ACKNOWLEDGMENTS

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I would like to thank those who have put in much time and effort to make the conference a success. Lori Lohman worked very diligently to secure the conference in Minneapolis as conference chair, Lisa Lindgren helped to facilitate the session technology set-up, and Marie Steinhoff has worked very hard to coordinate registration and compile the conference proceedings. Bill Madway and Pam Kennett-Hensel coordinated the two conference competition and along with the judges made the final selections as success.

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 February 27 - March 1, 2013 and then the Fall Educators’ Conference next fall in New Orleans September 18-20, 2013. I hope to see you again soon!

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

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CONFERENCE AWARDS

Cengage Learning 2012 MMA Fall Educators’ Conference
Best Refereed Paper Award

Technology Facilitated Case Competitions: A New At-Distance Learning Approach to Interdisciplinary Student Collaboration
John Talbott, Indiana University
Theresa Williams, Indiana University

Interpretive Simulations 2012 Journal for Advancement of Marketing Education Article of the Year Award

Edutainment with Videos and Its Positive Effect on Long Term Memory
Erin Steffes, Towson University
Philippe Duverger, Towson University

Interpretive Simulations 2012 Journal for Advancement of Marketing Education Reviewer of the Year Award

Bill Faranda, James Madison University
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AxessCapon Teaching Innovation Competition Finalists

Dan Gruber, Northwestern University
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Ann Veeck, University of Western Michigan

LINKS Simulations & MMA Foundation Legacy Fund 2012
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CREATING A COURSE IN SUPPLY CHAIN RISK MANAGEMENT: A RESPONSE TO INDUSTRY NEEDS

Barton Jennings, Western Illinois University

ABSTRACT

With the complexity of business continuing to increase, the opportunity for failure – both large and small – also continues to increase. Based upon the suggestions of an industrial advisory board, the Supply Chain Management program at Western Illinois University created a course on contingency planning. This course was designed around the failures and experiences of numerous companies and provides information to make students aware of such issues in the supply chain management field. The author’s goal is to introduce the reader to an example of supply chain risk management education that was created based upon an industrial need.

INTRODUCTION

Today, working with supply chain risk management issues is a daily event within many businesses. With the tightening of supply chains worldwide, companies are discovering that problems, both large and small, must be planned for in their business strategies. With earthquakes in Japan impacting auto manufacturers in the United States (Bonney 2011), political protests in Egypt impacting ship schedules in Louisiana (Cutler 2011), and high water on the Missouri River in Iowa forcing railroads to divert trains to Texas (Green 2011), companies are learning the importance of planning for disruptions within their supply chains, no matter what the possible cause.

During the past two years, a number of companies participating on a supply chain management advisory board at Western Illinois University have encouraged the creation of a supply chain risk management course. These companies stated that risks associated with their supply chain strategies must now be considered in their planning, and that contingency plans to deal with possible problems are now a part of any such plan. Based upon a number of surveys, this need for risk management and contingency planning as a standard part of business is justified. A 2006 survey by The McKinsey Quarterly (McKinsey 2006) indicated that approximately two-thirds of business executives feel that their supply chain risks are increasing, and that these risks will impact their ability to supply their customers with goods and services in a cost effective manner. A 2008 Aberdeen Group report stated that 99 percent of the surveyed companies experienced a supply chain problem during the past year, with 58 percent of the companies suffering financial losses due to the disruption (Sadlovska 2008). A separate study reported in Management Science stated that such supply chain problems caused stock value losses of nearly nine percent, lower operating performance levels, inventory increases, and a decrease in asset turnovers (Hendricks 2005).

As companies improve their day-to-day operations, the cost of emergencies, disasters, and unanticipated changes in their supply chains have taken on a more significant cost for many organizations. Because of issues such as these, many major corporations now include risk management and contingency planning in their daily operations. John Deere, for example, requires such planning in almost all agreements, meaning that back up plans are already in place should a failure occur (Knoll 2011). At retailer Walmart, plans exist for almost everything from the recent earthquake and tsunami in Japan to a truck delayed by bad weather, and the plans are posted at each individual store and monitored through a central Emergency Management Department. Many of the plans are based upon prior experience, information obtained from networking, and the real time monitoring of field conditions (FEMA 2010).

Even with this emphasis on contingency planning and risk management in industry, education seldom includes contingency planning or crisis management in...
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its coursework. Instead, course assignments generally include exactly the information needed and tend to ignore issues dealing with uncertainty or failure. Additionally, many textbooks lead the reader to believe that a certain result is guaranteed with a certain action. For example, a survey of supply chain management textbooks finds that only 30% include the term contingency planning in their subject index; a survey of textbooks in other fields finds the percentage to be even lower. A survey of college textbook publishers finds few books specifically on the topic of supply chain risk management or contingency planning for business management. What is found are numerous materials for government emergency management response, generally published post Hurricane Katrina.

A preponderance of evidence indicates that businesses spend a great deal of effort in planning for supply chain risks. Meanwhile, a review of current supply chain management degree programs indicates that few provide similar training, demonstrating a possible disconnect on the subject. This disconnect has led some in academia and industry to begin the push for business risk management education and the training needed for the development of contingency plans for the most common failures. This development requires a two-step process: first identify the supply chain risks common to the business field and then explore the various techniques used to react to the risk.

DEVELOPING A SUPPLY CHAIN RISK MANAGEMENT COURSE

In 2010, the Advisory Board for the Supply Chain Management degree program at Western Illinois University recommended that the program consider the creation of an undergraduate course in supply chain risk management. The members of the Board stated that many of their companies now require a risk assessment for all new contracts and strategies, and that having knowledge of how to manage supply chain risk would make the program’s students more attractive for employment.

In discussing the proposal, it was recommended that the course be taught from a practical industrial viewpoint, using the basic concepts practiced by companies in the field. Additionally, it was recommended that a review of existing educational courses on the subject be conducted to determine the success and failure of similar efforts. Based upon this discussion, it was determined that a search of programs be conducted, followed by a review of standard recognized risks within the supply chain field.

CONTINGENCY PLANNING IN EDUCATION

An initial review of publishers determined that there were few business textbooks that deal extensively with contingency planning in the field of supply chain management. This lack of educational literature follows the pattern found in business schools across the United States. An internet search on the subject of contingency planning in management education uncovered few schools with business courses on the subject.

As previously stated, what materials exist on the subject are almost all aimed at government emergency planning and not business planning, although each can certainly learn from the other. For example, FEMA and other such governmental organizations have many published references on major environmental impacts such as hurricanes, floods, and winter weather. However, materials on the subject of business contingency planning is usually found in trade journals, books for professional workshops, or in individual corporate booklets, and not in academic textbooks. Because of this, an educator wishing to teach in the field will be at a disadvantage as compared to teaching subjects with many more materials and a longer history of such an educational tract.

Based upon these findings, it was determined that planning should focus more on industrial workshops, of which a number were found. A number of employee training programs in the field of supply chain risk management were found, including some sponsored by major organizations such as the Institute for Supply Management (which has an official Supply Chain Risk Management Group) and the Council of Supply Chain Management Professionals. Examining these programs discovered that most were based upon existing issues, basically a benchmarking of historic supply chain risk issues. The conclusion of this research was that the development of a course on supply chain risk management should focus on the problems directly related to companies that recruit at Western Illinois University, and to problems identified by various industrial groups that have significant costs or likelihood of occurring.

RISK AND CONTINGENCY PLANNING IN INDUSTRY

An initial review of industrial concerns about supply chain risk discovered that the interdependent relationships that are created within a typical supply chain add complexity and risk, as well as the benefits that justify them. Because of this, substantial losses can occur from
even the smallest disruptions in a supply chain. According to a 2006 survey by Accenture (Keenan 2006), three out of four companies experienced a supply chain disruption in the previous five years, and ninety-four percent of respondents who experienced disruptions reported that the problem had some impact on meeting customer expectations and profitability.

A key to contingency planning is recognizing what problems can occur that would impact the company and its supply chain. Many companies now require that new agreements be examined for potential failures, and plans must be created to cope with these failures. This requires that managers must have a better understanding of problems that can occur within a supply chain and what steps can be taken to deal with them. For many companies, the key to this process is education based upon a history of failures. However, even here, many managers fail to identify the real problem that caused the crisis. For example, the motor carrier could be blamed for a late delivery when the real problem was an order that missed the shipment cut-off time. Therefore, a full examination of past problems, as well as studies to determine possible future problems, along with their possible financial and service impacts, is necessary.

This focus on identifying possible supply chain failures has often led companies to focus on those risks which can produce the greatest costs or number of service failures. This means that risks that are likely to happen and/or have a large financial or service impact are avoided or have clear contingency plans to deal with them. On the other hand, risks that are low cost or happen infrequently seldom have complicated contingency plans to deal with them. Therefore, identifying not only the cost and frequency of a failure, but the effort require to plan and respond to it, need to be clearly understood.

These problems and responses can vary from complex and expensive to small and routine. For example, Home Depot operates a large number of stores. While the likelihood of any one store being hit by a severe storm is small, the system exposure justifies the operation of a Disaster Response Command Center to support stores and distribution centers across their network (Hsu 2011). Alternatively, problems with demand forecasts, transit times, and other daily activities can often be handled through plans that involve safety stock and premium transportation. An example of this is that each fall, motor carrier capacity begins to shrink. Shippers often have a contingency plan to use expediting carriers to move some shipments to meet final customer time requirements (Morton 2005).

A difficulty with many corporate supply chain contingency strategies is the amount of knowledge that must be maintained, along with a trained staff and management. Employees must have knowledge of the many alternatives that can be used to prevent or respond to the problem, and the authority to do so. What this requires is a staff and management educated in the area of contingency planning.

AN APPLIED EXAMPLE OF CONTINGENCY PLANNING EDUCATION

Based upon the recommendations of the Advisory Board for the Supply Chain Management degree program at Western Illinois University, a course on Contingency Planning was offered as a part of the curriculum during Spring semester 2011. This course featured a combination of industrial speakers and research, focusing on actual industrial problems and various contingency plans and actions that have been taken to handle the issues. A decision was made to use primarily industrial and trade articles and materials after several company representatives commented that they had been disappointed with some university programs that they felt were too theoretical in nature and that did not provide real solutions to the everyday risks that most managers experience.

The course included student learning through four specific procedures: (1) discussions about contingency plans by industrial professionals, (2) student research and presentations on actual problems that have occurred, (3) student research and presentations on contingency plans created by different companies to respond to such problems, and (4) student application of known contingency plans to new problems.

The use of industrial professionals was designed to emphasize the importance of business contingency planning, and to provide examples of such planning and the benefits that they provide. Industrial speakers were obtained through the program’s advisory board, and through other companies scheduled to speak on campus. Presentations were made in the classroom and at actual industrial locations. The companies chosen to participate varied from heavy industrial to retail, enabling students to see numerous problems and how they impacted companies across various market segments.

Examples of problems presented by the industrial professionals included power outages at grocery stores, port closures by severe weather, and supply interruptions due to labor strikes. A popular discussion involved the
subject of power outages at grocery stores, presented by a former grocery chain president. The speaker noted that contingency plans were created for immediate actions and longer term situations. For example, contracts with dry ice suppliers are often used for the immediate protection of temperature sensitive food and pharmaceutical products, while portable generators can be used for longer term outages.

Students were required to submit one or more news articles weekly. These articles were to come from trade journals, professional organizations, or recognized business news sources, and were to include details about a business problem or failure and the costs and other impacts that the problem created. As a part of the submission process, students participated in a classroom discussion of the problems researched, comparing the operational and financial impacts of the problems. Students were also required to develop an initial set of plans that could reduce or eliminate the severity of the problem.

Each week, a submitted problem was chosen by a combination of student vote and instructor preference that was to be further researched. Students were to research solutions to the problems, comparing the results of companies with existing contingency plans and those without. While more difficult to identify than the problems themselves, students were able to use industrial literature, cases studies, and manager interviews to uncover lists of strategies to deal with the selected problems. During this process, students were able to identify plans to prevent the problem from occurring, plans to reduce the financial and service impacts of the problem, and plans to recover from the problem.

Three times during the semester, students were given assignments involving unique problems for which they were to create a contingency plan. This planning required an explanation of the problem, a possible contingency plan to deal with the problem, and a benefit-cost analysis to justify the plan. These projects often led to lengthy discussions about alternative strategies and plans to limit the impacts of such problems. Discussions such as these caused a number of students to report that the course made them aware of the number of parties impacted by problems within a supply chain and how many of these companies could provide resources to help solve the problem.

A final case study was used to complete the class. The case study required that the class break into two groups to analyze a problem, and then to conduct a press conference to respond to public concern about the company failure. In this case study, students were expected to use their contingency plans to demonstrate planning to prevent and respond to the failure. In particular, this press conference was used to demonstrate the importance of sharing information throughout a company and recognizing the impacts of various corporate policies on a firm’s ability to respond to a problem. While their failure to anticipate every potential problem was certainly frustrating for some students, their comments demonstrated a great deal of learning from the experience.

Additional comments from students have continued to be good. Student evaluations for the course, on a 5.0 scale, varied between 4.6 and 5.0. Several students, based upon the coursework, have commented on contingency planning needs in other courses. Finally, several students were able to adapt the contingency planning knowledge through their internships. Several students were able to work with management teams developing contingency plans and their internship reviews indicated their knowledge of such efforts.

CONCLUSION

One of the major goals of education is to make students aware of an issue, how to research it, and how to create solutions to it. Problems within a supply chain are some of the most significant within a business, directly impacting customer service and profitability, and thus should be included in this effort. Lew Roberts (Roberts 2009), president of L. Roberts & Associates, stated that the “key to mitigating and then managing disruption risks is to understand a company’s vulnerabilities.” Understanding these vulnerabilities requires education and knowledge, both about the company and the environment in which it operates.

The creation of a supply chain risk management course at Western Illinois University was designed to answer a shortcoming that industry recognized within the supply chain management undergraduate degree. An early appraisal of the success of the efforts is that members of the Advisory Board are reporting that graduates have a better understanding of the risks associated with many of the strategies used by industry. As additional feedback is obtained, the subjects discussed in the course will continue to change to match the planning efforts required by those companies that hire our graduates.

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COLLABORATIVE RELATIONSHIPS: PROFESSIONAL DEVELOPMENT THROUGH FACULTY MENTORING

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INTRODUCTION

The challenges that an organization in higher education may encounter while operating in a competitive environment facing budget constraints can include funding and program implementation for the professional development of faculty. With budgetary issues as a focus, there could be a gap between what the faculty perceives as a need for professional development and what administration believes the institution can afford. The expenses incurred in the area of professional development may be viewed as an unnecessary use of resources by those responsible for budget development and maintenance at the institution. Therefore, cost effective methods for professional development of faculty that result in a quality learning experience for students should be considered. This can include a mentoring program for faculty teaching in the classroom and online.

Mentoring can be an effective approach to professional development by utilizing the skills and expertise of current faculty members within the institution. Experienced faculty, whether full-time or adjunct, that are asked by administration to conduct a mentoring task without an established program or adequate compensation will most likely lack the commitment needed to ensure the success of the mentee. Therefore, the administration of the organization will need to understand that the combination of personal learning and mentoring can have a positive impact on career development (Gong and Chen 2011).

PURPOSE AND CONSIDERATIONS FOR MENTORING

Mentoring of instructors and the proper administrative oversight of mentoring programs can benefit higher education institutions as well as the individual instructors and students. Using proactive measures to mentor online faculty, colleges and universities can limit potential student problems and complaints. It is not sufficient to simply train an instructor and then release them from further administrative or peer scrutiny. Quality and accountability needs require institutions to monitor initial instruction in an equitable and professionally fulfilling manner. While blending professional development needs and administrative requirements for quality teaching, mentoring can be an important factor in personnel decision making.

The institution should have a clear definition of a mentor when determining the purpose of the online mentoring program. A mentor can be defined as an experienced faculty member within the institution who has attained a certain rank or achievement and can provide career development support to less experienced faculty in the organization (Baugh and Scandura 1999; Burke 1984; Fagenson 1994; Kram 1985; Zey 1984). As a program to support professional development, mentoring should provide guidance that enables a mentee to adapt to technological and organizational changes. In doing so, the mentee should be able to constantly enrich their skills...
in order to improve work efficiency and enhance their value to the organization (Gong and Chen 2011).

A successful mentoring program utilizes adult learning concepts proposed by Malcolm Knowles. Knowles (1968) proposed “a new label and a new technology” of adult learning titled ‘andragogy’ (p. 351). Andragogy is “the art and science of helping adults learn” and is based on assumptions about the adult learner (Knowles 1980, p. 43). The assumptions in andragogy that apply to adult learning in a mentoring program include self-directed learning, intrinsic motivation, problem solving, the need to know why learning is taking place, application of learning to social roles and the drawing from life experiences in learning (Knowles 1980).

In order to have an effective mentoring program that supports the assumptions made by Knowles, college administrators should consider qualifications in a mentor that would be beneficial to the leadership and professional development of the assigned online instructor. According to Kram (1996), a mentor should have the knowledge, skills and competence that will contribute to the development of the faculty member in the mentoring program. The mentor’s active listening skills, along with empathy and the use of self reflection, can be essential when addressing issues and concerns during the mentoring process. As for the faculty being mentored, personal learning involves expanding personal relationships with others, listening to others, and developing the ability to work with others (Gherardi, Nicolini, and Odella 1998; Goleman 2001). The faculty being mentored should also have an organizational awareness that includes technology updates and a self realization that learning will be a continuous process.

**EFFECTIVE METHODS OF PERFORMANCE MANAGEMENT**

Effective methods of performance management abound in writings on human resource development and faculty development. It’s also recognized that some systems have modest or undeveloped processes to mentor instructors due to lack of staffing or the inability to reach consensus in this process. Certainly there is a significant time investment in the development of a rigorous model with piloting, administrative and technical support dependent upon institutional size. Lord (2009) suggests that professors should study delicate ways to correct weaknesses and praise strengths of a colleague. This reference alludes to aspects of a traditional academic and instructional setting. Yet, it also translates well when one moves to translate faculty mentoring to a more asynchronous, distance format.

There are a range of sensitive topic areas addressed in the area of faculty mentoring. Some advocates believe that mentoring should be free from judgments and negative scrutiny. These views center on the need for mentors to be nurturing guides in order to allow the mentee to make some mistakes in the learning process. Another area of significant discussion, regardless of the working environment, is on aspects of structure and guidelines in mentorship. This format includes objectivity and a system of formal review within certain settings. Proper mentorship should seek to balance objectivity with a checklist and rubric that eliminates aspects of subjective feedback in the evaluator’s process. This more formal approach establishes a overarching professional development approach as instructors acquire good skills in online learning.

Some studies have moved to identify student learner feedback and course construction as central areas of instructor mentoring. However, this isn’t always directly reflective of the holistic approach to instructor teaching. For example, Rhode (2009) researched course development and its relation to student learner interaction perceptions. This study strengthens the literature calling for the development of specific competencies not only for those designing online learning but also for those who facilitate online learning experiences in various formats. Therefore, the interactions with the instructors as well as the content/process should not be discounted. This research confirms mentoring systems that triangulate aspects of mentoring, evaluation, and communications amongst instructors and course developers. Combining ongoing professional development for instructors to build these competencies better enhances a mentoring system. Proper mentoring realizes that an instructor’s competency building is on a continuum, and that if guidance is well received, such practices can make substantial differences in the classroom.

Weschke and Canipe (2010) confirm a similar model of mentoring that is a peer-to-peer centered model rather than coming only from administrative leadership. This similar model identifies a course and collaborations amongst instructors as a communication network that leads to a constructive faculty development model. These authors confirm the sense of empowerment that is achieved through this methodology. Villar Angulo and Alegre de la Rosa’s (2007) analysis of their Online Faculty Development and Assessment System (OFDAS) showed that
this process maximized the potential of online faculty development and furthered reflections on both the instructor’s curriculum development and teaching capacities. This model suggests some similarity to the systems thinking of mentorship. While being mentored, instructors returned to the instructor learning classroom (where they began to learn online facilitation) to exchange about their process of being mentored and the criteria used. This forged a dialogue in the instructional community on ways to best meet the mentoring expectations in a positive and supported, though informal, in-service development. Guidance from an expert and mentors supported the discourse.

