parents have allowed them to voice their opinion in every other aspect of their lives, perhaps more so than previous generations and they feel as if they should play a role in terms of how they learn. They have well-developed views on what is worthy of their attention or not, they have a great deal of knowledge at their fingertips via the internet and they generally consider themselves informed as to what may or may not be relevant to their learning and career development. I therefore wanted to offer an experience with concrete experience and reflective observation where they could see first-hand what worked and what didn’t and assess first hand why they needed that specific type of knowledge. For these key reasons I embarked on an exercise to take learning to a new level and offer students some critical tools for use in their first job after college.

According to Kolb (1984), learning requires that individuals first should detect, depict, or grasp knowledge, followed by phase of construction to complete the learning process. This construction allows a transformation of the grasped knowledge into actual experienced knowledge. I wanted to design a program where students were exposed to experiential opportunities in critical marketing areas. With this objective in mind, I set out to find out what would excite students, what there was a need for in the community, and what I could reasonably manage given limited time and resources. Step 1: Finding out what would excite students. First there was a discussion with several marketing classes about the kinds of experiential activities that would excite them and the wider university community. I needed to be sure there was a strong academic component but I wanted something the students would be engaged in. Coming out of these focus groups I sat with a group of students and we designed a questionnaire which the marketing club then disseminated on campus. Overwhelmingly the response suggested we hosted a street fair! Step 2: Designing a program that reinforces academic learning. If we did decide to go the route of a street festival we would need to make sure the students were involved in every component and sufficiently managed so that they both learned on the ground but also recognized pitfalls and gaps in the process. I then outlined each area students would need to be involved in and the possible deliverables and tasks which would have to be accomplished. Step 3: Finding a local partner. Since I consider community outreach to be critical, I wanted to find a strong community partner that would benefit significantly from
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student involvement and who were eager to partner with the University. I reached out to a number of local non-profit groups that I worked with before to find a partner for the festival. We found a local renaissance district that wanted to partner with us. Step 5: Finding a greater purpose. The students felt that we should also incorporate a charity to assist from any funds raised in the event and so we adopted a science camp funding initiative from a local school as the beneficiary of the festival. Marketing Strategy: With clear goals and objectives and an extensive strategic planning process with the students, we opened up involvement to anyone in the marketing concentration and decided to use the school chapter of the American Marketing Association to be the official body that would manage the event. We obtained funding from a fund at my university specifically designed to offer experiential learning opportunities for students and received a $6000 grant to fund the festival.

The event: In 2009 we hosted our first ever Street Festival, and this year hosted our third event. As an additional component I felt that we needed to document the entire process and have students write about the event itself, as well as highlight merchants involved in the street festival in a newsletter that we could then distribute to the surrounding communities. Below are a list of activities students were involved in during the project: Supply Chain Management: Students sourced and managed all vendors and suppliers for the event, making initial contacts, negotiating rates and ensuring payment. They also worked with our law faculty to design the necessary contracts for all vendors and suppliers. Marketing Strategy: Students had to develop goals, objectives, strategies and tactics for execution for the marketing and operational components of the event. Each area had a team lead who reported to me with deliverables and success measures. Additionally, the students managed all of the financial components of the event including sourcing and tracking vendor invoices, individual receipts, and final payment as well as monitoring and balancing the overall project budget. Marketing Communications/Advertising and Promotions: Students designed all of the marketing messages and materials for the event. This included; flyers, newspaper ads and radio commercials, radio and TV PSAs, as well as all advertising and promotional materials including social media. Additionally, the students did all of the writing for the accompanying newsletter which gave them significant experience with writing marketing pieces and researching stories for a marketing publication. Personal Selling: The students contacted businesses to attract additional sponsorship for the event. They designed all the sponsorship and booth packages for the event. The students also worked directly with city officials, the Police force, regional transit authorities, as well as various community partners to ensure street closure and permit authorizations. Operations Management: The students set up and broke down an entire street festival they managed everything involved in the actual operations of the event including Port-o-lets, city transportation, parking, signage, delivery and pick up, as well as managing all vendors and security issues on the day of the event.

The event: In the three years we have hosted this event we have involved over 75 businesses, 300+ students and more than 20 non-profits. In the three years we have contributed over $5000 to the Science camp fund at the local school. Additionally, I have seen a clear difference in the grades, professional development and theoretical comprehension of the students most intimate with the planning and execution of the event. We had Concrete Experience ability as students were engaged at both the planning and execution stages. We had Reflective Observation ability when students encountered problems with suppliers, vendors and audiences and had to observe and ultimately, adjust strategies to successfully resolve challenges. We had Abstract Conceptualization ability as the students strategized about how the different audiences would respond to their tactics and we had Active Experimentation ability as the students experimented with applying theories learnt in class. Overall, the street festival offered an experiential learning opportunity that significantly improved the students’ ability to apply theoretical principles learnt in class and gave Millennials the experiential leaning I think is so often critical to their understanding of marketing theory.