MENTORING AND QUALITY ASSURANCE

Ellis et al. (2007) studied a campus based university’s process to manage quality assurance in online learning. These authors confirm the embedding of central management of resources for eLearning development and systematic and cyclical reporting on quality assurance. The authors also interject strategic projects that are piloted for ongoing reporting to contribute to institutional knowledge and sustaining quality. This vision very much aligns with more formal mentoring programs as there is a systemic ongoing observation process. This includes continual reflection by the observation group, annual review of the forms and criterion, identified research underway to measure efficacy of the mentoring process, and a continual focus on the institutional added value of such a structured faculty review.

The strength of systematic mentoring has been in imbedding opportunities for self guided reflection and learning by the instructor participating in the mentoring. According to Ciezki and Khar (2010) these types of self directed reflections and reviews benefit both employers and employees as they build a sense of ownership and motivation through communication and negotiation. In many ways self-directed learning allows employees to take responsibility and a level of personal investment. This unique combination of self reflection, dialogue, review of professional development topics and final summary in the formal mentorship provides a quality assurance process. Yet, it also provides a tier of support working with a faculty mentor, thus humanizing the process and helping to integrate the instructor’s perceptions of their online instruction with the actual criterion established by the system and institution. It also provides an objective observer who can clarify rationales for certain processes and best practices.

ADMINISTRATION CONCERNS ABOUT MENTORING

The intended result of formative mentoring reviews is to spark a structured dialogue between the mentee and the mentor. Formative reviews should be properly stored by administrative entities for institutional purposes. This does not mean that the mentoring information must be used for retention or staffing decisions. Rather, it can be used for professional development planning to better inform future mentorship. Opponents of archiving mentoring experiences and data argue that any sort of data collection threatens the open, no-stakes intention of mentoring. However, the potential benefits of data gathering outweigh these arguments. With proper data, institutions can better track return on investment of systems, assess trends and make appropriate adjustments to existing programs. Oftentimes, questions, suggestions and guidance on best online teaching practices dominate the subsequent mentoring discussions.

Schulte, Dennis, Eskey, Taylor, and Zeng (2012) found that reaction to the formative reviews can be as varied as the instructors of the various online courses which are taught. Some instructors can become very involved in the “back and forth” discussions (via phone, email or both) of the reviews and possible modifications of their teaching practices. Other instructors mistakenly view the formative reviews as “judgments” on their teaching. It is important for mentors to quell these misperceptions quickly and efficiently so that mentoring discussions could prevail.

One important element of mentoring is mentee self-reviews. Criteria for self-reviews and formative reviews must be congruent so that both instructor and evaluator are focusing on the same items during the same timeframe. While self-reviews should not be mandatory, they are strongly encouraged for reasons of professional development. Rich instructor input and acknowledgment of areas of strength or weakness through self-reviews is an excellent opportunity for reflection of teaching performance. The self-reviews are semi-confidential and are not viewed by the mentor. The instructor can choose to share self-reviews with the mentor if deemed appropriate to enhance understanding or mentoring needs.

CONCLUSION

The concern for professional development by faculty and budget constraints faced by administration when
addressing delivery of courses in higher education has increased the focus on mentoring. An effective mentoring program can have a positive influence on the faculty member, institution, students and stakeholders. In order to have a mentoring program that meets the goals and objectives of the organization, qualified mentors need to be recognized, trained and placed in mentoring positions.

It is recommended that further study in the area of mentoring should be conducted in three areas. A study should be conducted to determine the effectiveness of mentoring programs and the relationship of the amount of money spent on faculty development. Further research should be conducted to address the usefulness of faculty development programs with and without established mentoring programs. Finally, a study should be conducted of faculty members, those with and without online teaching experience, examining what the faculty needs to know in order to be effective online instructors. The research could be used for the assessment of current and future mentoring programs, thus influencing the professional development of faculty and the quality of instructional delivery.

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WHAT IS MARKETING? ACTIVE LEARNING USING COLLAGE

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REFEREED PAPER EXTENDED ABSTRACT

For many students the Principles of Marketing course is their first foray into the marketing field. As such, students have a wide range of preconceptions regarding the marketing discipline. As educators, seeking to make learning relevant to our classes, it is important to have a clear understanding of existing student knowledge of the discipline in order to (1) develop focus in the course, and (2) assess the effectiveness of the approaches utilized. This extended abstract describes a simple creative exercise that utilizes collage as a tool for student expression of feelings and impressions, as well as reflection and understanding of the question: “What is marketing?”

As a form of arts-based research, collage as a pedagogical tool provides the construction and generation of knowledge, as well as a way to represent knowledge. Collage, from the French verb coller, meaning to glue or to stick, is a versatile art form that involves gathering a variety of materials to create a single new composition. An open-ended task, collage promotes imagination and engages students to actively participate in their own learning. Collage is built on the interplay of fragments from multiple sources, whose piecing together creates resonances and connections that form the basis of discussion and learning. The process of creating a collage allows individuals to retrieve both verbal and nonverbal thoughts to allow a demonstration of both current knowledge and the expression of new ideas and associations as the assembly of the collage forces the individual to rearrange and rethink their initial ideas.

Prior to any introduction to the Principles of Marketing class, each student is asked to create a collage and then explain their reasons for the inclusion and arrangement of the collage components. The assignment asks students to “Create a collage that expresses how you feel about marketing and what you think about marketing. Do this BEFORE you read about marketing in the text or elsewhere.” It is often difficult for an individual to comfortably articulate feelings; projective techniques like collage can uncover this type of information indirectly without making the participant uncomfortable. To ensure that students are not constrained in constructing their collages, they are told that “you are free to use any materials you see fit to create your masterpiece.” The assignment guidelines emphasize that the aesthetic quality of the collage is not to be the emphasis, rather the desire for expression. “This is not a competition. I am looking for individual expression in the making of the collages rather than aesthetic quality.”

Students are asked to provide an explanation of each element of the collage they submit. Specifically, students are provided the following instructions:

“Once you have completed your collage, write a short (approximately 5 page, 1” margins, 12-font, double-spaced) explanation of each chosen visual element you utilized in the collage. In particular I am interested in why you choose and combine certain visual images and the meanings you associate with these images in relationship to marketing. Conclude the paper with your own personal definition of marketing (again – I do not want an official definition from some outside source – I want your ideas on what is marketing).”

The paper is a key component of this exercise because although the images that different students utilize may be similar, the meaning for each student may differ. In addition, unexpected understandings regarding the collage can occur when a written interpretation is included as part of the process.

Approaches to constructing the collages vary greatly. Some students provide what might be considered traditional approaches with magazine clippings, bits of colored papers, portions of other artwork, photographs and other found objects, glued or taped to a standard sized piece of paper. Many students focus exclusively on creating digital collages. Yet other students incorporate their own drawing, hand written text, or even develop 3-dimensional sculptural works such as constructed shopping bags, replete with ribbon handles and shredded tissue to mimic a consumer shopping experience.
experience. Allowing students to choose their own collage materials can open up a wide range of potential images and resources that may be viewed as relevant to completing the assignment. This also allows them more opportunity to adequately convey their insights. The freedom to self-gather materials and provide insight via reflection requires time. The author has found that making this a take-home project has worked much better than placing a strict in-class time limitation.

As introduced at the start of the 20th century by Georges Braque and Pablo Picasso, collage has generally been composed of a variety of materials and found objects glued to a piece of paper or canvas. Your students may use items such as magazine clippings, photographs, glitter, ribbons, or pieces of colored papers; or they may prefer utilizing the computer to create a digital collage. Traditional collage could be extended to also allow students to incorporate non-static electronic media into their creations, such as sound and video clips. Rather than individual student collages, for larger course sections the instructor could assign groups to collaboratively construct collages (i.e., collaboragage). Concerns with utilizing a group setting include the potential inhibitory influence on open expression of feelings and ideas that the presence of others may have on some group members. In addition, having to negotiate with other group members on the structure and images included in the final collage could possibly be limiting “What is marketing?” The presented collage assignment can be used to document the participant’s views, while also providing a basis for additional discussion and study. The teaching innovation outlined in this paper can clarify the field of marketing for students, encourage class participation, build enthusiasm for the course through student active participation in the learning process, and guide pedagogical action for the instructor. By revisiting the collages and their early interpretations at the conclusion of the course, closure is also provided as students are able to reflect on what and how much they have learned. As part of a holistic approach to student learning, collage as a technique to encourage students to uncover and express their feelings and beliefs can be applied across the marketing curriculum.

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ESTABLISHING A CURRICULUM RELEVANT TO THE NEEDS OF INDUSTRY: AN EXAMPLE FROM A SUPPLY CHAIN MANAGEMENT PROGRAM

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REFereed paper

Abstract

Successful organizations require people with a unique combination of skills administering their supply chains. Unfortunately these persons are continually in short supply because the curriculums offered by university Supply Chain Management programs are only partially meeting the needs of industry. The SCM faculty at Western Illinois University recently conducted an in-depth review of its program's curriculum, which included a survey of practitioners from organizations that actively participate in hiring students to fill internship and full-time positions. This paper demonstrates how the findings have been utilized to help establish an SCM curriculum that produces students attractive to a variety of companies.

Introduction

The expanding global environment requires an evolved type of Supply Chain Management (SCM) worker and firms are finding them in short supply (Culpepper and Winston 2009). One reason is the curriculums of SCM programs vary greatly across institutions with many not being aligned with emerging business paradigms (Ellis 2011; Neureuther and O’Neill 2011). The nature of SCM is that it is considered to include all areas of business as well as some external to the organization. Thus what exactly constitutes SCM and which courses are necessary to an SCM program are open to interpretation across both academia and business (Cope, Jones, Budden, and Root 2009). Into this void have entered programs attached to traditional disciplines such as marketing, operations, logistics, and/or information technology that do not consider SCM a distinct discipline and as a result are producing students not entirely attractive to industry (Bearth 2010).

Mawhinney (2009) found that though approaches to SCM vary based on academic discipline or industry perspective, SCM executives maintain there is a fundamental set of topics crucial to SCM career success. A level of mastery across all is not considered a requirement of students, but they should enter the marketplace with a general/working knowledge of many of them. Some of the studies cited to this point contend that each SCM program should conduct continuous investigation of its regional industry clientele’s needs to uncover what skill set would make their graduates most attractive as employees. The SCM faculty at Western Illinois University (WIU) has been doing this on an informal basis for several years. The remainder of the paper describes their process in taking a more structured approach now and into the future.

Methodology

An SCM program should attempt to incorporate as many of the various perceptions of SCM as possible. The knowledge that students need to be exposed to across their coursework can generally be delineated as: (1) general business skills, (2) SCM-related operational skills, and (3) management/leadership skills. More specifically the core skills, capabilities, and mind-sets needed to insure eventual achievement include: extensive functional knowledge in the areas of logistics and operations; analytic, decision-making, and problem-solving skills; people and leadership skills; and international SCM, among others (Dischinger et al. 2006; Mangan and Chris-
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topher 2005; Tracey and Smith-Doerflein 2001). Given
the numerous topic areas (e.g., finance, multimodal
logistics, project management) included within these
categories, it is not surprising various university pro-
grams have focused more attention on some over others.

The WIU survey included thirty-seven subject/topic
areas. They were drawn from various studies cited in this
paper, from the topics covered by WIU’s and other SCM
programs, and input from the SCM Advisory Board at
WIU. This set covers multiple concepts, which was done
to keep the instrument to a reasonable length while at the
same time capturing valuable information. (One study
suggested there are seventy-eight core SCM concepts
fundamental to career success.) The topics were pre-
sented in random order on the actual survey.

There were thirty respondents to the survey, a large
enough sample to enable basic statistical analysis. All
were associated with companies actively engaged in
recruiting WIU students for positions in SCM. These
companies range in size from Fortune 50 to companies
with annual sales of only $100 million, and varied from
heavy manufacturing to agricultural to service industries.
Respondents included SCM managers who participate in
the hiring of new talent and others chosen by each
participating company. Most of the companies have
some international exposure. The survey was conducted
using both paper and electronic forms. Participants were
asked to rate the importance of each topic (1 = Not
Important, 2 = Little Importance, 3 = Moderately Impor-
tant, 4 = Important, 5 = Very Important) not in relation-
ship to each other, but rather as to its individual signifi-
cance to the future success of WIU students seeking a
career in SCM. Additional input or comment was encour-
gaged; including a rating for any additional topic(s) they
felt was missing.

FINDINGS

The thirty-seven topics were intuitively placed in
five groups. They are listed in Table 1 ranked by the
group mean per the thirty usable responses regarding the
undergraduate program. Only fifteen of the respondents
provided usable responses regarding the MBA SCM
Concentration, so while data for it is provided, the statis-
tical analysis is focused on the undergraduate category.

The data in Table 1 provides support that SCM
graduates should enter the marketplace with a working

<table>
<thead>
<tr>
<th>Group Label</th>
<th>Items/Topics</th>
<th>Group Mean: Undergrad</th>
<th>Group Mean: MBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>People Skills</td>
<td>5</td>
<td>4.2</td>
<td>4.4</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>8</td>
<td>3.8</td>
<td>3.9</td>
</tr>
<tr>
<td>Traditional Logistics</td>
<td>9</td>
<td>3.5</td>
<td>3.4</td>
</tr>
<tr>
<td>Traditional Operations</td>
<td>9</td>
<td>3.3</td>
<td>3.4</td>
</tr>
<tr>
<td>Conceptual-Philosophical</td>
<td>5</td>
<td>3.2</td>
<td>3.2</td>
</tr>
</tbody>
</table>

Scale: 1 = Not Important, 2 = Little Importance, 3 = Moderately Important, 4 = Important, 5 = Very Important

<table>
<thead>
<tr>
<th>People Skills Topics</th>
<th>Undergrad Rating</th>
<th>MBA Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership skills</td>
<td>4.6</td>
<td>4.8</td>
</tr>
<tr>
<td>Interpersonal communication skills</td>
<td>4.5</td>
<td>4.4</td>
</tr>
<tr>
<td>Building and working in teams</td>
<td>4.3</td>
<td>4.2</td>
</tr>
<tr>
<td>Managing relationships across the supply chain</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Hiring-Evaluating-Managing-Mentoring People</td>
<td>3.5</td>
<td>4.1</td>
</tr>
</tbody>
</table>

Scale: 1 = Not Important, 2 = Little Importance, 3 = Moderately Important, 4 = Important, 5 = Very Important
knowledge of each skill set as each has an overall rating \( \geq 3.2 \). The grouping of people skills is rated as above “important” and will be the first examined in more detail.

Skill Grouping #1: People Skills

The notion of the people involved being critical to the successful execution of the key supply chain processes is not new (Brewer and Speh 2000; Manheim1999; Maylett and Vitasek 2007; Ou, Liu, Hung, and Yen 2010). The importance of “people skills” as delineated by the five topics shown in Table 2 is frequently mentioned as being critical to a successful career in SCM. SCM professionals must have the capability to lead inter- and intra-organizational collaboration by taking a process approach in working with diverse parties to achieve chain improvements.

Multiple t-tests were conducted to determine if the mean ratings of the topics concerning the undergraduate category were significantly different at \( \alpha = 0.05 \). The bottom topic in Table 2 is perceived by the thirty respondents as significantly less important to the future success of WIU students seeking a career in SCM than each of the four topics above it. Nonetheless the Hiring-Evaluating-Managing-Mentoring topic had a 3.5 rating which places it in the moderately important to important range. The central finding is WIU needs to insure SCM students are receiving adequate exposure to all five topics.

Skill Grouping #2: Technical Skills

The importance of the “technical skills” shown in Table 3 is also mentioned often in studies and reports. Negotiation skills are frequently referred to and could have been placed under multiple categories, but seemed to fit best here.

The top two topics in Table 3 are perceived as being significantly more important to the future success of WIU undergraduate students than the remaining seven. Each of the next set of three topics is perceived as being significantly more important than the ones below them, and so on. The ability to apply calculus was not perceived as especially important. The group mean for Technical Skills provided in Table 1 therefore does not include this topic.

The relatively low rating for IT in SCM is somewhat surprising. However, the general consensus appears to be SCM students need to be aware of how to apply IT to the benefit of the chain, but do not require in-depth knowledge as to the details of how it functions. Some of the respondents’ comments indicated that while students should have some general knowledge concerning RFID, ERP, and so forth, they will need to learn the particular firm’s system thoroughly regardless. Furthermore these technologies are constantly evolving, so extensive experience with any one system, while helpful, may be time better spent on other subjects.

Skill Grouping #3: Traditional Logistics

Despite the proliferation of programs labeled SCM, many businesses continue to experience a shortage of applicants with even basic knowledge concerning the customary logistics functions listed in Table 4. One consequence is they lack an adequate understanding of what occurs upstream or downstream in a supply chain (Bearth 2010).

<table>
<thead>
<tr>
<th>Technical Skills Topics</th>
<th>Undergrad Rating</th>
<th>MBA Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business communication skills</td>
<td>4.5</td>
<td>4.6</td>
</tr>
<tr>
<td>Critical problem solving skills</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Decision making techniques</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Negotiation skills</td>
<td>3.8</td>
<td>3.9</td>
</tr>
<tr>
<td>Statistical computing: Spreadsheets-Databases</td>
<td>3.8</td>
<td>3.7</td>
</tr>
<tr>
<td>Make-Buy decision making</td>
<td>3.2</td>
<td>3.4</td>
</tr>
<tr>
<td>IT in SCM: RFID, CPFR, ERP, E-Commerce</td>
<td>3.2</td>
<td>3.4</td>
</tr>
<tr>
<td>Costing models</td>
<td>3.1</td>
<td>3.3</td>
</tr>
<tr>
<td>Applying calculus in business situations</td>
<td>2.1</td>
<td>2.6</td>
</tr>
</tbody>
</table>

Scale: 1 = Not Important, 2 = Little Importance, 3 = Moderately Important, 4 = Important, 5 = Very Important
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Table 4. Topic Ratings – Traditional Logistics

<table>
<thead>
<tr>
<th>Traditional Logistics Topics</th>
<th>Undergrad Rating</th>
<th>MBA Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation management</td>
<td>3.9</td>
<td>3.4</td>
</tr>
<tr>
<td>Procurement and purchasing</td>
<td>3.7</td>
<td>3.8</td>
</tr>
<tr>
<td>Customer service, order fulfillment, after-sale support</td>
<td>3.6</td>
<td>3.8</td>
</tr>
<tr>
<td>Warehousing and materials management</td>
<td>3.6</td>
<td>3.0</td>
</tr>
<tr>
<td>Global logistics: sourcing, transportation, packaging</td>
<td>3.5</td>
<td>3.3</td>
</tr>
<tr>
<td>Inventory control: EOQ, MRP, DRP, safety stock</td>
<td>3.5</td>
<td>3.3</td>
</tr>
<tr>
<td>Logistics network design</td>
<td>3.5</td>
<td>3.8</td>
</tr>
<tr>
<td>Inventory philosophies and theory</td>
<td>3.4</td>
<td>3.5</td>
</tr>
<tr>
<td>Global SCM: documents, payment, Incoterms, insurance</td>
<td>3.1</td>
<td>2.9</td>
</tr>
</tbody>
</table>

Scale: 1 = Not Important, 2 = Little Importance, 3 = Moderately Important, 4 = Important, 5 = Very Important

Table 5. Topic Ratings – Traditional Operations Management

<table>
<thead>
<tr>
<th>Traditional OM Topics</th>
<th>Undergrad Rating</th>
<th>MBA Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project management</td>
<td>3.8</td>
<td>4.2</td>
</tr>
<tr>
<td>Demand forecasting and planning</td>
<td>3.8</td>
<td>3.7</td>
</tr>
<tr>
<td>Capacity planning</td>
<td>3.5</td>
<td>3.6</td>
</tr>
<tr>
<td>Process analysis and selection</td>
<td>3.5</td>
<td>3.6</td>
</tr>
<tr>
<td>Master scheduling, available-to-promise</td>
<td>3.2</td>
<td>2.9</td>
</tr>
<tr>
<td>Quality control, including six-sigma</td>
<td>3.2</td>
<td>3.4</td>
</tr>
<tr>
<td>Production scheduling</td>
<td>3.1</td>
<td>3.0</td>
</tr>
<tr>
<td>Aggregate planning</td>
<td>3.0</td>
<td>3.1</td>
</tr>
<tr>
<td>Facility location and design</td>
<td>2.8</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Scale: 1 = Not Important, 2 = Little Importance, 3 = Moderately Important, 4 = Important, 5 = Very Important

The final topic in Table 4 is perceived as being significantly less important than those above it. Nonetheless its ratings imply it is at a minimum somewhat important to the future success of WIU SCM students. Increases in international operations call for a capacity to offer products and services that are relevant to the local region. This in turn has pushed a good deal of decision-making to the tactical level. Thus the firms that hire students from WIU’s SCM programs expect them to possess at the very least a working knowledge of many of the topics in Table 4. It was valuable to find justification for retaining a semester-long elective class in Warehousing and Material Handling (rating of 3.6) as many SCM programs do not offer one.

Skill Grouping #4: Traditional Operations Management

Topics traditionally regarded within the realm of operations continue to be considered as essential for coverage in a legitimate SCM program: production planning, forecasting, flow and process management, and the others listed in Table 5 (Cope et al 2009). The top four topics are perceived as being significantly more important to the future success of WIU students than those remaining. However these five at a minimum are somewhat important to the future success of WIU students and require an adequate level of cover-
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Validation is provided here for the addition of a Project Management class in fall of 2011, which had been suggested in the past by some industry partners. Its rating is not only the highest among the Operations Management topics, but also enables substantive coverage of other highly rated topics such as leadership, business communication, critical problem solving, and interpersonal communication skills, as well as building and working in teams.

Skill Grouping #5: Conceptual/Philosophical

The SCM worker required by the global environment needs an expanded set of conceptual or “soft” skills in areas such as new product design and launch, a broad understanding of the needs of supply chain stakeholders via a holistic systems approach, value creation through collaboration, environmental-sustainability issues, and conceptualizing and implementing supply chain solutions based on leading-edge best practices (Leach 2011; Neureuther and O’Neill 2011). The five items listed in Table 6 were included in the survey to capture the importance of this category of knowledge.

The relatively low rating for Sustainable/Green SCM is surprising. One function of academics is to inform industry practitioners of trends/subjects that should be of interest to them. This topic is one where WIU will continue to provide adequate exposure to our students to enable them to help their employers to move forward in this critical area.

UTILIZING THE SURVEY FINDINGS

The main objective in conducting the survey was to obtain feedback from organizations actively recruiting WIU’s SCM students as to the set of skills that would make them most attractive as employees. Utilization of the findings entailed cross-listing the topics with a rating 3.0 with WIU’s undergraduate courses to evaluate the adequacy of topic coverage. A portion of this matrix may be found in Table 7. Please note that the Business Core courses required of every business student are not included in this analysis, though perhaps they will be in the future.

A topic coverage knowledge level of “M” on the matrix is an indication that exposure to the topic is provided that meaningfully contributes to a level of mastery in the context of undergraduate education via lecture, assignments, exercises, and/or readings. A “W” is an indication that exposure to the topic is provided that meaningfully contributes to a working level of knowledge. An “L” is an indication that exposure to the topic is provided that meaningfully contributes to a light (i.e., introductory) level of knowledge. While an inexact process, this allowed the WIU SCM faculty to evaluate the overall coverage of a topic in the context of its rating in a structured manner and to make any needed adjustments.

PROVIDING A PRACTICAL FOUNDATION

Faculty involvement in developing a curriculum relevant to industry goes beyond testing and evaluating particular course content in the context of industry needs. SCM programs in particular are prone to overemphasizing academic subject matter at the expense of pragmatic content (Mangan and Christopher 2005). The matrix referred to above provides an indication of WIU’s “formal” scholastic exposure to these topics. Just as importantly, in-class exercises, projects, and other assignments that are grounded in real world encounters are incorporated in the curriculum. One way this is accomplished is by hiring only faculty with substantial industry experience who consistently inject strong practical content. Themes such as collaboration, good report writing, sound

<table>
<thead>
<tr>
<th>Conceptual/Philosophical Topics</th>
<th>Undergrad Rating</th>
<th>MBA Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Quality Management</td>
<td>3.4</td>
<td>3.4</td>
</tr>
<tr>
<td>Outsourcing and third-party providers</td>
<td>3.4</td>
<td>3.6</td>
</tr>
<tr>
<td>Collaborative product, process development</td>
<td>3.2</td>
<td>3.2</td>
</tr>
<tr>
<td>JIT-lean supply-TOC</td>
<td>3.2</td>
<td>3.0</td>
</tr>
<tr>
<td>Sustainable – Green SCM</td>
<td>2.8</td>
<td>2.9</td>
</tr>
</tbody>
</table>

Scale: 1 = Not Important, 2 = Little Importance, 3 = Moderately Important, 4 = Important, 5 = Very Important
decision-making, continuous learning, and becoming a solid SCM professional are emphasized in every aspect of the program.

A second means of providing pragmatic learning opportunities and exposure to different points of view are on-campus clubs (Culpepper and Winston 2009). The WIU SCM Student Club is an active group that sponsors numerous interesting speakers as well as field trips at little to no expense to members. It functions as a clearinghouse for information regarding scholarships, and internship and/or full-time job opportunities. Most importantly it provides its members – particularly its officers – the chance to further develop their interpersonal, organizational, and leadership skills in a practical setting.

Finally, the most effective means of tying an SCM curriculum back to industry is via internships (Bearth 2010; Neureuther and O’Neill 2011). A common complaint of SCM managers is the lack of a mix of educational background and hands-on experience when hiring new personnel (McCrea 2012). WIU responded to the recommendation of industry clientele several years ago by installing a required for-credit internship. The structured internship package is project based and includes proposals and written reports jointly agreed upon by the student, his/her company supervisor, and WIU.

Students are encouraged to complete multiple internships though only one is required to be granted a degree. The Introductory SCM course was moved from a junior-level class to the sophomore level to help facilitate this. Some students complete it their freshman year, enabling them to experience three diverse internships during the course of earning their degree.

### FUTURE PLANS

The survey will be continuously refined and conducted on an ongoing basis, as will the revisiting of the topics ratings/course content matrix. The survey will be administered in person at our annual SCM Day activity, a career fair and networking event, in Macomb and Moline to enhance participation. These provide an excellent opportunity to ascertain what skill set will make our students as attractive as possible to industry. They also function as a forum for WIU to help make practitioners more aware of advancements in academia of interest to them.

### REFERENCES


Refereed Papers


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MOTIVATORS AND DETERRENTS TO STUDY ABROAD: A STUDY OF U.S., NORWEGIAN, AND SWEDISH UNDERGRADUATE MARKETING MAJORS

Janice M. Payan, University of Northern Colorado
Göran Svensson, Oslo School of Management and Halmstad University
Nils M. Høgevold, Oslo School of Management

REFERENCE PAPER EXTENDED ABSTRACT

Study abroad students accrue important intercultural competencies critical to the ever-expanding global marketplace. There is no empirical data that elucidates the underlying factors important to the study abroad by undergraduate students majoring in marketing. Based on the literature, data from the USA, Norway, and Sweden is collected to conduct a factor analysis of the motivators and deterrents to study abroad. The sample for this study included a survey of 512 undergraduate students from all three countries indicating that they were marketing majors. The factor analyses of all three countries, combined, and for all three countries, separately, all reveal the same pattern. As hypothesized, the motivators all load on one factor (i.e., fun, different culture, personal development, different language, and broadened career opportunities). The deterrents load on three separate factors including: (1) relationships and commitments (family, friends, and work), (2) country concerns (culture, language, safety), and (3) economic concerns (finances, graduation delays).

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USING STUDENT EVALUATIONS TO IMPROVE TEACHING

Paul E. Kotz, St. Catherine University
Anna N. Scaramuzza, St. Catherine University

REFEREED PAPER

ABSTRACT

Research indicates that evaluations can be used to improve teaching and delivery methods. The insights provided are useful to assist teachers to understand students better and improve as an educator. The authors will begin by reviewing questionnaire structure, examples of questions, and typical responses. A comparison of summative and formative methods of evaluation will provide guidance about how evaluations are used to recognize teaching success, illuminate gaps, and collect department benchmarking data. Through this exploration, there will be specific emphasis on closing the gap between an educator’s intentions and their impact on student learning.

INTRODUCTION

Evaluations are valuable. To the teacher, feedback provides evidence of effectiveness as an instructor and mentor. For the student evaluator, it provides a chance to be heard and reflect on learning and development. According to Mathers, Oliva, and Laine (2008), “The research clearly shows a critical link between effective teaching and students’ academic achievement.” Teaching evaluations effectively provide a means to enhance learning outcomes for students and professional development for educators by creating a bridge between the intentions and impact of teaching pedagogy. This bridge can be crossed by educators who are intentional about reflecting on strengths and weaknesses in areas where educators can improve. The intent of this study is to show how student feedback is a vital component to ensuring that educators reach students. It follows to say that when educators understand their students, there is a unique opportunity to drive students toward excellence in their field of study.

According to Suskie (2009), evaluation is defined in a variety of ways. One perspective equates it with judgment; evaluation is using assessment information to make an informed judgment on such things as: whether students have achieved the learning goals established for them; the relative strengths and weaknesses of teaching and learning strategies; and what changes in goals and teaching learning strategies might best serve the needs of your students. A second approach to evaluation determines the match between intended outcomes and actual outcomes (Suskie, p. 12). The content and design of a thoughtful evaluation form can coach us to reach our best practices as teachers and educators. If approached with formative intentions, an evaluation form can be an honest assessment of classroom performance that can be used to modify delivery, content, and even help us to curb personality attributes and habits that interfere with student learning.

DESIGNING STUDENT EVALUATIONS

By design, teaching evaluations identify and measure the instructional strategies, professional behaviors, and delivery of content knowledge that affect student learning (Danielson and McGreal 2000; Shinkfield and Stufflebeam 1995). Alternatively, the summative approach can determine the impact we have had on a particular class, the pedagogical tools we may possess, and the improvements we can make for future course content. As a candidate in personnel decisions, your institution will rely on these summative evaluations to make a final decision on factors such as salary, tenure, personnel assignments, transfers, or dismissals (e.g., Barrett 1986). Teaching evaluations that serve both summative and formative purposes are utilized by administrators to retain and improve teaching of faculty members in anticipation of a tenure review. When coupled, formative and summative evaluations can be powerful tools for informing decisions about teachers' professional development (e.g., Nolan and Hoover 2005) as
Designing an evaluation form based on the intended uses of the feedback improves the utility of the student perspective. Utilizing guidance from the U.S. Department of Education, evaluation policies for the Midwest region (Brandt et al. 2007) suggest only one third of the recommended questions identify teacher behaviors and characteristics. Interestingly, most require the evaluation to measure content and pedagogical knowledge, classroom management skills, ability to effectively prepare a lesson, and the extent to which teachers fulfill their professional responsibilities. Only one half of the policies required an assessment of how well teachers use student progress to inform their teaching (p. 4). If we intend to capture a snapshot of our teaching, the lens of the student evaluator can ideally measure communication style, pedagogical ability, and if we have been successful conveying information meaningfully. As an educator, our course goals converge around students’ capacity to reach their full academic potential. The formative results we receive from student feedback can enhance this capacity for teachers. The following remarks are actual results from teaching evaluations and demonstrate the utilization-focused design of teaching evaluation forms.

Table 1. Questions for Undergraduate Students

Closed-Ended Questions Are Posed on a Likert Scale Ranging from 1 (Needs Improvement) – 5 (Excellent)

(a) conveys a genuine interest in students  
(b) provides or refers me to relevant information in response to my questions  
(c) organizes and/or presents course materials in a clear manner  
(d) has well developed communication skills  
(e) shows enthusiasm for the subject matter and learning  
(f) is well prepared  
(g) encourages my involvement in class activities  
(h) raises challenging questions or issues  
(i) clearly communicates course expectations, assignments, grading standards and policies  
(j) fairly administers course policies  
(k) is accessible by appointment or otherwise  
(l) provides helpful feedback  
(m) promotes a safe learning environment respectful of diversity  
(n) creates a learning environment where I feel free to ask questions and express opinions  
(o) explains course materials by relating them to familiar concepts and experiences  
(p) returns test papers and other assignments in a timely manner  
(q) overall instructor effectively facilitates my learning
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Evaluations for Undergraduate Students

In teaching undergraduates in a Principles of Management course, students elevate the thoughtfulness and articulation of their learning needs, which coincide with more elevated expectations of teaching and course content. It is typical in this University to receive feedback in a number of closed response questions graded on a Likert scale from 1 to 5. Closed-ended items are valuable to compare results across multiple terms, among different instructors, and address the utility of specific pedagogical methods in the classroom.

The department and instructor can utilize these summative results to compare performance to faculty peers, other sections of the course and the norms of the department. This quantitative data provides faculty with the option to rank order averages of these criteria and proves useful in understanding the perception of students about classroom effectiveness on standards one hopes to achieve.

Through this rich feedback process, educators can begin to understand their level of preparedness, the ability to integrate management aspects of current events to course discussions, and whether a particular assignment, such as the “interview a manager paper,” was a good experience or not for students. Students tend to respond positively to reflection papers, open discussions hearing about the current news, seeing a written agenda on the board every session, and commenting on factors that contribute to their motivation level. Students will let you know if you helped them to think more globally. Students at this level, will also let you know if you’ve created a welcoming and warm accepting environment, as they are also concerned with their own comfort level.

Students let you know whether the blend of PowerPoint, lectures, discussion, and group activities are balanced.

Today’s student is much more apt to appreciate power points that are posted on Blackboard or D2L, versus going through these in class. Students also appreciate being able to get feedback through electronic e-mail discussions. Another facet is whether knowledge of the subject matter is apparent. The use of video in conjunction with lectures and group activities seems to provide a richer experience for the student. Whether you use YouTube, or another medium such as a management decisions video – students really like the visual experience. You may find that you will also receive positive feedback for the use of the StrengthsFinder© assessment to enhance students’ knowledge of themselves.

When asked why, “learning I did in this course is/is not important,” students comment that they get a better understanding of principles in management, and these principles give the foundational base for them to build on future classes and apply directly to their workplace. They like their teacher to connect concepts learned in marketing, management, planning, decision making, organizing, and leadership with current uses in organizations. Some students say prior to taking this course that they had no background or interest in management – and now they do. They let you know if the subject is relevant to them and if they have developed the varied and specialized skills to be a good manager. Finally, some students say that it allows validation, both personal and professional, that resonates within them and allows them to apply this to other situations.

Additionally, though it may not be required in your workplace, the evaluation method which provides the

Table 2. Questions for Graduate Students

Open-Ended Questions Allow Students to Respond Freely to the Following Prompts:

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) aspects of this course or instructor that help my ability to be actively involved with the course content and learning process</td>
<td></td>
</tr>
<tr>
<td>(b) uses of technology that assist in learning</td>
<td></td>
</tr>
<tr>
<td>(c) aspects of this course or instructor which have decreased my ability to be actively involved with the course content and learning process</td>
<td></td>
</tr>
<tr>
<td>(d) learning in this course is/is not important to me</td>
<td></td>
</tr>
<tr>
<td>(e) comments on this course, your learning, or the instructor’s teaching effectiveness</td>
<td></td>
</tr>
</tbody>
</table>
As educators, our analysis of feedback can affect our own professional expectations of teaching. Although these examples provide insight into the validity and honesty of student evaluations of teaching, there are factions of teachers and professors who believe student ratings should be discredited. Some faculty members argue that if you grade leniently or students have the impression you will, then evaluation scores will be higher.
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for the instructor (Bain, p. 172). According to research conducted by the IDEA Center, evaluation biases denied that variables such as faculty age and experience, research productivity, gender of the instructor, and personal characteristics have an effect on teaching evaluations; rather, faculty expressiveness and enthusiasm did produce higher student ratings and higher student test scores (Benton and Cashin 2010, p. 6–7). It has also been shown that general requirement courses tend to give slightly lower ratings versus elective courses (Bain, p. 171). Behind this finding lurks the possibility that students may not have acceptable notions of what counts as good learning in order to accurately rate faculty performance (Bain, p. 165).

Alternatively, Guolla (1999) states that the factors that contribute to course and instructor satisfaction can be strongly related to one another. For example, learning was strongly related to course satisfaction and instructor enthusiasm was strongly related to instructor satisfactions. This method of advanced analysis of feedback results provides a link between instructor intentions and learning impact. By knowing our students better, educators have the opportunity to adjust practices which provide students with a more fulfilling learning experience.

For example, the results of item (a) in Table 1 (provides helpful feedback) can demonstrate the connection between teaching intent and teaching impact. Scholarly results show that if feedback is timely and frequent, students respond favorably to a teacher that provides feedback. Combined with research on the scholarship of teaching and learning, if feedback for students focuses on progress, rather than mastery and grades, student learning improves (Kuh 2010, p. 84). Knowing these details can provide the knowledge for an educator to systematically alter classroom practices which may result in higher evaluations from future students. The feedback from the students’ allow teachers to measure the impact of the practices they bring to the classroom.

Although student learning ranks high on the faculty agenda, when it comes time to evaluate entirety of faculty work, administrative evaluators in essence say: “Thank you for doing all that, but for now, just show me how many publications you had this year and what your student evaluation scores are” (Fink 2003, p. 209). If the real mission of the college or university is to publish, with teaching being a secondary focus, an evaluation form will serve a different purpose; Fink (2003) goes on to say that we need to consider two fundamental questions related to faculty work: What does the institution really need faculty to be doing? And secondly, how can we encourage faculty to do that, in a way that meets the institution’s needs and faculty needs at the same time? (p. 209). There is no doubt that teaching, research and creative activity, serve to attract and retain accomplished faculty and students for an institution, and contribute to scholarship and service outside the organization; professional development for the faculty is an essential component to develop accomplished faculty (Fink, p. 212) capable of meeting the demands of institutional faculty tenure and evaluation standards in the post-secondary environment.

CONCLUSION

As educators, there is no doubt one student evaluator may not like how you present material, organize the course, handle discussions in class or provide negative feedback because of a personality style difference. Though this will always be the case, all educators who desire honest feedback need to be open to hearing about the good, the bad, and the ugly interpretations from student evaluations. By closing the gap between a teacher’s intentions and how students experienced a course, teachers can improve their delivery and ability to connect with their students. One of the major aims of education is to provide knowledge. But, as Herbert Spencer astutely remarked: “The great aim of education is not knowledge, but action.” (Carnegie 1936). This analysis shows that student evaluations can serve as a springboard for instructors to examine and improve teaching skill and pedagogy.

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A SYNTHESIS OF BEST ADMINISTRATIVE PRACTICES CONCERNING STUDENT EVALUATIONS OF TEACHING

William C. Martin, University of North Dakota

REFEREED PAPER

ABSTRACT

While the research regarding student evaluation of teaching (SET) is voluminous, there is no synthesis of the best practices regarding the use of SETs. This manuscript aims to fill this gap. University administrators need an understanding of the many factors known to influence SETs and should accordingly provide council to instructors regarding SETs. Use of SET data should be judicious since the data are highly contextual. Utilizing mean levels of SET scores and comparing instructors on the basis of SETs is problematic. Lastly, administrators should use SETs for formative, not managerial (i.e., personnel, promotion, and tenure), purposes.

INTRODUCTION

Few topics in higher education have elicited greater interest, concern, and research than student evaluations of teaching (SETs). SETs have become the most predominant means for assessing the quality of instruction provided by university educators (Wilson 1998), despite much research that has called into question the validity of SETs. Thorough and recent reviews of the research which has examined factors that influence SETs are available, but no synthesis of the literature as it specifically pertains to how SETs should be used by university administrators has been provided. Given the voluminous nature of the research concerning SETs, university administrators may well be unaware of the most appropriate practices concerning the implementation and utilization of SETs. It is the objective of this research to fill this gap by providing a synthesis of the best administrative practices regarding SETs set forth in the literature.

The remainder of this manuscript is laid out as follows. First, a review of the factors affecting SETs is provided in order to provide the necessary background for the prescriptive actions that follow. Next, the literature that specifically pertains to university administrators’ use of SETs is discussed. Lastly, areas where future research is needed are provided.

VARIABLES INFLUENCING STUDENT EVALUATIONS OF TEACHING

Meta-analyses of the SET literature have generally identified three main categories of variables known to impact on SETs: student-related, course-related, and instructor-related variables (Pounder 2007). The most widely studied of these variables are shown in Table 1.