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“Millennia’s are at the leading edge of [technology],” said Tom Rosenstiel, director of Pew’s Project for Excellence in Journalism and moderator of a panel on media and information. Some 24 percent of Millennia’s say technology use makes their generation unique, far more than the 11 percent who identified music and pop culture. Since the advent of technology, society has experienced many changes. There has been no segment in society which has not been affected with technology especially in the field of higher education. Today, students come to class with cell phones, iPods, and palm pilots, notebook computers, personal digital assistants (PDAs), graphic calculators and other devices. Technology can be used as a useful tool to enhance learning; however, it can also be used to obtain test information dishonestly. In classrooms cell phones suddenly become “cheat sheets.” A person inside the classroom can text message the answers to his friend standing outside waiting to take the exam, or a student can photograph the entire exam through one click of a button and within seconds send it to someone in another part of the room. Six University of Maryland students admitted to using their cell phones to access answer keys during an accounting exam. The six students received failing grades for the course and they had a mark placed on their transcript which indicates they cheated.

At Duke University a study was conducted at their Center for Academic Integrity involving thousands of college and high school students. The results of that study show that in the past eight years the number of students who cheat has quadrupled (Vencat 2006). A student was taking an examination and used a blackberry wireless e-mail device to ask for help from a colleague located in the school library (Thornburg 2002).

Teachers need to be on the lookout for wireless earphones that could allow students to share answers via cell phones or prerecorded messages on MP3 players while keeping such devices out of sight. More elaborate techniques involve pen and button cameras that connect wirelessly to a computer and send real time messages. Newer technological devices and methods are increasing daily. Students may have a technological edge on their older professor therefore; teachers must know the capability of the many technological devices now available to the students in our society.

As educators we understand that Millennia’s are not the first generation to cheat; however, the truth is that there are more high-tech opportunities that exist today to facilitate academic dishonesty. Many students know how to buy a paper off the internet, but they think it is acceptable to pull a paragraph or two, as long as they change a few words (Zernike 2003, p. A6). Students cloud the ethical boundaries and think they have a right to cheat simply because they have gotten away with cheating or plagiarism in the past. There is an ongoing struggle schools face to keep up with technologically savvy students who become more sophisticated each generation. The use of technology also presents some ethical issues. Is it technically cheating if a student pre-programs a graphing calculator with an equation? A student, who worked nearly full-time during school, said it took him only an hour or so to program his calculator with notes. That saved him as much as 20 hours of study time. He stated he really did not consider what he did was cheating because in the real world he would be using that device. He said he was just being more efficient.

Out of the many reasons students choose to cheat, one is the high level of competition among students. In addition, students knowing that other students are getting away with it make it that much easier to do (Vencat, 2006). One of the most important things that need to happen when a student is found cheating is that the faculty members need to be reporting these situations and addressing them with the students. In some extreme cases, when professors have reported plagiarism, some have been harassed as well as assaulted by students, they have been threatened, and some have had
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their houses egged and doors torn off the hinges (Schneider, 1999). Educators have more than just the responsibility of teaching students in their disciplines. They have an obligation to the students to see they uphold academic integrity.

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MILLENNIAL STUDENTS: CAN EDUCATORS CONNECT WITH THIS NEW GENERATION?

Michael J. Messina, Gannon University

ACADEMICS, ACHIEVEMENT, ETHICS: THE MILLENNIA VIEW
PANEL POSITION PAPER

The Millennial Generation often referred to as Generation Y continues to present a number of challenges today for both new and experienced educators. Faculty who have taught prior generations including Generation X, are facing a new challenge with the Millennial Generation. Some key questions we attempt to answer regarding “Millennial Students” include:

1. How can we best provide a positive learning experience?
2. What motivates them to learn?
3. How best can they be reached?
4. What encourages or discourages them?

As educators today, what often comes to mind when we think of the Millennial Generation includes; students who are computer literate, tech savvy, dependent on teamwork, focus on group activities, and rely on an extensive use of multi-tasking surrounded by the digital media. These are a few descriptions of a millennial student today. Born between 1982 and 2000, this new generation was defined during a period when much was changing in the world that was led by a rapid technological growth which we are still experiencing today.

Since current Millennial students will become the future leaders of tomorrow, our challenge is to have an interaction and positive connection with this group today. By knowing what their needs are and what continues to be important to them, educators can direct their efforts at achieving a more efficient and effective learning experience. A more productive teaching environment will benefit both this new generation of students and the educators who attempt to create a positive learning environment.

Although it presents a challenge, achieving a positive connection with the “Millennial Generation” is our primary goal. This successful connection will contribute to a more rewarding learning experience.

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