A number of student-related variables have been found to influence SETs. These include students’ age, gender, academic experience, and class attendance. More influential are students’ motivation to enroll in the course, their self-perceived effort and learning, their enjoyment of course content, and their mood on the day of the SET administration. Potentially the most influential student-related variable concerns the provision of falsified data. Students estimate that approximately thirty percent of SET responses are untrue (Clayson and Haley 2011).

Course-related variables have received the most attention by researchers. Factors including class size, whether the course is required, the discipline of the course, the content of the course, and students’ preexisting interest in the course have all been found to influence SETs. However, the most widely researched antecedent to SETs is grades. The overwhelming majority of studies examining grades and SETs have found that higher
### Table 1. Selected Variables Known to Influence SETs

<table>
<thead>
<tr>
<th>Variable</th>
<th>Source(s)</th>
<th>Effect on SETs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student-Related Variables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>Bachen et al. (1999)</td>
<td>Female students rate female instructors higher on SETs</td>
</tr>
<tr>
<td>Age</td>
<td>Spooren (2010)</td>
<td>Positive</td>
</tr>
<tr>
<td>Academic Experience</td>
<td>Holtfreter (1991); Marsh (1984)</td>
<td>More experienced students give higher SETs</td>
</tr>
<tr>
<td>Provision of False Data</td>
<td>Clayson and Haley (2011); Crumbley et al. (2001)</td>
<td>Mixed; students that like or want to protect the instructor give false positive SETs; students that dislike or want to hurt the instructor give false negative SETs</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>Brockx et al. (2011); Spooren (2010)</td>
<td>Positive</td>
</tr>
<tr>
<td>Self-Perceived Effort</td>
<td>Heckert et al. (2006)</td>
<td>Positive</td>
</tr>
<tr>
<td>Self-Perceived Learning</td>
<td>Patrick (2011)</td>
<td>Positive</td>
</tr>
<tr>
<td>Enjoyment of and Stimulation by Course Content</td>
<td>Remedios and Lieberman (2008)</td>
<td>Positive</td>
</tr>
<tr>
<td>Motivation to Enroll in Course</td>
<td>Stewart et al. (2007)</td>
<td>Positive</td>
</tr>
<tr>
<td>Mood</td>
<td>Munz and Fallert (1998)</td>
<td>Students in a positive mood give higher SETs</td>
</tr>
<tr>
<td><strong>Course-Related Variables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades</td>
<td>Barnes et al. (2008); Brockx et al. (2011); McPherson et al. (2009); Spoor en and Mortelmans (2006)</td>
<td>Generally, higher grades are associated with higher SETs</td>
</tr>
<tr>
<td>Grade Distribution</td>
<td>Matos-Diaz and Ragan (2010)</td>
<td>Narrow grade distributions lead to higher SETs</td>
</tr>
<tr>
<td>Class Size</td>
<td>Feldman (1984); Holtfreter (1991)</td>
<td>Smaller classes lead to highest SETs, but an inverted U relationship exists whereby large classes receive relatively high SETs</td>
</tr>
<tr>
<td>Required Course</td>
<td>Aleomoni (1989)</td>
<td>Required courses lead to lower SETs than elective courses</td>
</tr>
<tr>
<td>Discipline</td>
<td>Luna et al. (2011)</td>
<td>SETs vary substantially across disciplines</td>
</tr>
<tr>
<td>Controversial Content</td>
<td>Boatright-Horowitz and Soeung (2009)</td>
<td>Negative</td>
</tr>
<tr>
<td>Preexisting Interest in Course by Student</td>
<td>Francis (2011); Persons (2007)</td>
<td>Positive</td>
</tr>
</tbody>
</table>
grades in a course are associated with higher SETs. While the correlation between grades and SETs has generally been found to be small to moderate in size, it appears that the negative impact of low grades on SETs is stronger than the positive impact of high grades (Zabaleta 2007). Three explanations as to why this association between grades and SETs exists have been put forth (Spooren 2010). First, quality teaching may result in higher grades and, consequently, higher SETs (Marsh 1987). Second, students who are more motivated and interested in course content at the outset of the course are more likely to earn higher grades and to rate their instructors positively (Marsh 1987). Third, students may like instructors who give them high grades and dislike instructors who give them low grades (Clayson et al. 2006; Crumbley and Reichelt 2009). This latter explanation appears to be the most widely accepted among researchers (Pritchard and Potter 2011) and especially among university instructors (Mukherji and Rustagi 2008).

Instructor-related variables are potentially responsible for the majority of the variance in SETs, particularly instructor personality, which consistently appears to have a larger impact on SETs than any other variable (Feldman 1986; Jackson et al. 1999). In one study, instructor personality accounted for more than half of the variance in SETs (Clayson 1999). Instructors’ rapport with students also seems to coincide with other factors that can improve teaching quality, such as instructor enthusiasm and facilitation of class discussion (Jackson et al. 1999). However, amiable instructors tend to receive high SETs regardless of their knowledge of the subject matter or the discipline (Abrami et al. 1982).

Research has also found that many instructors employ various types of manipulation tactics, such as dismissing class early or providing food to students, or grade inflation in an attempt to garner higher SETs. In particular, grade inflation may have potentially detrimental social consequences (Valsan and Sproule 2008). A recent study found that over half of the professors surveyed knew of other faculty who had lowered their teaching standards in an effort to garner higher SETs (Crumbley and Reichelt 2009).

### VALIDITY OF STUDENT EVALUATIONS OF TEACHING

The validity of SETs has been debated from their inception. While some research asserts that SETs are valid measures of teaching quality (Marsh and Roche 1997; Remedios and Lieberman 2008), most research has not found a strong link between student learning and SETs (Clayson 2009; Pounder 2007). Meta-analyses have indicated that student achievement accounts for only ten to fifteen percent of the variance in SETs (Cohen 1983; McCallum 1984).

---

**Table 1. Selected Variables Known to Influence SETs (Continued)**

<table>
<thead>
<tr>
<th>Instructor-Related Variables</th>
<th>Grade Inflation</th>
<th>Manipulation Tactics</th>
<th>Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructors who lower their evaluation standards are often “rewarded” with higher SETs</strong></td>
<td>Hocutt (1987); (1988); Martin (1998); Simpson and Siguaw (2000)</td>
<td>Emery (1995); Simpson and Siguaw (2000)</td>
<td>Clayson (1999); Feldman (1986); Jackson et al. (1999)</td>
</tr>
<tr>
<td><strong>Various instructor activities with little, no, or even negative educational value (i.e., dismissing class early) can lead to higher SETs</strong></td>
<td></td>
<td></td>
<td>Instructor likeability is potentially the strongest antecedent of SETs</td>
</tr>
<tr>
<td><strong>Physically attractive instructors tend to receive higher SETs</strong></td>
<td></td>
<td>Felton et al. (2004)</td>
<td></td>
</tr>
<tr>
<td><strong>Instructors of minority ethnicities receive lower SETs</strong></td>
<td></td>
<td></td>
<td>Carle (2009); Smith (2007)</td>
</tr>
</tbody>
</table>
While there is no widespread agreement as to what constitutes effective university teaching, most agree that teaching is a multidimensional concept encompassing a wide range of attitudes and behaviors (Roche and Marsh 2000). However, a robust finding from the literature is that SET data are unidimensional, that is, the majority of the variance in SETs can be explained by a single underlying factor, even when disparate teaching related behaviors are queried. This aspect of SET data is usually asserted to be caused by the halo effect (Madden et al. 2010; McNatt 2010; Spooren and Mortelmans 2006). Further, the single underlying factor to SET data does not appear to be due to acquiescence response bias (Spooren 2012). Some assert that the presence of a single underlying factor to SET data is evidence that the factor is quality of instruction (Barth 2008; Remedios and Lieberman 2008). However, many researchers believe that this factor is simply the extent to which students like the instructor (Cardy and Dobbins 1986; Clayson 1999; Jackson et al. 1999). Whatever this factor may be, should be kept in mind that, at best, SETs can only capture the students’ evaluations of instructors’ teaching.

UNIVERSITY ADMINISTRATIVE USES OF STUDENT EVALUATIONS OF TEACHING

Despite the many issues surrounding SETs, one may well wonder why they are utilized by virtually all universities across the globe. Several reasons for the widespread usage of SETs have been put forth, including the perceived need for student empowerment, the need to prevent instructors from shirking their responsibilities in the classroom, and administrators’ need for a quantifiable means of evaluating university instruction (Valsan and Sproule 2008). At any rate, the almost universal usage of SETs for at least partial evaluation of university instruction is not likely to change in the foreseeable future. Administrators, then, need to be aware of how they can make the best use of SETs.

First, it is vital that administrators not rely solely on SETs for the evaluation of teaching (Ackerman et al. 2009; Shirbagi 2011; Madichie 2011). Even if a particular SET instrument is valid, SETs only relate to teaching quality as perceived by students. However, by the very nature of most university instruction, students are not very aware of what type and depth of content is appropriate for a specific instructional situation. This knowledge is much more likely to exist among other instructors in the discipline. Consequently, peer observation of classes and review of course content are much more useful for determining whether the content being conveyed is appropriate (Ackerman et al. 2009). Even using the qualitative data typically provided with SET instruments can be more useful than only using raw SET scores (Wongsurawat 2011). In addition, administrators should take into account the many documented variables known to influence SETs when evaluating these data, particularly those factors that do not relate to instructional quality. For instance, actual course grades and grade distributions should be examined in tandem with SET scores. Principles courses with large classes typically have lower SET scores, irrespective of the instructor (Ragan and Walia 2010). Administrators should take into account these types of variables when utilizing SET data, recognizing that they are highly contextual (Gump 2007; McPherson 2009).

Second, instructors should be counseled in the issues surrounding SETs. Many instructors are likely to be unaware of the factors influencing SETs and the relative impact of each. While many instructors appear to believe that SETs are primarily driven by grades (i.e., Mukherji and Rustagi 2008), instructor related variables, such as being personable, account for the majority of the variance in SETs. Helping instructors to become aware of the variables that affect SETs is apt to benefit the instructor and students, improving the instructional experience for both parties (Burden 2010).

Third, administrators should be very cautious in their use of SET data. The highly contextual nature of SETs does not lend itself to fixed standards of performance (i.e., 4.2 out of 5). Consequently, strict reliance on means of SET scores is not recommended (McCullough and Radson 2011). A small number of students or even a single student in a small class can have a major effect on a mean SET score, so examining the entire range of SET scores seems prudent, though the lack of discriminant validity amongst most SET items may prohibit more specific information from being gleaned from SETs. Also, as much as possible, instructors should not be compared to one another on the basis of SETs (Zabaleta 2007).

Fourth, to the furthest possible extent, SETs should be used for formative, not managerial, purposes. Ongoing issues related to the validity of SET data and the many non-instructor related variables that influence SETs cast serious doubt on the appropriateness of using SET data for personnel, promotion, and tenure decisions, though there are even more serious problems that can arise from the misuse of SETs. When instructors know that SETs are being used for managerial reasons, they are likely to at least partially sacrifice the rigor of their instruction in order to satisfy the students (Pritchard and Potter 2011). This can lead to “easy grading, inflating grades, course work deflation and other defensive strategies which re-
sult in negative social implications” (Crumbley and Reichelt 2009, p. 377). Even students do not appear to believe it prudent that SETs be used for managerial purposes (Dwinell and Higbee 1993). Administrators should keep in mind that SETs were originally developed and intended for strictly formative use by the instructor, not as an evaluative tool with managerial purposes (Pounder 2007).

**DISCUSSION AND FUTURE RESEARCH**

Though SETs were created for the purpose of serving as a formative tool strictly for use by instructors, they have morphed into the primary means by which the quality of university instruction is evaluated. Though most university educators have reservations about the use of SETs in this manner, virtually every university around the world utilizes SETs for the assessment of teaching quality to some extent (Pounder 2007). Many factors that have no bearing on the value of the instruction provided are known to affect SETs, such as grades, grade distribution, students’ mood, the instructor’s ethnicity, and class size, to name a few. SETs are known to be plagued with falsified data (Clayson and Haley 2011) and often lack minimal reliability (Morley 2009).

Despite the many known issues of validity related to SETs, it seems certain that they will continue to be utilized by universities around the globe for the foreseeable future. As such, university administrators need to be aware of the characteristics of SETs and how they should be most appropriately utilized. In this manuscript, many of the factors found to influence SETs and the best practices concerning the administrative use of SETs have been reviewed. Administrators must first have an understanding of what variables influence SETs and how they do so. Instructors should also be made aware of these factors and counseled on how they respond to them. Qualitative data from SETs along with SETs scores should serve as part of the means by which instructors are counseled. SET data should be examined carefully by university administrators. Merely attending to means of SET scores is inappropriate as there are many variables that affect these scores. Comparison of SET scores and grades as well as grade distributions is prudent, as is an examination of each SET response. As SET data are very situation specific, using them to compare one instructor to another is not appropriate. Lastly, to the furthest extent possible, SETs should not be used for managerial (i.e., personnel, promotion, and tenure) purposes. Such an action can easily penalize instructors who desire greater rigor in their teaching or those who are teaching courses that are less enjoyable from the students’ perspective. More importantly, there are many very negative effects that can arise from rewarding instructors on the basis of whether their students approve of their teaching.

Further research is needed to determine how university administrators actually utilize SETs in their evaluation of instructors’ teaching. Anecdotal evidence abounds in this area, but little rigorous investigation has been performed. Further, as much of the research regarding SETs indicates, there is a great overarching need for a better means of evaluating university instruction. Assuming that the goal of any teaching activity is student learning, creating an effective and efficient standardized method of assessing student learning would seem to be desirable for students, instructors, administrators, and other stakeholders in higher education. The lack of consensus regarding the definition of student learning and the certainty that this varies, to some extent, across disciplines, may make this goal unrealistic.

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DO THE SEVEN MILLENNIAL TRAITS WORK IN THE CLASSROOM?

Mark Harrison, Southeastern University

ABSTRACT

Howe and Strauss (2003) described seven traits for the millennial generation. The findings relate to responses from millennial business college students that were born after 1982 within a small southern Christian private institution. An analysis was performed to determine if millennials responded any different to the assessment of their peers. The Wilcoxon Matched-Pairs Signed Rank Test is used to determine if there is a significant difference between the two treatments. Faculty communication is the mechanism that drives the students being more effective in the classroom. Millennials seek the destination; however, faculty needs to emphasize and assess students along the journey whenever possible.

INTRODUCTION

Howe and Strauss (2007) remarked that the adequacy of generational theory should be judged by its ability to predict. Howe and Strauss (2000) defined a generation as a society-wide peer group. The current college age generation is known as millennials (born after 1982). Howe and Strauss (2003) described seven traits of the millennial generation. This paper will present findings of a survey on the difference of student’s reactions to the characteristics of the seven millennial traits relative to their peers. This study will extend the research by applying the seven traits and determining their predictability on business college age students born after 1982 from a small southern Christian private institution.

BACKGROUND AND LITERATURE REVIEW

Knowing and adjusting to the motivations of the millennial generation will help professors improve learning outcomes. Once students are reached, their minds will be open to learn the endless possibilities of the subject matter at hand. Howe and Strauss (2003) list seven core traits: special, sheltered, confident, team-oriented, conventional, pressured, and achieving. Williams, Beard, and Tanner (2011) called them deadly traits. However, these traits can be used to develop initiatives by making it easier for students to learn.

Howe and Strauss’s (2003) first trait is special. Millennials need feedback and structure to make sure that progress is being maintained. Students need to know how they perform within a reasonable amount of time as small projects, regular review by the instructor, and more quizzes are needed to perform at the best level in the classroom. The millennials are trusting individuals and believe their generation will make a large impact toward a better future. Shapiro (2002) adds that the millennials’ intrusive parents must be dealt with by the faculty; also known as helicopter parents. Williams et al. (2011) believe that they are winners and should be praised by the professor just for enrolling in a class. Finally, DeBard (2004) adds that millennials need access to student services because of the high expectation placed upon them. For example, tutoring centers reinforce faculty with the classroom learning environment.

Howe and Strauss’s (2003) second trait is sheltering. Professors may hear complaints from millennials if the professor’s view is controversial or not in tune with what their parents taught them. Millennials are more likely to complain about grades if they deem them unfair. Williams et al. (2011) discusses that millennials will challenge professors when they receive constructive criticism or do not receive “A” grades. Millennials want safe schools. An increase of in-state applications suggest that millennials don’t intend to travel far from their home. Howe and Strauss (2000) stressed that millennials are overprotected. DeBard (2004) questioned if college students are directionless when they are liberated by a college environment. The sheltered life also brings close relationships with their parents which can be very com-
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fortifying through rough patches in the college education process.

Howe and Strauss’s (2003) third trait is confident. These students are better prepared in math and science coming out of high school. Millennials would rather work in teams than independently. They have experienced past schooling that has had grade inflation. Millennials believe in risk aversion—they will choose the safe assignments over the alternative of taking an open-ended assignment. Williams et al. (2011) mentions that millennials have high levels of trust and optimism. However, faculty can interpret millennials as arrogant and unrealistic on their academic goals.

Howe and Strauss’s (2003) fourth trait is team-oriented. Millennials love group work and like to volunteer. They prefer team projects and team grading of those projects. Hence, using teamwork and technology in the classroom is advantageous. DeBard (2004) mentions that millennials also want to address ways to serve the public good. This implies that group projects that serve a greater cause would be meaningful learning experiences.

Howe and Strauss’s (2003) fifth trait is conventional. Millennials respect higher educational institutions which have high expectations. Williams et al. (2011) adds that business schools need to be careful not to lose the faith of their students or lower expectations. If the students’ expectations are not met, they could transfer to another school or drop out. Howe and Strauss (2003) mentions that millennials also respect adult authority figures. Faculty members have a duty to challenge the self-impression of the millennials. DeBard (2004) adds that millennials accept the social rules that have been imposed on them.

Howe and Strauss’s (2003) sixth trait is pressured. Millennials are more concerned with the destination rather than the journey. Unfortunately, this has led to the millennial generation being less creative (DeBard 2004) and more interested in their final grade. Howe and Strauss (2003) mentions that the rules of plagiarism need to be taught with a clear understanding. Millennials believe that employers and authority figures value higher grades. Sometimes students will bend the rules to achieve higher grades. Williams et al. (2011) states that this added pressure could lead to cheating and plagiarism.

Howe and Strauss’s (2003) seventh trait is achieving. Students, parents, and prospective employers demand higher academic standards, smaller classes, and grading policies like rubrics that will specify exact scores. Millennials access to technology is always advancing and faculty must keep abreast of these technological changes. DeBard (2004) adds that millennials expect high grades as a reward for compliance to academic standards such as showing up to class or completing assignments. The alignment of curriculum should be matched with a reward structure that is clearly administered. Faculty members need to make sure syllabuses are correct. Williams et al. (2011) adds millennials lack business etiquette and social skills and need to be taught these skills.

METHODOLOGY

This paper examines Howe and Strauss’s (2003) seven traits of the millennial generation which is grounded in the generational theory by Howe and Strauss (1991). Because the first trait described by Howe and Strauss (2003) is special, it follows that students of this generation would perceive themselves as better than their peers. Hence, an analysis was performed to determine if millennials responded any differently to the assessment of their peers as compared to themselves. The Ho: There is no difference between the treatments. The Ha: There is a difference between the treatments. The hypothesis was used for all of the questions. The participants included 60 students from a small faith-based school in central Florida. The participants who were born in 1982 or after were selected from a convenience pool of those taking summer college credit classes.

Participants completed a 40-question survey dealing with the seven traits of the millennial generation. The participants answered the 20 questions on their behalf, and answered the same 20 questions on how they thought their peers would react (See Appendix). A Likert-type scale is applied. The survey includes 2–4 questions per trait which has been self-developed from the literature (Howe and Strauss 2003). Aird and McKeel (n.d.) influenced the format of the survey. Instructions were provided by volunteer facilitators (professors) over a three-day period. No time limit was given. Surveys with missing information were eliminated. A total of 53 usable surveys were obtained.

The statistical methodology used is the Wilcoxon Matched-Pairs Signed Rank Test. Dependent paired samples are used since the students answered for themselves as well as their peers. Data was entered from the surveys in Microsoft Excel. Transferring data from Microsoft Excel allowed statistical calculations to be performed by SPSS. All questions are tested at the 5 percent level of significance.
RESULTS AND CONCLUSIONS

The hypothesis test determines if a significant difference exists between the students’ self-responses to the responses of their peers. The two groups are matched per question for a paired sample design. The data are of the ordinal level. The Wilcoxon Matched-Pairs Signed Rank Test is used to determine if there is a significant difference between the two treatments. Table 1 shows that the hypothesis using the Wilcoxon Matched-Pairs Signed Rank Test tested at the 5 percent significance level found that half of the questions were significant.

Table 1. Comparing Median Ratings on Sample Questionnaire Items

<table>
<thead>
<tr>
<th>Question</th>
<th>Median (self)</th>
<th>Median (peers)</th>
<th>Wilcoxon Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>4</td>
<td>4</td>
<td>.226</td>
</tr>
<tr>
<td>Question 2</td>
<td>3</td>
<td>2</td>
<td>.000*</td>
</tr>
<tr>
<td>Question 3</td>
<td>2</td>
<td>2</td>
<td>.380</td>
</tr>
<tr>
<td>Question 4</td>
<td>5</td>
<td>5</td>
<td>.002*</td>
</tr>
<tr>
<td>Question 5</td>
<td>3</td>
<td>2</td>
<td>.462</td>
</tr>
<tr>
<td>Question 6</td>
<td>3</td>
<td>3</td>
<td>.009*</td>
</tr>
<tr>
<td>Question 7</td>
<td>4</td>
<td>4</td>
<td>.583</td>
</tr>
<tr>
<td>Question 8</td>
<td>3</td>
<td>3</td>
<td>.002*</td>
</tr>
<tr>
<td>Question 9</td>
<td>4</td>
<td>4</td>
<td>.001*</td>
</tr>
<tr>
<td>Question 10</td>
<td>3</td>
<td>3</td>
<td>.144</td>
</tr>
<tr>
<td>Question 11</td>
<td>3</td>
<td>3</td>
<td>.645</td>
</tr>
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*significant

The special trait covered the first four questions. There was no significant difference in the medians in Questions 1 and 3 while there was a significant difference in the medians in Questions 2 and 4. The students agree that feedback is important to the millennials as the literature suggests (Howe and Strauss 2003). Having a few projects also confirms the literature. However, Question 2 covers that the literature specified the students prefer more quizzes than fewer ones. More quizzes with less material are preferable to having less frequent tests with more material (Howe and Strauss 2003). The survey specifies that students prefer more quizzes than what they perceive for their peers. Question 4 states that millennials want more communication from their professors to enhance their classroom experience. Although, the median was 5 for both treatments, a significance difference occurred between the two treatments. Students thought their peers did not need as much communication as they did.

The sheltered trait covers questions 5–7. There was no significant difference in Questions 5 and 7. Question 6 had a significant difference in the medians. Both groups are still somewhat sheltered at smaller schools. However, although the literature suggested that students have a tendency to stay close to home (a student’s state is used to refer as home in the survey), the students did think about it quite often (Howe and Strauss 2003). Question 6 states that sheltering of millennials is high. Students did feel some sheltering from parents, but not overbearing as the literature implies (Howe and Strauss 2003). There was a significant difference between the two treatments. The students felt that their parents had more interest than their peers’ parents.

The confident trait covers questions 8–10. Questions 8 and 9 were significantly different between the two medians. Question 10 was not significant between the two medians. Question 8 shows the confidence of millennials. They felt better prepared in math and science than their peers. In Question 9, students believe they are happier than their peers. There was no significant difference between the two treatments in changing future plans. Question 10 is not significant. This is not unusual since most students are deciding which path to take after college. A median of 3 indicates that students are considering their options.

The team-oriented trait covers questions 11–13. All of the questions were not significant. Students and their peers felt that they need some study sessions outside of class, technology integrated into class, and team projects. The literature agrees that integrated technology and team projects are appreciated in the classroom (Howe and Strauss 2003).

The conventional trait covers questions 14–15. Question 14 was not significant, but question 15 was significant. Classes should not be all lecture. Millennials like the class to have a mixture of teaching strategies. Question 15 has a significant difference which suggests that students add more discussion than their peers.

The pressured trait covers questions 16–18. All of the questions were significant and their medians were
different. The students rated their peers to have more peer pressure than themselves. However, the students felt they were better at time management skills than their peers. Interestingly, the students rated their peers more in balance than themselves. Time management skills and being in balance will increase productivity in the classroom.

The last trait is achieving which covers the last two questions. Question 19 was significantly different. The perception of students were substantially more concerned about their grades than their peers. This is not surprising. Students and their peers feel anxiety on an equal basis. Howe and Strauss (2003) indicated by the literature, that the stress experienced by students today is much higher. In conclusion, millennials prefer more quizzes and desire more communication with the professor. Students felt they are smarter; more concerned about their grades, better prepared at math and science, happier, and experience less peer pressure than their peers. Although, only a few examples are listed, these surveys have many suggestions and inferences into the college classroom.

IMPLICATIONS FOR TEACHING

Do the seven millennial traits work in the classroom? If applied correctly, then the answer is yes. How can we make students feel special? Since feedback and communication is so vital, each business professor should timely respond to communication channels such as email or social media. Making time for students such as extra office hours and time before and after classes will also enhance communication. Since most students participate in extracurricular activities, communication can be aided with special participation by the professor. For example, faculty can join the students on intramural teams. The results state that students prefer more quizzes and some projects. Syllabuses can be arranged to meet these requirements. Projects related to current events are very welcome in the classroom. Added communication through your business school can also enhance the students’ experiences.

How can we help these sheltered students? Smaller schools give more specialized attention per student. Professors should have two-way communication with the schools tutoring services. The results state that some “helicopter parents” show more involvement. Special meetings can be arranged with these “helicopter parents” if needed. Business schools can also setup special meetings or orientations which will involve most or all of the professors on hand. The literature suggests that most students do not stray far from home (Howe and Strauss 2003). Business schools need to heavily concentrate on the home markets as well as the out of state and out of country markets.

Are students too confident? Students may not be as proficient in math and science as they perceive. Students need to have special avenues, such as tutoring to remedy any deficiencies. Students can be paired up in class (high performer with a low performer). Most students are happy and positive about the future. Assignments and lectures can be designed to enhance the feeling. For example, a financial ratio analysis project can be used to determine the strength of prospective employers. Professors also need to be available to students to discuss career changes within or not within the business discipline.

Should classes be team-oriented? The survey results state that students prefer team projects, study sessions, and technology. Professors can add a combination of these to their syllabuses.

How can pressure be reduced in the classroom? The results state that students feel less peer pressure than their peers. However, peer pressure still exists for both groups. This pressure must be dealt with by each professor. Pressure could lead to negative reactions such as cheating. DeBard (2004) adds that millennials do tend to follow the rules if they are vigilantly enforced and well explained. However, a class can be designed with a positive reaction such as a class simulation. Professors can express other positive reactions on a regular basis with having good time management skills and adhering to a balanced schedule.

How can professors promote positive achievement? The results suggest that millennials are very concerned with their grades. Professors need to emphasize at the beginning of class of what is entailed in earning particular grades. Another suggestion is to explain how grades are tabulated. College also comes with anxiety and stress. Reactions by the professor in the classroom can reduce these situations. Study sessions, positive reinforcement, and one on one meeting(s) with the students can reduce stress.
Refereed Papers

The results imply that students do feel special, confirming the first characteristic by Howe and Strauss (2003). Professors need to make every effort to give feedback and communicate on a timely basis. Confidence and feedback go hand in hand. Assignments should be prepared with a few projects in mind, and projects should be team-oriented and technologically driven if possible. Students need to be aware from prepared syllabuses of what is expected of them. Millennials feel pressured and faculty needs to make sure that their studies are balanced with other campus activities. Williams et al. (2011) added that you want the students to feel special, but you also don’t want them to control the school. Faculty communication facilitates the mechanism that drives the students to be more effective in the classroom. Millennials seek the destination; however, faculty needs to emphasize and assess students along the journey whenever possible.

SUGGESTIONS FOR FUTURE RESEARCH

Several areas are available for future research. The first area is submitting a broader set of questions per each of the seven millennial traits. Each trait could add different perspectives of the college institution such as admissions, student life, etc. The second area is to conduct the survey from different types of schools (public 4-year, public 2-year, or private). Schools could be selected within the same state, region, country, etc. Finally, students could be polled from different departments of a particular school. The survey tool also needs to be rigorously validated.

REFERENCES


Instructions: Circle the first number per question that fits you. Now circle the second number per question that you believe would reflect how your peers would react. Make sure that no identifiable information is given.

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<thead>
<tr>
<th>Question</th>
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<tbody>
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<td>1. How much feedback from you (students) is expected from a professor?</td>
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<td>3. How many projects would you (students) prefer to have in a typical business class?</td>
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<td>4. How often should professors communicate with you (their students)?</td>
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<td>5. How do you (students) feel about being sheltered with attending a smaller school such as SEU?</td>
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<td>6. How frequently do parents show interest in your (your peer’s) classes?</td>
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<td>7. How many times do you (students) consider leaving the state that you grew up in?</td>
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<td>8. Are you (students) prepared for math and science classes in college (coming out of high school)?</td>
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### APPENDIX (CONTINUED)

9. How often do you (students) feel happy and excited for the future?

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10. How often do you (students) change your plans for your future career path?

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11. Do you (students) like to have team projects in their classes?

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12. How often would you (students) like study sessions in groups outside of class?

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13. How much technology needs to be integrated into classes?

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14. Should classes be purely lecture based by the professor?

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15. How much should you (students) add to the discussion in class beyond what is supposedly on the test?

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16. How often do you (students) feel peer pressure to participate in other college related activities?

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### APPENDIX (CONTINUED)

17. What is your (students) level of time management skills?

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18. How likely would you rate your life (peers) being in balance?

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19. How concerned are you (students) with the grades that are received in any particular class?

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20. How often do you (students) feel anxiety (stress) compared with the work achieved by your peers?

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For further information contact:

Mark Harrison
Business and Legal Studies
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BEYOND THE 4Ps: ANALYTICS MARKETING GRADUATES SHOULD KNOW

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The U.S. Bureau of Labor Statistics projects that jobs requiring business analytic skills will increase at an annual rate of 28% through 2016. Yet organizations looking to hire business school graduates have expressed serious concerns that prospective employees do not have the requisite quantitative and analytical skills that they need. While many organizations are calling for stronger college curricula designed to teach better problem solving and analytical skills, educating graduates to produce meaningful analysis and insights poses a significant challenge for business educators.

While the lack of quantitative literacy among business students does pose a curricular challenge as it seeks to meet the needs of business in the future, there are steps that can be taken now to address this knowledge and skill gap. For example, it is possible to integrate quantitative analysis approaches in the core undergraduate business curriculum, to teach cases that have a business analytics perspective, to teach more sophisticated quantitative software applications such as SPSS and SAS, as well as to use classroom technology such as simulations to teach financial analysis and decision making.

So what are some of the analytics that marketing students should know and understand? There is little question that employers expect newly minted marketing graduates to be armed with basic knowledge of marketing and business principles. For example, graduates should obviously know the 4Ps of marketing (Product, Price, Place, and Promotion), plus they should minimally understand the profit equation, marginal analysis, and return on investment. Moreover, marketing graduates should understand the laws of supply and demand and be able to read financial statements, topics that virtually all college marketing principles textbooks include. While this is really just scratching the surface when it comes to meeting the needs of firms today and in the future, employers are not confident that new hires are capable of understanding even these basic principles. Today’s successful companies need managers who understand true measures of profitability and customer analytics; who know how to financially measure and predict success and how to maximize economic profit. Therefore, marketing graduates should understand sources of profitability and predictive analytics and customer models that are requisite for managerial decision making and vital to success such as contribution income, economic value added (EVA), multiple regression models, customer relationship management (CRM), recency, frequency, monetary (RFM) analysis, and customer lifetime value (LTV).

Contribution income is the amount of revenue in excess of variable or direct costs. This is income derived from the sales of products and services and is available to cover fixed costs such as R&D funding, capital investment to maintain or expand the business, and surplus dollars providing a return to stockholders. Contribution income is a short-term planning tool and is a better measure of profitability than net income since it is based on direct costs only which, unlike fixed costs, can be managed in the short-term.

Economic value added (EVA) is commonly referred to as economic profit. EVA is a performance measure that compares net operating profit to total cost of capital. The idea behind EVA is that businesses are only truly profitable when they create wealth for their shareholders, a measure that goes beyond net income. EVA is based on the principle that businesses should create returns at a rate above their cost of capital (that is, the opportunity cost or rate of return that could have been earned by putting the same money into a different investment with equal risk). The overarching importance of EVA is that it is an indicator of how profitable company projects are and serves as a gauge to measure management performance.
Regression analysis is a very powerful tool for marketers because it predicts customer behavior by determining associations, both in terms of magnitude, direction, and statistical significance, among dependent and independent variables. In marketing, a key dependent variable is typically sales revenue, whereas, independent variables may be marketing strategies and tactics to achieve customer sales such as pricing or promotional tactics. For example, if regression results indicate that promotional activities significantly increase sales, more resources can be allocated for advertising. Or the relative strength of a relationship between variables, as indicated by R², may point to some combination of a lowered price point and percentage increase of advertising. Armed with accurately derived data, marketing managers can evaluate current marketing plans and create new promotional strategies.

Customer Relationship Management (CRM), or one-to-one marketing, is an important component of the promotional mix. The focus of the discussion in textbooks is often about direct marketing tactics such as mail campaigns to zip codes or zones or loyalty programs designed for any customer. The texts do not typically emphasize the importance of understanding the valuation of different customers based on their purchase performance. Yet this understanding that not all customers bring the same value to a company cannot be underestimated. Failure to segment customers, investing in financially valuable customers and divesting of unprofitable customers, and not managing costs to improve margins and profitability measures can lead to costly CRM initiatives that underperform. These analytics drive critical marketing decisions and ultimately impact an organization’s economic profit and cost of capital.

Recency, frequency, and monetary (RFM) analyses emerge through the aggregation of customer database data and then deriving an RFM score for each customer. This score is based on how recently, how frequently, and how much a customer spends, and it has been found to be a good indicator of customer loyalty and a predictor of retention and future behavior. In and of itself, RFM is an interesting way to classify individual customers; however, the real power of this model comes from analyzing and tracking individual customers as they migrate from one prescribed time to the next such as from Q1 to Q2. Analysis of a customer’s RFM migration score lends a great deal of insight and information to the marketing analyst and can lead to tactics to reward customers for positive growth or to ward off customer dilution.

Customer lifetime value (LTV) is a CRM analytic that predicts long-term profitability, factoring in typical challenges facing most organizations such as how to retain customers, how to increase customer spending, how to reduce the cost of servicing customers, how much to spend on marketing to various customers based on that customer’s monetary value over time. LTV is a forecasted metric that predicts how much economic value customers will bring to a company in the future such as in two years, five years, or even ten years, based on the business they are doing with you today and the current cost to retain and market to them. LTV is nested in RFM data, and, it is a key customer relationship management predictive analytic. Since LTV is a long-range customer profitability analytic, other factors must also be taken into account such as standard discounted cash flow and the time value of money and rate of growth, and rate of customer retention.

As marketing educators, it is vital to equip our marketing majors with an education that meets the needs of business today and in the near future, an education that represents a competitive edge in the job market. Clearly, there is growing concern among hiring organizations that graduates are not sufficiently educated to accurately derive, interpret, and design business and marketing strategies based on definitive financial and quantitative data, and they lack a strategic understanding of business and profitability. Going forward, we strongly endorse the development of at least one specific and required Marketing Analytics course for all marketing majors, with heavy emphasis on understanding and measuring analytics such as those presented in this paper.

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TRANSFORMATIVE CONSUMER RESEARCH PROJECTS WITH SUPPLEMENTAL BOOK IN AN MBA CONSUMER BEHAVIOR COURSE

Jill K. Maher, Robert Morris University

REFEREED PAPER EXTENDED ABSTRACT

With emerging corporate/social responsibility programs and the importance of sustainability, the business environment is rapidly changing and business schools need to sit up and take note. Over 10 years ago, studies documented the need to improve MBA education to foster leadership, oral and written communications, and interpersonal skills. However, consistent with the emerging importance of corporate/social responsibility and sustainability, today more emphasis is being placed on the development of MBA students’ moral values.

Transformative consumer research (TCR) focuses on consumer welfare. It is research that benefits consumer welfare and quality of life for all beings affected by consumption around the world (Petkus 2010). It examines the avoidance of negative consumer behavior outcomes (e.g., smoking) and the encouragement of positive outcomes (e.g., organ donation). The purpose of the class project presented here is to illustrate how to incorporate a meaningful, thought-provoking TCR project where MBA students study the influence of marketing practices on consumer welfare, and make suggestions for positive impact. Even though many have provided a strong justification for incorporating TCR in the consumer behavior curriculum, it is given very little attention in consumer behavior textbooks. Thus, a supplemental book was incorporated.

Supplemental books are defined as those books for sale at mainstream bookstores (e.g., Barnes and Noble) whose primary purpose is to recount a business story/stories targeted at the general public interested in business. Malcolm Gladwell’s The Tipping Point (2002), a New York Times Best Seller, was chosen as the supplemental book for the MBA level consumer behavior course. The premise of the book is to illustrate how and when an idea, a consumer product, a catchphrase, or social issue spreads like a virus and reaches critical masses – that is, it reaches its “tipping point.” It is a versatile book and has been successfully used as a supplemental text in other disciplines.

Via an online survey, MBA students reported that the TCR project was more meaningful than traditional projects. These projects increased their awareness of social responsibility and were interesting in that the main consideration was for consumer well-being (often not considered in more traditional projects). Examples of students comments include, “The project broadened my perspectives” and “I personally find doing a research project with an objective related to consumer well-being is much more valuable and enjoyable than any other research assignment. I think every student should have to do this type of work at some point throughout his/her graduate education to have a different perspective on marketing.”

The selected supplemental book was perceived to be an excellent way to make the project more tangible and meaningful. The integration of the book seemed to have real value for the MBA students, thus, this framework for teaching consumer behavior is beneficial for the student, marketing, and society as a whole. One student stated, “Without the book, I’m not sure I would have believed that social change can really happen. The author’s examples were great illustrations. I think in some ways, it inspired me.”

To complement a TCR project, Gladwell’s the Tipping Point can be easily integrated but there are Kindle editions of summary readings from the Tipping Point (offered through Amazon.com) that could also be used instead of the entire book. Other books that maybe considered as complimentary to a TCR project include, The Cultural Creatives: How 50 Million People are Changing the World (Ray and Anderson 2000), The Sign of the Burger: McDonalds and the Culture of Power (Kincheloe 2002), or Freakonomics: A Rogue Economist Explores the Hidden Side of Everything
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(Levitt and Dubner 2009). These books are valuable to TCR projects as they provide real-life examples of the potential negative impact of consumption and consumer marketing and how marketers (and consumers) can make a difference when considering consumer well-being.

Another way to complement the TCR project is through selected readings and online resources. There are many well-written articles on TCR, as well as a text with a compilation of articles if supplemental books aren’t feasible. *Transformative Consumer Research for Personal and Collective Well-Being* (Mick, Pettigrew, Pechmann, and Ozanne, eds. 2012) is an excellent text with articles covering a wide range of topics from tobacco to pornography and presents opportunities for the improvement of consumer well-being. There are many relevant readings from journals and other sources. The *Association for Consumer Research* has a dedicated page to all things TCR.

When integrating TCR projects and supplemental readings into an MBA consumer behavior course, consideration of the basic consumer behavior course concepts and course learning goals and objectives is necessary. TCR projects can be aligned with several different course topics. For instance, the concept of consumer socialization can be reinforced with TCR investigations on childhood obesity and food consumption.

Similarly, the same consistency should be considered in the selection of a supplemental book. The book is used in a complementary fashion. That is, it relates to the concepts of the course but provides a deeper understanding of the concepts with illustrations and anecdotes often missing in textbooks. Instructors should examine potential supplemental books/readings for this consistency. See Petkus (2010) for a detailed description of how TCR projects relate to the domains of consumer behavior.

The full paper provides a framework with examples of instructional materials for faculty interested in developing a consumer behavior course that goes beyond the scope of most consumer behavior texts and encourages more socially responsible MBA graduates.

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Using Simulations to Facilitate Student Learning Opportunities: Do They Support Good Practice in Capstone Subjects?

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This paper investigates student perceptions of and preferences for the learning activities supported by a complex strategic marketing simulation in a capstone subject offered in the Bachelor of Business (Marketing) degree at an AACSB-accredited Business School in Australia. To place the paper in context, I am a member of a five university collaboration in an Australian Teaching and Learning Council Priority Program Grant entitled “Capstone Courses” in Undergraduate Business Degrees: Better Course Design, Better Learning Activities, Better Assessment. A focus of the project is to develop a Good Practice Guide to Capstone Subjects that identifies what is considered good practice in capstone subjects in Business Degrees at Australian universities. The preliminary Good Practice Guide (p. 6) suggests that capstone subject should give students opportunities to integrate prior knowledge and skills, consolidate key skills for professional lives, apply such knowledge to explore issues and solve authentic problems that they could meet in professional practice, be able to reflect and evaluate their actions and experiences in the subject, and develop their professional identity and confidence in their professional capacity.

From a strategic marketing perspective it is recognized that marketing strategy covers a range of areas including market and competitive environments, firm relationships, positioning and performance in their strategic group, as well as development of new and existing products, positioning, segmentation and forecasting demand. To provide such experiences in class, I use Markstrat™, a dynamic, evolving simulation intended to provide the “real world” strategic learning experience. The simulation captures and models critical issues and complex, dynamic conditions in the marketplace that impact at both the firm level and the industry level over short and long term cycles. My interest is whether this teaching method provides students with the requisite learning opportunities identified in the Good Practice Guide for Capstone Subjects and how can I measure this?

The benefits of simulations for student learning outcomes are well documented (e.g., Faria and Wellington 2004; Nordhielm and Dapena-Barón 2007). Yet it is not necessarily their first preference as a learning activity (e.g., Karns 2005), nor are students ready or willing to master the technology involved (Hunt, Eagle, and Kitchen 2004). Such finding are at odds with current academic thinking that Millennial Generation students will expect academics to use technologies in teaching (Berge 2008). Yet more recent research, (e.g., Mathew, Andrews, and Luck 2012) suggests not all of our millennial students want to take part in technologically delivered education experiences, nor are they as actively engaged in a variety of Web 2.0 technologies.

The reason for undertaking the study reported here was based on less than satisfactory formal student evaluations of the content of the strategic marketing subject when I first took over teaching it in semester one 2008. The formal university-based evaluation showed that the overall student satisfaction rating for the content of the subject was 2.5 / 5, a very poor outcome for a capstone subject. Qualitative comments suggested that the main problems were: students’ perceptions of and attitudes towards the value of the simulation in their learning experiences; and, the amount of work involved with learning the simulation program to make the decisions. I identified several areas where my teaching team could improve student learning of the simulation and our delivery of strategic marketing content. To measure whether we had improved student outcomes, I developed the “Effective Learning Activity” (ELA) survey instrument. Based on Karns (2005) the instrument measures student perceptions across three areas of interest in the literature: (1) to improve student preferences for the type of learning approach and related activities used in the subject; (2) to activate
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student centered learning to integrate, consolidate and apply their strategic marketing knowledge and skills, as well as their capacity to analyze and evaluate this knowledge; (3) to increase their perceptions of a “real world” learning experience.

The ELA survey was distributed to students in class during Week 13 of semester two, 2008 and semester one, 2009. The results across the two semesters are shown in Table 1. The formal university evaluation scores for the unit had improved in both semesters: 3.3 / 5 in semester one, 2008, and 3.7 / 5 in semester two, 2009. In summary, the findings from semester two, 2008 identified that the basic objectives of the changes to the teaching had been achieved as the evidence showed improved student satisfaction of the content and provided benchmark data showing quite positive perceptions of the value of the activities supported by the simulation. The results from the ELA survey conducted in semester one, 2009 had also improved across all three areas of interest compared to semester two, 2008. These findings triangulated results from the formal evaluations.

Table 1. Comparison of Results from the Effective Learning Activity Survey Relating to the Effectiveness of the Learning Activities Supported by the Simulation Between Semester Two, 2008 to Semester One 2009

<table>
<thead>
<tr>
<th>Aggregation of items relating to the learning activities supported by the simulation</th>
<th>Mean Score 2/2008</th>
<th>Mean Score 1/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preference</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student preference for these kind of activities (analyzing and evaluating information and making decisions in a business-like environment)</td>
<td>3.60</td>
<td>3.91</td>
</tr>
<tr>
<td>Student preference for these kinds of activities (working in groups or individually to analyze, evaluate and apply information.)</td>
<td>3.30</td>
<td>3.80</td>
</tr>
<tr>
<td><strong>Activating Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The activities stimulated student to develop their learning (knowledge and skills)</td>
<td>3.44</td>
<td>4.02</td>
</tr>
<tr>
<td>The activities challenged student to learn more about the material required.</td>
<td>3.41</td>
<td>4.05</td>
</tr>
<tr>
<td>The activities were effective to develop and demonstrate student’s own knowledge and skills related to making strategic marketing decisions</td>
<td>3.59</td>
<td>3.98</td>
</tr>
<tr>
<td><strong>Real World Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student perceptions that these types of activities would be done in the real world of business.</td>
<td>3.49</td>
<td>4.04</td>
</tr>
</tbody>
</table>

While the ELA instrument was not specifically designed to capture good student learning opportunities in capstone subjects, as identified in the Good Practice Guide, the results do provide some evidence of interest. For example, students saw the value of the simulation for providing effective learning activities that activated their learning capacity by “challenging” and “stimulating” them to develop and apply their strategic marketing knowledge and skills. Additionally, students felt the simulation activities were representative of real world activity, thus helping them to develop their professional identities and capacity.

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ABSENTEEISM: STUDENTS PERCEPTIONS AND PRACTICES

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Both the college audience and the college classroom of the 21st century are significantly different than what was experienced in the 20th century. A noteworthy and discouraging difference is student absenteeism. Causes for this change may be attributed to changes in: social and cultural attitudes, demographics of the student population, family responsibilities, internet and mobile capabilities, electronic distractions, employment commitments and expectations and incentives of faculty. Whatever the cause, the net result is a decrease in classroom attendance. This phenomena is distressful to faculty, not only do the vast majority subscribe to the belief that class attendance is a valuable educational experience, but to a significant degree, faculty fortify their self-worth and self-esteem as a function of student attendance.

The purpose of this paper is to investigate the relationship between student’s attitudes towards attendance, grade evaluation, education and fairness, and to examine both student perception and practice regarding attendance. Data for this research was gathered through a large survey (n = 1,034), conducted among four geographically diverse, academic institutions in the United States. Survey participants were primarily upper classmen, college students enrolled in business courses, predominantly marketing classes. The vast majority of students were business majors. The actual classes from which the surveys were conducted ranged from 25–45 registered students.

The results of the study suggest that students claim to be indifferent towards attendance policies, however, they do attend class more regularly when there is an attendance policy, a policy in which attendance is taken and grades are weighted by attendance. In addition, students attend class more often when the attendance policy is regarded as fair and when it is more likely to enhance their individual performance and the overall performance of the class.

An Analysis of Variance was conducted to evaluate differences in attendance attitudes as a function of gender, major, seniority and geography. In all cases the differences were not statistically different.

This study reveals that students appreciate attendance policies that contain some degree of flexibility, for example, attendance is used as a factor in determining their grade but students are allowed to skip a few classes without penalty or they can do extra credit to make up for missed classes. Students will attend class more regularly if attendance is tied to their grade assessment, but they won’t consider the policy fair unless there is some flexibility; for example, there is a built in mechanism that allows students to make up unavoidable absences. On the other hand, this research reveals that students appreciate an explanation for the need and value of regular class attendance. This possibly suggests that students are looking for a commitment from the instructor; that they as students matter and that the professor values their participation.

The results of this study suggest that college faculty who desire an increase in class attendance, should institute an attendance policy that incorporates attendance into the final grade assessment and that the policy contains an appropriate recovery mechanism creating a perception of fairness. Furthermore, it behooves the faculty member to include an explanation of the attendance policy and how class attendance benefits students.

This study did not include large lecture classes. Student views about attendance in large courses might be significantly different and worthy of future study.
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EXPERIENTIAL LEARNING IN THE GRADUATE CLASSROOM

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This paper discusses experiential classroom learning as an essential ingredient in the graduate classroom. Students in a graduate marketing management class begin their experience with a discussion on critical thinking and Bloom’s taxonomy as a framework for higher order learning engagement. Students engage in an activity with a fiber optic dog leash used to initiate discussion on industry analysis, primary and secondary research and positioning. Small group discussions, formal and informal cases analysis, and elements of experiential learning through a marketing plan provide illustration designed to engage adult learners in significant ways.

INTRODUCTION

Teaching business students today provides educators with the opportunity to engage students in the learning process. Adult learners frequently have professional careers and bring this experience to the classroom (Knowles 1984). As students, they have a strong desire for relevant and practical applications to the workplace (Benjamin and O’Reilly 2011). One way for the instructor to enhance the teacher-student relationship and provide a gratifying learning experience is having a classroom that typifies a learning environment that promotes active learning.

A student can be a passive recipient of learning, particularly at the lower level learning such as memorizing definitions and terms, and reporting facts; however, the ideal for business educators of adults should be to motivate students to be active rather than passive learners by designing class activities that increase engagement and stimulate decision making (Bonwell and Eison 1991; Graeff 2010; Laverie 2006; Lightner, Bober, and Willi 2007; Myers 2010). Well-designed and relevant classroom activities of both theoretical and practical significance can drive students to higher levels of thinking such as analysis, synthesis and evaluation (Bloom 1956; Bonwell and Eison 1991; McKeachie 1984).

EXPERIENTIAL LEARNING: THE HIGHER LEVELS OF BLOOM’S TAXONOMY

Kolb (1984) describes learning as “a process whereby knowledge is created through the transformation of experience” (p. 38). Key to this definition is that experiential learning is an ongoing process that involves research, decision-making and problem solving (Kolb 1984). Students engage in the learning experience rather than being passive recipients of knowledge (Myers 2010). As part of this process, students reflect on their experiences to create new ideas (Kolb 1984; Munoz and Huser 2008). This thought transformation to creation of information rather than merely receiving information is what Bloom (1956) would refer to as higher level of learning.

Well known to educators, Bloom (1956) developed taxonomy of three domains: cognitive, psychomotor, and affective. The hierarchical categories proceed from simple to the complex, from concrete to abstract: knowledge, comprehension, application, analysis, synthesis, and evaluation, with the lower levels focusing more on content and the higher levels more oriented toward processes or skills (Bloom 1956). Analysis is the ability to breakdown a problem into its different parts to determine relationships. Synthesis involves putting information together to form something new. Evaluation requires the ability to judge value for some purpose. This paper focuses on the cognitive domain of the taxonomy and the higher levels of learning (Athanassiou, Mcnett, and Harvey 2003; Nentl and Zietlow 2008).

Several studies have found that experiential learning reinforces higher order thinking (Cannon and Feinstein 2005; Kolb 1981, 1984; Kolb and Kolb 2005; Munoz and Huser 2008; Myers 2010). In a study of 1,286 MBA students, Kolb and Kolb (2005) found that many management courses tended to simply lecture students about
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business concepts rather than to encourage students to think about how new knowledge is relevant and significant for them as working professionals. Greater interest and therefore learning may occur when students think about and then exchange their experiences in their jobs with regard to a particular concept, theory or framework. This type of conversational analysis and reflection engages the student in understanding the concept in different management settings and in different professional roles.

Arguably, then, the challenge for many marketing instructors is to capture the interest and stimulate the thinking of adult learners. Classroom activities designed for Marketing Management graduate courses that have successfully engaged adult students in significant, sophisticated thinking are small group discussions and writing a case analysis.

Small Group Discussions

Most students at the graduate level are adult learners and a key component of active adult learning is that discussion is essential (Knowles 1984). Small group discussions with well designed, thought provoking questions and problem solving opportunities are effective for critical thinking (Bonwell and Eison 1991; Cavanagh 2011; McKeachie 1984; Munoz and Huser 2008; Young, Robinson, and Alberts 2009). The instructor in this role acts as a facilitator to stimulate, guide and summarize discussions. Students have the opportunity to analyze relationships between pieces of information and evaluate alternative ways to solve the problem. The small group discussion environment allows each student to engage with their peers, to assess their understanding of core concepts, to measure others’ understanding of core concepts, and to address the practical workplace implications of theoretical frameworks. Using videos in conjunction with discussion questions increases memory of and reinforces course concepts (Bonwell and Eison 1991; Chernen 2008; Vanderstoep, Fagerlin, and Feenstra 2000).

Writing Case Analyses

Instructors frequently use case analyses in graduate marketing courses as a key learning tool (Bonwell and Eison 1991; Harrison-Walker 2000). Adult learners are often motivated in their learning by solving problems (Knowles 1984), and analysis of published cases serves those needs. Furthermore, marketing theory reinforces the practical significance of theory is reinforced when marketing theory is couched in a business case. Assigning a professional case analysis from a widely respected business publisher such as Harvard or MIT Sloan enhances value to adult students, many of whom have strong professional backgrounds. Analyzing cases that are interesting and relevant puts marketing theory and conceptual frameworks into practice that allows students to think about other applications in their own professional setting. Writing analyses of these types of cases both reinforces key business course concepts and motivates students to synthesize these concepts to resolve real-world challenges.

EXPERIENTIAL LEARNING IN A MARKETING MANAGEMENT COURSE

A marketing management course is typical to most graduate curricula. The goal for this particular marketing management course was to address the myriad of strategic management challenges with getting a product or service to the marketplace. Specifically, students study the multitude of variables that must be researched and analyzed in order to implement a firm’s marketing strategy. The challenge is to develop a customer-centric, value-laden strategic plan that satisfies both the needs of the customer and a firm’s marketing objectives.

In order to capture student engagement early on, one of the initial course discussions regards the expectation of higher order thinking and participation in a graduate class. The instructor discusses a slide of the six stages of Bloom’s taxonomy with the focus on the higher order learning stages of analysis, synthesis and evaluation course. An interesting discussion ensues regarding the difference between the learning expectations in a graduate course compared to an undergraduate course. This is the perfect segue to the course activities and requirements for the course such as small group discussions, formal and informal case analyses, and experiential class participation, which are all directly or tangentially related to the development of the marketing plan.

Early in the course, the instructor presents the university’s online databases since accurate secondary research data forms the basis for the marketing plan and introduce students to the volume of information that is available to them and establishes expectations for information needed to support their papers. The instructor discusses the major proprietary business databases and the competencies for each. For industry information, for example, the instructor presents S&P NetAdantage™ and students can see the level of financial information that is available for a publicly listed company and its main competitors. Students then explore the Business Company Resource Center databases for information regarding individual, for profit businesses. Students learn how to analyze and combine information to create new knowl-
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edge about a company or an industry rather than simply replicate information when integrating serious secondary research methods into the course curriculum.

One of the most important components of a successful integrated marketing communications (IMC) plan is its positioning strategy. The instructor teaches students that without a strategic positioning statement that includes a clearly identified target market and a set of truly competitive benefits of the product or service, the IMC actions can be irrelevant, lackluster, or disorganized. In order to apply the concept of product positioning and drive home its importance, students are presented with a marketing challenge: how to launch a unique new product in the U.S., a lighted dog leash. The instructor turns off the lights in the room the first time the students see the product. Students find humor and a “wow” factor in the in full display of the fiber optic dog leash in the dark. As a full class discussion, students are then asked to think about the array of information that would be needed in order to launch the leash in the U.S. To start this discussion, the instructor asks if the product even has the potential to be successful in the U.S. or if, in their opinion, people spend significant money on their pets, eventually adding that U.S. consumers spent over $50 billion on their pets in 2011 (Birkner 2012). Following the general classroom discussion, students break into small groups and are given a variety of issues to discuss regarding marketing this product to the U.S. consumer. Students first identify what types of industry information they would need, where the product is on the product life cycle and who they think are the main competitors. Then the small groups develop a positioning statement for the dog leash, a task that they often think will be relatively easy until the numerous challenges of a well-executed positioning statement emerge from the discussion. In developing the statement, students must identify a viable target market and the competitive benefits of the product. Students identify the proper distribution channels that are appropriate for reaching their target market. The activity engages students and provides them with an opportunity to think about the importance of secondary research. The leash case fosters discussion on how primary research methods such as focus groups will derive consumer opinions regarding a desirable price point, a brand name, and an effective creative execution.

Mini-cases are used in class to apply course concepts and to leverage the benefits of small groups to discuss specific questions. For example, a case study on Apple from 2000–2010 (Ashcroft 2010) is used in class for students to discuss the product development, product life cycle, factors that influence the diffusion of innovation and pricing strategies (Appendix A). A formal case analysis from Harvard is also assigned. Several guidelines for writing the case from a marketing perspective are distributed in class. For example, although Harvard’s Kingsford Charcoal case (Narayandas and Wagonfeld 2005) is multifaceted and has a number of different business perspectives and implications. Students use the data in the case to construct an effective positioning statement, and create a “mini-Integrated Marketing Communications plan” within their Kingsford case analysis (Appendix B). Sifting through the case data and tables in order to write an effective IMC plan greatly encourages analysis, synthesis and evaluation.

Students develop a marketing plan for the course and as part of their learning experience. They read Keller’s Harvard Business Review article, “The Brand Report Card” (Keller 2000). This article is instructive because it identifies traits of the world’s most successful brands and helps students understand the value of a brand from pricing to positioning strategies. To facilitate discussion regarding the importance of the brand, a comprehensive activity is used in class for small group discussions (Appendix C). Students evaluate a brand on the criteria and discuss practical applications of why branding is important, who evaluates the strength of a brand and strategies marketing managers can use to influence a brand’s equity.

Instructors use videos are throughout the course to stimulate discussion and reinforce theories and concepts as well as to present interesting applied perspectives. Students have discussion questions for each video (Appendix D). An example of a video is Malcolm Gladwell’s “What Can We Learn from Spaghetti Sauce.” In the video clip which is available on TED (Gladwell 2004), Gladwell discusses the concepts of a marketing research, situation analysis and segmentation. The discussion from the video encourages students to apply these marketing principles to their marketing plan.

CONCLUSION

Experiential learning at its heart instills critical thinking. Establishing expectations for higher order learning and thinking not only motivates students to learn but, ultimately, it increases their problem solving ability as team members, their ability to evaluate other sources of information, as well as their own experiences as a means to fully understand new information. Inspiring students to move to a more sophisticated level of learning calls for preparation and planning for the instructor. Increased student engagement is the reward for the effort.
REFERENCES


**Refereed Papers**


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**APPENDIX A – SAMPLE OF QUESTIONS FOR APPLE CASE STUDY**

1. Explain the product characteristics the influence the diffusion of innovation for these products.

2. Defend your position on where the iPad is in the Product Life Cycle.

3. Compare the types of pricing strategies apple has used for different products. Discuss if they were effective and why different strategies were used.

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**APPENDIX B – SAMPLE OF QUESTIONS FOR KINGSFORD CHARCOAL CASE**

1. Conduct a situation analysis of the Kingsford case.

2. Develop a positioning statement for Kingsford Charcoal based on the information in the case.

3. Based on your positioning statement and promotional objectives, explain your media and promotional tactics.

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**APPENDIX C – SAMPLE OF QUESTIONS FOR BRAND REPORT CARD**

1. Rate and evaluate your favorite brand using The Brand Report Card criteria. (a) What strengths can it leverage? (b) What weaknesses should it address?

2. Is the brand strongly positioned versus the competition or vulnerable? Why?

3. Why do brands matter?

---

**APPENDIX D – MALCOLM GLADWELL WHAT WE CAN LEARN FROM SPAGHETTI SAUCE QUESTIONS**

1. How was analysis used in the video to solve a problem? How does this relate to the work done for segmentation in marketing research?

2. Explain why positioning is important for a brand.

3. Based on the information from the video and lecture what inferences might be made to your market segments for your marketing plan?
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ASSESSING MILLENNIALS’ PERCEIVED LEARNING AND SATISFACTION DURING ONE-DAY ONE-TOPIC MARKETING SIMULATIONS

Steven M, Cox, Queens University of Charlotte
Bradley W. Brooks, Queens University of Charlotte
Timothy E. Burson, Queens University of Charlotte

ABSTRACT

Born in the digital era, Millennials tend to seek engaging, relevant educational experiences that offer rapid feedback and the ability to test various alternatives. Simulations would seem to mesh well with Millennial learning styles. Professors, however, have often criticized simulations as too complex, too time consuming, and/or unfocused. Recently, a new type of simulation has been designed for a single class period that focuses on a single concept. This research explores how Millennials will find these simplified products in terms of their perceived learning and their satisfaction levels. Results indicated a high level of both outcome variables.

INTRODUCTION

Today’s faculty members teach a breed of students unlike any others. Born in an era of abundant and rapidly changing technology, these students (aka digital natives) consider interactivity as their mantra (Drea, Tripp, and Stuenkel 2005). Known as Generation Y (or Gen Y or Millennials), these digital natives desire active learning with engaging and relevant educational experiences. The faculty who teach them, however, tend to be digital immigrants (Prensky 2001), whose traditional teaching style of straight lecturing doesn’t always match current student preferences as well as it might have for previous student generations.

Characteristics that distinguish Millennial learning styles include:

♦ Customization and personalizing. They are unwilling to accept a stock answer. They prefer to test their ideas and they desire immediate feedback.

♦ Entertaining learning. Having grown up in the era of Sesame Street, they have been conditioned to believe that learning can be fun.

Desiring active learning, Millennials prefer a dynamic educational context. They appreciate the ability to make choices, understand outcomes, and modify decisions within the learning process. In this form of learning, the instructor provides guidance rather than specific answers. The belief is that through individual trial and error, the student will gain a deeper understanding of issues and outcomes. Compared to more passive learning, active learning techniques offer benefits in the development of problem-solving and critical thinking skills (Becker and Watts 1995).

Tools for active learning within marketing education include role playing, electronic simulations, case studies, and others. This research examines new developments in one of these tools, electronic simulations, that have not yet been fully researched. Specifically, this research is intended to test the suitability of new single-variable simulations in light of the changing needs of students within Generation Y.

BENEFITS OF ELECTRONIC SIMULATIONS AS AN ACTIVE LEARNING TOOL

The first electronic simulation was used at the University of Washington in 1957 (Faria 2006). Since this
introduction, several researchers have advocated the use of electronic simulations to enhance (or even instead of) traditional lectures to facilitate learning (Hester 1991; Wells 1991). Simulations can make learning fun – often masking the amount of learning taking place (Houser and DeLoach 1998). Both the professor and the student, furthermore, obtain significant feedback concerning concept mastery in real time. Such quick feedback permits rapid adjustments to the students’ strategies and tactics.

Simulations are not, however, without detractors. A major objection to simulations, especially in-class simulations, is the amount of time it requires in relation to the amount of course material covered (Faria and Wellington 2004; Salemi 2002). Additionally, the sense of competition can encourage students to seek winning strategies within the simulation parameters without learning the concepts being addressed. Faria and Wellington (2004) also found that some professors stopped using simulations because the high learning curve required of students and of professors.

In addressing the detractors, several factors for determining a simulation’s effectiveness have been posited (Houser and DeLoach 1998; Zemke and Zemke 1995).

♦ The simulation should be easy for both the instructor and student to grasp.
♦ Learning objectives should be clearly delineated and evident in the results.
♦ Timely feedback should be available.
♦ Students should be motivated to learn the concepts for which the game was intended.
♦ The simulation should not become more important than the learning objectives.

ELECTRONIC SIMULATION DEVELOPMENTS

The arguments against a simulation’s time requirements, however, have been perpetuated by demands from the professors who utilize them. As marketing professors have increasingly incorporated electronic simulations into their course requirements (Tonks 2005), they have demanded progressively greater simulation complexity (Teach and Murff 2008). Their argument has been that the greater complexity of a simulation, the more accurately it will “simulate” the extreme complexity of the real business world. These demands have resulted in complex, large-scale simulations known as “total enterprise simulations” that require students make a series of multifaceted decisions (typically over several class periods). These simulations typically require students input decision data as teams. The computer then compiles inputs from multiple student teams and outputs simulated marketing (feedback) results to each team. Known as a “batch” simulation, this process necessitates a lock step approach to learning in which all participants must have submitted their decisions before any specific round can be processed.

Contrary to current trends, however, Teach and Murff (2008) propose marketing simulations would offer greater value by providing more simplicity – not complexity. They suggest marketing professors revise their curriculums to incorporate a series of recently developed short simulations that each focus on a single variable. These single-variable simulations are typically “interactive” simulations, which means each student or student team competes against the computer, thereby, permitting each student or team to learn at their own pace by removing the lock step requirement of batch simulations. (See Burns and Gentry 1992 and Lamont 2001 for additional comparisons between batch and interactive simulations).

Teach and Murff’s (2008) assertions have likely been dismissed by some academicians who hold tightly to the prevailing line of thinking. By dramatically limiting the number of concepts and variables, however, these single-variable simulations offer several advantages over more traditional total enterprise simulations that merit further consideration:

♦ The simulation methodology and rules are typically easier to understand than those of more complex games.
♦ The simulation is typically against the computer rather than other players so student feedback is instantaneous.
♦ The short game time permits multiple tries in a short period of time permitting students the opportunity to try different strategies.
♦ The instructor can typically schedule his/her feedback session during the same day as the simulation.
♦ The simulation can typically be completed within one class period to minimize class time spent on a single subject.
**HYPOTHESES**

The advantages of these new single-variable simulations appear to match Millennials’ needs. Single-variable simulations effectively appeal to Millennials’ desires to test hypotheses and to receive immediate feedback. By hitting this important need, Millennials should respond favorably to these single-variable simulations as learning tools.

H1: Millennials will perceive that one-day, one topic simulations enhance their learning of marketing concepts.

H2: Millennials will be satisfied with a one-day, one topic simulation as a learning tool.

**RESEARCH METHODOLOGY**

**Respondents**

All respondents were part time MBA students from a small mid-Atlantic university. One hundred and twenty students from five marketing management classes over a three-year period participated. Student ages spanned the spectrum of Gen Y, from early 20s to 40s. The sample included 63 men and 43 women. Fourteen respondents chose not to answer the gender question.

**Methods**

Three different one-day, single-variable simulations were used in this research: Universal Rental Car, Back Bay Battery, Managing Customers: and Segments. These simulations, produced by Harvard Business Publishing, have each been introduced within the previous five years. Although each of these simulations can be used for multiple class periods, each was used in a single 90 minute class period within this research.

Working with a self-selected partner, each student was provided one hour to complete one or more iterations of the simulation, followed by a half hour debriefing session with the professor. The discussion within the debriefing session centered on strategy used, strategy success, and identification of factors most important to success.

**Measures**

After the completion of the simulation and debrief, each student was asked to complete an on-line questionnaire prior to the next class period. Questions were written using a five-point Likert-type scale ranging from Strongly Disagree to Strongly Agree. Three questionnaire items addressed the student’s belief that he/she had learned marketing concepts (see Table 1 for specific items). Two items addressed student satisfaction with the simulation as a learning tool (see Table 2 for specific items).

**RESULTS**

Perceived Learning

Students showed significant perceptions of learning on two of the three items to measure perceived learning: “Increased my understanding of marketing concepts discussed in the course” and “Increased My Understanding of How Marketing is Integrated with other Business Functions.” The results suggest that MBA students perceive that one-topic, one-day simulations do improve their understanding of marketing and how it is integrated into other business functions. Increasing understanding of other marketing concepts demonstrated a positive direction. The net result supported Hypothesis 1 and suggested that students did perceive that the simulation was a useful learning exercise.

Satisfaction

Results strongly indicate that MBA students felt that the simulation increased their satisfaction with the course and that it should remain a part of the course. H2 received significant support.
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Table 1. Enhanced Learning of Marketing Concepts

<table>
<thead>
<tr>
<th>Item:</th>
<th>Statistics (Test Value = 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>df = 119 for each Item</td>
</tr>
<tr>
<td>Increased My Understanding:</td>
<td>Mean = 4.22</td>
</tr>
<tr>
<td></td>
<td>sd = .62796</td>
</tr>
<tr>
<td></td>
<td>t = 3.925 (p = .000*)</td>
</tr>
</tbody>
</table>

| Of Marketing Concepts Discussed in the Course | Mean = 4.00 |
|                                            | sd = .64820 |
|                                            | t = 0.0 (p = 1.00) |

| Of Additional Marketing Concepts Not Discussed in the Course | Mean = 4.00 |
|                                                            | sd = .64820 |
|                                                            | t = 0.0 (p = 1.00) |

| Of How Marketing is Integrated with other Business Functions | Mean = 4.20 |
|                                                           | sd = .82605 |
|                                                           | t = 2.652 (p = .005*) |

Table 2. Satisfaction with Simulation

<table>
<thead>
<tr>
<th>Item:</th>
<th>Statistics (Test Value = 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>df = 119 for each Item</td>
</tr>
<tr>
<td>Increased My Satisfaction with this Course</td>
<td>Mean = 4.25</td>
</tr>
<tr>
<td></td>
<td>sd = .71302</td>
</tr>
<tr>
<td></td>
<td>t = 3.841 (p = .000*)</td>
</tr>
</tbody>
</table>

| Recommend that the Simulation Continue as a Component of the Course | Mean = 4.48 |
|                                                                    | sd = .74454 |
|                                                                    | t = 7.11 (p = .000*) |

Ancillary Finding

An examination of gender differences revealed that only the question of whether the simulation should continue as part of the course exhibited a significant difference between men (mean score 4.65) and women (mean score 4.40). Each score was significantly above the threshold level of 4.

DISCUSSION

The data suggests that MBA students perceive one-day, one topic simulations do significantly enhance their marketing learning experience. The mean scores for perceived learning of marketing concepts were between 4.0 and 4.225. This is a particularly important finding since most of these part time MBA students are wholly or partially self-financed. Most have full time jobs and families. With numerous pressures on their time, they tend to be particularly critical of an assignment they felt was nonproductive. The fact that the simulation, though less comprehensive than more complex simulations, was perceived to increase their understanding of marketing concepts, increased their satisfaction with the course, and was recommended for future courses indicates that these simulations offer a positive experience to members of Generation Y.

The research supports the notion that Millennials enjoy active learning in a simulated business decision process. Furthermore, if professors wish to emphasize a single issue such as pricing or segmentation, this research
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supports the one-day simulation, such as the ones tested, as a viable option. Doing so could offer an active learning environment without requiring large class time and without requiring a high learning curve. Each score was significantly above the threshold level of 4.

REFERENCES


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PSYCHOLOGICAL TYPES OF MARKETING INSTRUCTORS AND STUDENTS: IMPLICATIONS FOR TEACHING INTRODUCTORY MARKETING COURSES

Lauren M. Brewer, Louisiana Tech University

Traditional lecture, as a teaching methodology, is popular for many instructors due to its overall perceived low risk. However, the majority of students much prefer to be engaged in active learning rather than be a passive receiver in the learning process. Prior literature has investigated various teaching approaches for specific courses in marketing. This literature, taken in conjunction with the personality types of students, further increases the ability for success of the marketing student. The increase in technology has opened new possibilities for learning methodologies that were not previously available in the classroom (Morrison, Sweeney, and Heffernan 2003). Principles of Marketing is the first course in marketing students take, making it the first appropriate opportunity to influence their attitudes through course instruction. Teachers who use their experience with marketing in the classroom, instead of relying on material provided by the publisher, can improve student attitudes of the marketing discipline (Camey and Williams 2004). This first course is crucial to keeping marketing students and recruiting students from other disciplines.

The Myers Briggs Type Indicator (MBTI) personality inventory, developed by Isabel Briggs Myers and Katherine Briggs over a twenty-year period, provides an understandable and useful application for Carl G. Jung’s theory of psychological types in everyday life. Jung believed people’s behavior was not random, but occurred in patterns of preference and judgment, which he then termed “psychological type” (Lawrence 1993). The theory put forth by Jung classified persons into one pole for each of four bipolar mental processes identified through two main differences in the way individuals use their perception and judgment.

The first and second bipolar processes include identifying the way information is perceived, Sensing (S) and iNtuition (N), and identifying the way judgments are processed, Thinking (T) and Feeling (F). Jung created a third dimension to explain the attitudes individuals use to direct their energy. The terms Extraversion (E) and Introversion (I) were originated to mean outward or inward turning respectively. The final dimension, created by Myers and Briggs, Judging (J) and Perceiving (P), expands on Jung’s theory incorporating an individual’s attitude toward the outside world. Determining the most common psychological types of both marketing faculty and students creates an opportunity for growth and development through increased understanding of attitudes and behavior.

The Psychological Type Index as created by Anthony Grasha in 1993 was emailed to marketing students and marketing faculty members at universities in the U.S. Respondents were asked to ‘select the member of each pair of items that best describes you’ for each of the 68 pairs. A total of 41 marketing major student respondents and 20 marketing faculty respondents participated in this study. Students indicated ESFJ (27%) most prominent while faculty displayed INTJ (25%) most prominent. The Perceiving-Judging dimension is common between both groups; however, they differ on the each of the other three dimensions. Selection Ratio Type Table (SRTT) analysis compares the type distribution of marketing faculty to marketing students. Extravert (E 35%, p < .05), Sensing (S 40%, p < .01), and Feeling (F 35%, p < .05) dimensions for faculty are significantly less frequent compared to marketing students, whereas Introvert (I 65%, p < .05), iNtuition (N 60%, p < .01), and Thinking (65%, p < .05) dimensions for faculty are significantly more frequent compared to marketing students. Student findings are slightly different from previous research on a cross-cultural level, indicating a need for further analysis. Tobacyk, Cyrson, and Tobacyk (2000) found that Polish and American marketing and management students predominately consisted of ESTJ and ISTJ.

A key to motivating students can be seen in their personality types (Lawrence, 1993). By nature, extraverts gain motivation from outside sources within the environment. External learning should be used to stimulate interest, such as talking aloud, tactile contacts, and technology. Sensing individuals learn through literal meaning, using their senses.
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Following a systematic process that passes through several of the five senses engages students. Connection with facts that are concrete and tangible should begin the learning process then move toward the abstract as appropriate. Feeling individuals develop and use strong personal relationships as a motivation factor where they are able to blend conditions. Judging individuals prefers closure with a precise plan of action. Timelines or deadlines work well along with order and structure in their classes, with minimal unpredictability.

The most common personality style of teachers (INTJ) is seen through the teaching methodology that characterizes many classrooms. The introversion dimension prefers to gain energy from the inner world or self, lending itself well to the lecture dimension that emphasizes concepts and ideas so often used. However, in contrast, the ESFJ student gains energy from sources outside oneself and in the environment. Bacon and Stewart (2006) recommend deeper levels of learning citing longer retention of material as studied in a Consumer Behavior course. It is better to develop concepts fully and focus on depth as opposed to breadth. Deeper learning takes more time and less material can be covered, but retention is higher. The lecture method is commonly used to cover a vast amount of material quickly, but lacks the depth necessary to create long-term retention.

For the teacher, understanding the learning preferences of the student majority does not mean he or she is expected to completely change the execution of the curriculum for Principles of Marketing, or any other course. This information merely recognizes the learning preference strengths of marketing students and in no way dictates that teachers should only involve student strengths in the learning process. Incorporating several methodologies into classroom instruction will encourage students to utilize their strengths and develop their weaknesses working to increase interest in the material.

The greatest drawback of the present study is the limited and probably non-representative sample size. A pool of 41 marketing major students and 20 marketing faculty makes it difficult to generalize to the entire marketing population. It is with hope that a large sample size will produce stronger results for the ESFJ profile of marketing students.

REFERENCES


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IS INTENSIVE LEARNING THE RIGHT CHOICE FOR YOU? SOME THOUGHTS FROM MBA STUDENTS

Henry Wai Leong Ho, Hamline University
Jane Calabria McPeak, Hamline University

REFEREED PAPER

ABSTRACT

Business faculties have extensively practiced intensive or ‘block’ teaching in tertiary education since the early 90s. Many researchers claimed that the outcomes of intensive learning are equivalent or better than with the traditional mode of delivery (Anastasi 2007; Burton and Nesbit 2005; Davies 2006; Ho and Polonsky 2009; Reardon et al. 2008). However, the delivery of graduate business courses in intensive mode has not been examined previously and this is the focus of this project. It has also been suggested that more research is generally required in the area of intensive delivery (Daniel 2000). This project investigates graduate business students’ perceptions of intensive delivery courses (i.e., courses delivered in five weeks or less) that they complete as part of their MBA degree at a mid-size comprehensive university in Minnesota, USA.

INTRODUCTION

It has been suggested that students’ participation in lectures and tutorials is declining (Ramsden 2003). Students in the new century appear to want more interactive classes that engage student learning (Harasim 1999; Ramsden 2003). Engaging students is preferred by many academics; although this requires that students are prepared and willing to actively participate ensuring classes are not one-way communication (Collier 1985).

Lack of preparation and engagement can lead to limited reflection on content and it sometimes appears that students are more concerned with the ‘answers’ rather than why an answer is applicable (Keddie and Trotter 1998). Changes in technology also assist in reshaping the educational process; students now have unlimited access to information. This potentially causes challenges for academics, such as how do we engage students with content and classes. To get students to “think like marketers” today’s educators need to possibly move beyond the traditional modes of instruction (Ali and Ho 2006).

This project investigates the MBA students’ perception of intensive face-to-face delivery (5 weeks of classes) during their studies as compared to their perceptions of traditional semester teaching (16 weeks of classes).

INTENSIVE LEARNING

Non-traditional teaching has been defined using many different names – intensive, block mode, accelerated and flexible (Scott 1994; Daniel 2000; Grant 2001; Seamon 2004; Burton and Nesbit 2005). It was initially developed to allow institutions to deliver content in an accelerated schedule because of time constraints and has its roots in a variety of educational environments. According to Seamon (2004) one of the earliest examples intensive teaching were short-term summer courses taught at Harvard University in 1869 (Seamon 2004). Within this research, the researchers use the term “intensive teaching” to cover the overall set of approaches.

Faculty members at the business school have extensively practiced intensive teaching in tertiary education since the early 90s. Burton and Nesbit (2005) identify that in Australia this started at the University of New South Wales in the Master of Business in Administration (MBA) program. Globally many tertiary institutions have integrated these intensive teaching formats widely throughout programs (Daniel 2000).

There have been a number of researchers who have explored the educational implication of running intensive classes, with results suggesting that learning outcomes are equivalent or better than the traditional mode
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of delivery. There is more student interaction and commitment, as well as increased academic performance (Scott 1994; Daniel 2000; Grant 2000; Seamon 2004). However, the delivery of graduate courses in business via intensive mode has not been examined previously and this is the focus of this project. It has also been suggested that more research is generally required in the area of intensive delivery (Daniel 2000).

It is of the interest of this project to investigate graduate students’ perceptions of the effectiveness of intensive courses as compared with the traditional 16-week delivery method. The researchers are going to propose two hypotheses relating to the graduate students’ perceptions of their studies via intensive learning. First, the researchers hypothesize that students will be more motivated to attend lecture and learn in intensive mode as compared with the traditional 16-week classes (H1). Second, the researchers hypothesize that there are no differences in support students received when they studying via intensive mode (H2).

CASE STUDY

Students involved in this research were enrolled in an MBA degree at a mid-size comprehensive university in Minnesota, USA. All the students who are involved in this research would have completed at least one semester (four intensive courses) of a four-semester MBA degree program.

In brief, the MBA program requires successful completion of four core modules (40 credits) plus two additional elective courses (8 credits). A third elective course (4 credits) can be used to create a program of specialized studies or concentration in international management, conflict management, finance or marketing. The MBA curriculum is delivered in a series of four modules that strategically group like topics to help student develop real world leadership skills. Instead of taking a series of disjointed classes in a random order, the modules thoughtfully lead student from introductory to advanced critical thinking and explore the multi-faceted issues that businesses face (http://www.hamline.edu/business/mba/).

The MBA classes are held from 5:45–9:45 p.m. one night per week and the entire degree can be completed in 21 months. Currently there are more than 400 students enrolled in the MBA program and they can either complete their degree at the main campus of the university in Saint Paul or in the Minneapolis campus located near downtown Minneapolis.

DATA COLLECTION AND METHODOLOGY

The researchers collected data from students who enrolled in two different MBA courses (MBA8290 Business Process Management for students in module 2 and MBA8350 Marketing Management for students in module 3) in the spring semester 2012. As these are two intensive courses, both courses were taught over five weeks, meeting once a week for four hours at a time (combine with lectures, tutorials and seminars). A variety of presentation techniques, including audio-visual media and case studies, were employed in both courses.

In the spring semester 2012, there were 59 Module 2 and 46 Module 3 students enrolled in the MBA program across the two campuses. A number of students were not present at the end of the session when the questionnaire was administered. There were 102 responses collected and some responses were only partially completed. Students were asked to respond to a questionnaire survey, administered at the end of the final lecture, that required about five minutes to complete. It was made clear to the participants that this was not part of the assessment for the course. The approval from the Institutional Review Board (IRB) of the university was obtained in late 2011 to preserve the rights, liberties and safety of the participants. In addition, before conducting the questionnaire survey, we explained the purpose of the study and the ethical rules to each participant. All students were informed that under the ethical rules, they were participating voluntarily and no psychological, moral, legal or other risks would occur with them.

Data was collected by the researchers using a brief paper-based questionnaire administered during the final week of the session. Most of the questions were concentrated on how students’ perceptions of the intensive face-to-face course have contributed to their learning, as well as the perceived benefits associated with enrolling in this intensive course. Students were also asked to indicate their perception of whether attending the intensive course is more enjoyable and/or difficult as compared with other business courses in which they enrolled previously in their undergraduate studies. Responses were based on a five point Likert scale; from agree strongly to disagree strongly.

DISCUSSION AND FINDINGS

The major findings (see Table 1) show that the MBA Students felt that intensive learning was the same as the traditional semester long learning or more preferable. In particular they felt that there was more opportunity for
feedback (q5) and interaction (q6) with the instructor. In addition it required them to be more efficient with their time (q3). They did not believe that there was any disadvantage to the intensive option in terms of studying (q4) nor was the intensive mode more time consuming (q7). Apart from that, students found themselves more efficient and effective by studying via intensive mode (q2). At the same time, our students reported that they preferred this mode since the course in intensive mode is more satisfactory than any other courses in their previous studies via traditional mode (q1 and q8).

In brief, the overall responses were very positive as indicated by the mean score of the one to five scales, where less than three indicates a degree of agreement with the proposition and greater than three favors disagreement. At the same time, the results as shown in Table 1 generally support for H1 and H2. That is students will be more motivated to attend lecture and learn via intensive mode as compared with the traditional 16-week classes. It also covers the support that students received from their instructor(s) while they studying via intensive mode is very similar compared to the traditional 16-week classes that they have attended. This is also generally consistent with other researchers exploring students’ attitudes toward intensive mode, such as Singh and Martin (2004) and Hyun et al. (2006).

The final question asked the students to point out the advantages and disadvantages of studying via intensive mode. Unfortunately only less than half of the respondents provided responses to this open ended question. Some of the comments from the participants are:

Advantages of intensive learning:

- You don’t get bored with the material
- Helps me stay to reach my goal
- It doesn’t allow you to fall behind or not complete

Table 1. Students’ Perception of Intensive Marketing Course

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>AS</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>DS</th>
<th>Mn</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I prefer to enroll in an intensive course rather than the one offers in the traditional semester basis</td>
<td>31</td>
<td>67</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1.74</td>
<td>0.52</td>
</tr>
<tr>
<td>2</td>
<td>I find myself more efficient and effective in my learning because this is an intensive course</td>
<td>21</td>
<td>72</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>1.90</td>
<td>0.59</td>
</tr>
<tr>
<td>3</td>
<td>By studying via intensive mode, I am using my time to the best of my knowledge</td>
<td>14</td>
<td>78</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>2.00</td>
<td>0.59</td>
</tr>
<tr>
<td>4</td>
<td>Being in an intensive course is a disadvantage for me due to the shorter learning time as compared with a traditional semester course</td>
<td>0</td>
<td>17</td>
<td>0</td>
<td>77</td>
<td>8</td>
<td>3.75</td>
<td>0.82</td>
</tr>
<tr>
<td>5</td>
<td>I can easily get feedback and/or help from the instructor(s) via email, telephone or in-person contact throughout the intensive classes</td>
<td>11</td>
<td>87</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1.95</td>
<td>0.45</td>
</tr>
<tr>
<td>6</td>
<td>The discussions/feedback from the instructor(s) over email, telephone or in-person contact enhanced my understanding of the course</td>
<td>9</td>
<td>89</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1.97</td>
<td>0.43</td>
</tr>
<tr>
<td>7</td>
<td>Intensive learning is more time consuming as compared with traditional semester learning</td>
<td>0</td>
<td>39</td>
<td>0</td>
<td>39</td>
<td>24</td>
<td>3.47</td>
<td>1.22</td>
</tr>
<tr>
<td>8</td>
<td>Overall I find the course(s) is/are more satisfactory than other courses that I enrolled in the traditional semester</td>
<td>28</td>
<td>65</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>1.88</td>
<td>0.74</td>
</tr>
</tbody>
</table>

(Five-point Likert scale with 1 = AS agree strongly and 5 = DS disagree strongly), N = 102
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Disadvantages of intensive learning:

♦ Group project can be difficult due to time frame
♦ Less time to process information for projects
♦ Too many memos for me as I work full-time but did manage to finish on time.

CONCLUSIONS, IMPLICATIONS AND LIMITATIONS

Given the growing emphasis on outcomes and student experiences this type of research is increasingly required. Changes in practice need to be justified with systematic research into the evaluation of changes. The key goal of modifying delivery should be to identify ways to improve student learning and outcomes. This may in fact also be affected by students’ learning styles and motivations, which can also be integrated into more comprehensive studies of changing modes of delivery on outcomes.

It does appear that there may be benefits for some students in moving to more intensive delivery, as their experience overall appears to be improved and within this study they preferred the intensive mode or at least saw no disadvantages. This might suggest that students in an information rich, high speed interaction environment might perceive learning differently than those in the past, for whom traditional modes of learning were initially designed.

Assessment of the educational experience should however, not focus on student experiences alone. The issue of learning outcomes is possibly equally important, although it is not clear that students would perceive this to be the case and this was not explored in this research. This study did not address the role of learning outcomes and their assessment in the intensive learning context. However, this would be an important area for future research especially if learning outcomes are or should be perceived to be the primary measure of success of education. It might however, be anticipated that an increased positive perception of classes might assist in improving student participation, which could possibly explain the improved individual progressive results. As such, there may be complex relationships between the different measures of a course’s success (i.e., attitudinal and learning outcomes).

There may also be a number of other factors that need to be considered in evaluating the effectiveness of one mode of delivery in comparison with others. This might include the type of assessment used, as one mode might result in better learning outcomes than others. For example, group activities might be harder to organize in shorter time frames, although it might also be the case that the intensive interaction required will bring about better outcomes as well. The specific modes of intensive delivery also could be explored, as there may be negatives associated with having too intensive education formats (say five days of four hours straight) that limit the student’s ability to absorb the information. Thus, alternatives should be examined. Lastly there may be differences based on the cohorts of students. Graduate, undergraduate and event differences between local and international students may exist. This research did not explore these issues and they could be examined in future research.

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STUDENT AUTHORED CASES: CONNECTING UNDERGRADUATE STUDENTS WITH THE BASE OF THE PYRAMID

Al Rosenbloom, Dominican University

ABSTRACT

This paper describes a six-semester pedagogical “experiment” in which undergraduate students in an international marketing course were asked to write a complete marketing case (including a teaching note) for base of the pyramid (BoP) consumers. The paper has two aims: (1) To describe the process of student authored cases focused on BoP consumers; and (2) to evaluate, through assessment data, the learning outcomes from this BoP case writing assignment.

INTRODUCTION

This year marks the 10th anniversary of C.K. Prahalad and Stuart Hart’s (2002) article, “Fortune at the Bottom of the Pyramid” – an article that prompted changes in how some multinational corporations think about and conduct business with low income markets. Prahalad and Hart (2002) argued that the world’s poor were attractive, untapped markets that could stimulate innovation both in product design and in the business models used by multinational corporations to create shareholder value. In its embryonic form, “finding fortune at the bottom of the pyramid” (Prahalad 2004) was interpreted as “selling to the poor” (London and Hart 2011). Marketing’s role in selling to the poor was immediately self-evident. Over the past decade, greater corporate and venture capital involvement with base-of-the-pyramid (BoP) markets has strengthened the legitimacy of as well as the interest in low income markets as a relevant marketing topic. In leading companies that have tackled the BoP market, marketing functions have now broadened to include innovations in product design, communication, rural distribution, pricing and stakeholder participation. The inclusion of BoP examples and cases in international marketing, marketing strategy and marketing management textbooks is further evidence of these trends.

Case method teaching has a long history of encouraging critical, higher-level thinking, analysis and discussion in students (Barnes, Christensen, and Hansen 1994; Christensen and Hansen 1987); and, as the number of BoP-focused cases has continued to grow, cases have given marketing educators increased opportunities for integrating the issues of poverty, BoP consumers/markets and marketing strategy into their courses. At the apex of case types is the decision-oriented case, developed by Harvard University’s business school (Leenders, Erskine, and Mauffette-Leenders 2001). Decision-oriented cases place students in the role of a manager needing to make a decision. Decision-oriented cases help develop critical thinking skills because such cases often ask students to reach conclusions using complex and often incomplete information/data. Many of the BoP cases I reviewed for inclusion in my global marketing and marketing management classes were not, however, decision focused; they were descriptive cases – that is, they were retrospective narrative accounts (often very good and very detailed) of what a firm did in terms of reaching and/or tapping a BoP market of interest. This scarcity of such BoP decision oriented cases led me to develop the BoP Student Case Writing Exercise that is this paper’s focus.

This paper has the following four sections: First, the paper reviews the literature on student case writing. Second, the paper presents a detailed description of the student case writing assignment itself. Third, the paper presents assessment data from six semesters in which I had students write cases about the BoP. Finally, the paper concludes with some reflections on the assignment.
STUDENT AUTHORED CASE WRITING: A LITERATURE REVIEW

There is a small literature on the use of student-authored cases (SAC) in business courses (Ross, Zufan, and Rosenbloom 2008) and an even smaller literature describing SACs in marketing. Swiercz (2004) provides an early and still valuable guide to “student written, instructor facilitated cases” – an early variant of SACs. Swiercz (2004) notes that SWIFs (Student Written, Instructor Facilitated cases) transform students from being passive actors, except during case discussions, into active participants throughout the entire case development and discussion process. Swiercz (2004) provides for student case writers the kind of outline and checklist that Leenders, Erskine, and Mauffette-Leenders (2001) and Naumes and Naumes (1999) set out for faculty. He describes a step-by-step procedure for finding a company of interest, creating the narrative, and dealing with possible ethical issues that interviews for case material may present. His is a valuable jumping off point for SACs.

As noted above, faculty reports of using SACs in business courses are few (Ashamalla and Crocitto 2001; Chu and Libby 2010; Ciccottello and Green 1997; Nelson 1995; Vega 2010; Ross, Zufan, and Rosenbloom 2008; Whitt et al. 1991). Only Lincoln (2006), Forman (2006) as well as Corrigan and Craciun (2010) report using SACs in marketing. Lincoln (2006) describes his adaptation of Swiercz’s (2004) approach noted above. Lincoln positions his approach midway between traditional case analysis and live case analysis. Student teams must research, write and analyze a live case, but do so in a process that emphasizes finding “an ending to their story” and not just “focus on finding a solution for their client as is done in many live projects” (Lincoln 2006, p. 2). He posits that the students’ “‘ideal’ ending for [their] business client’s marketing decision problem” (p. 2) serves as a “solution” to the team’s case. Lincoln (2006) provides general assessment data supporting favorable student evaluation of the assignment.

Forman (2006) describes an approach to SACs that models itself closely after Leenders, Erskine, and Mauffette-Leenders (2001). Forman (2006) used SACs in his MBA marketing management class and found student evaluations to be favorable. Corrigan and Craciun (2010) extend the longevity of student-authored cases through their intentional integration of SACs written in one semester into the course syllabi of succeeding semesters. In essence, SACs serve as learning platforms both in their creation in one class and in their subsequent analysis by a different set of students in future classes.

STUDENT AUTHORED CASES ON THE BOP: THE ASSIGNMENT

The BOP student case writing assignment has been conducted in my international marketing classes for six semesters. In developing the assignment, I was motivated by three goals. First, I wanted to create a culminating class project that would encourage a strong synthesis of international/global marketing course concepts. Second, I wanted the assignment to support the core values inherent in our school of business and in our university which are “to seek truth, to give compassionate service and to work for social justice.” Finally, I wanted to creatively “solve” the inherent challenge of engaging students deeply with the issue of poverty when travel study and/or a service learning project were not possible. This assignment seemed to support all these goals.

The BOP student case writing assignment began with a handout (available on request from the author). The handout had three parts. Part I provided an assignment overview and asked and answered the question: What is a case? I gave standard definitions of a case and included as well brief discussions of traditional case components (action trigger, country profile, company profile, case situation). Part 1 also asked and answered a similar question: What is a Teaching Note? A unique aspect of the assignment was this requirement for students to write a companion teaching note. In the handout I stressed the importance of the teaching note in defining learning objectives and that the types of discussion questions asked, along with the depth of answers given to each discussion question, would contribute disproportionately to the assignment’s final grade.

The primacy of the teaching note cannot be underestimated. The decision to have students prepare a teaching note follows Bengtsson and Asplund’s (2004) insight that writing a teaching note was a critical aspect in determining student grades. Bengtsson and Asplund (2004) unequivocally state, “It is vital that construction of a teaching note [be] included in the case construction. This forces the students to think about the objectives of the case and how to use it. It also becomes an aid in the research process because it helps the students to collect data selectively and to design the case more consciously” (p. 12). Indeed, they assert that a major contribution of their research was to identify the teaching note as essential to student learning. When case writing becomes a graded activity, it cannot be any other way.

Part 2 consisted of “guidelines, hints, and helps.” Here I tried to distill the advice given to novice case
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writers. Among the 11 tips and hints for writing a good case narrative were these:

♦ Segmentation is a central marketing process.
♦ Make sure the case’s target market(s) are clearly defined.
♦ BOP consumers can be segmented and targeted as: urban slum BOP consumers, rural BOP consumers, BOP women, BOP kids, BOP men, BOP families, etc.
♦ Write objectively about your case situation and descriptively about your country profile.
♦ Eliminate judgment words that look down on or demean BOP consumers.
♦ Footnote and/or cite all sources for economic, demographic and sales data.
♦ Include a country map in the country profile.

I made parallel suggestions for writing a meaningful Teaching Note.

Finally, Part 3 was a timetable for completing the assignment, along with simple checklists that defined for student teams what items and what stage of development each item was to be turned in. Part 3 concluded with this statement: “This assignment is really about how well your team understands international marketing. The case situation is BOP consumers, but the real focus is on international marketing. As such, I will be evaluating both the kind of questions your team asks and the depth and insight that answers give into international marketing.”

The assignment was divided into three phases, with each phase being separated by four weeks. The assignment was done in self-forming teams. Team size ranged from 2–4 individuals. Phase 1 required student teams to submit a preliminary research report during the fourth week of class which summarized the company chosen, a proposed product or service to be marketed, the country in which the marketing would occur and which base of the pyramid segment(s) the marketing might target. I gave feedback on the initial ideas. Phase 2 was a first draft of the team case narrative. A well-written first-draft case narrative:

♦ Dealt with a meaningful international marketing situation for base-of-the-pyramid consumers;
♦ Clearly presented the case action trigger, case scenario and company profile;
♦ Included a detailed country profile;
♦ Had relevant data on base-of-the-pyramid consumers; and
♦ Had a minimum of five references at the conclusion of the case narrative that indicated the sources used in developing the narrative.

Additionally, Phase 2 required each team to write three learning objectives, three case discussion questions and the case synopsis for the teaching note. I reviewed each narrative and teaching note, providing feedback and guidance for further development. Phase 3 was to submit a revised and final case narrative and teaching note for grading. The final submission now included a complete teaching note, with detailed responses to each discussion question. Teams were also required to state which chapters in the textbook discussion questions were related to.

Several BoP readings were included in the course schedule (Ang and Sy-Changco 2007; Hammond and Prahalad 2004; Ireland 2008; Prahalad and Hart 2002; Viswanathan, Gajendiran, and Venkatesan 2008).

ASSIGNMENT ASSESSMENT

At each semester’s end, I asked students to evaluate the case writing assignment through an online survey distinct from the school’s formal course evaluation. Students were asked (1) their self-assessed competence in analyzing cases, (2) the number of hours they spent preparing the teaching note and case narrative, (3) the learning (if any) that occurred while working on specific assignment tasks (writing the case action trigger, writing the company profile, developing the country profile, etc.), (4) whether the requirement to focus solely on BoP consumers deepened understanding of core international marketing activities (positioning, market entry, targeting, standardization versus adaptation, etc.) and (5), whether the assignment should be retained. The questionnaire was administered over six semesters to students in my undergraduate international marketing course.

Over six semesters, 104 undergraduate students completed the questionnaire. Students reported moderate previous course experience analyzing cases. As Table 1 suggests, almost 10% of students said they had no previous course experience analyzing cases; just under a third of the students said they had “a little” case analysis experience, while 43% said they had “some” case analy-
sis experience antecedent to class. One could characterize previous student experiences with case analysis as modest.

Table 1. Previous Experience with Case Analysis in Courses

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>10</td>
</tr>
<tr>
<td>A little</td>
<td>33</td>
</tr>
<tr>
<td>Some</td>
<td>45</td>
</tr>
<tr>
<td>A lot</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
</tr>
</tbody>
</table>

Hours spent on the assignment were divided per major activity: hours spent working on the case narrative and hours spent working on the teaching note. Students reported the mean number of hours worked on the case narrative was 21 hours, while the mean number of hours worked on the teaching note was 10 hours. The range of hours spent on the case narrative was vast. The number of hours spent ranged from zero through a total of 80 hours on the case narrative and zero through a total of 72 hours spent on teaching note.

Hours spent on this case writing assignment is directly related to its perceived difficulty. As Table 2 suggests, students found many sections of the assignment difficult. The mean score for preparing the case narrative was 4.07, while the mean score for the teaching note was 4.06 (both measured on a five-point scale). The least difficult assignment component was writing the company profile. The latter makes sense since many student teams chose companies team members were familiar with already.

Table 2 presents student perceptions of student learning from various assignment components rank ordered by mean score. Table 2 indicates that the students perceived their greatest learning to be associated with understanding and writing about BoP consumers. This was gratifying. Students also reported significant learning from the challenge of answering case discussion questions, writing the case narrative overall, writing the country profile and writing the teaching note overall. Students reported that writing the case action trigger yielded the least learning (see Table 3). This seems reasonable since the action trigger is merely a convention associated with decision-oriented cases and has limited transferability outside this assignment.

Table 2. Difficulty in Preparing Various Case Sections (Rank Ordered by Mean Score)

<table>
<thead>
<tr>
<th>Difficulty of Writing…</th>
<th>Mean*</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case narrative overall</td>
<td>4.07</td>
<td>.722</td>
</tr>
<tr>
<td>Teaching note overall</td>
<td>4.06</td>
<td>.730</td>
</tr>
<tr>
<td>Answers to discussion questions</td>
<td>4.03</td>
<td>.814</td>
</tr>
<tr>
<td>Discussion questions</td>
<td>3.98</td>
<td>.892</td>
</tr>
<tr>
<td>Writing action trigger</td>
<td>3.75</td>
<td>.817</td>
</tr>
<tr>
<td>Learning objectives</td>
<td>3.61</td>
<td>.924</td>
</tr>
<tr>
<td>BoP consumer description</td>
<td>3.55</td>
<td>.921</td>
</tr>
<tr>
<td>Country profile</td>
<td>3.37</td>
<td>1.045</td>
</tr>
<tr>
<td>Company profile</td>
<td>2.98</td>
<td>.889</td>
</tr>
</tbody>
</table>

* Scale used: 1= very easy, 5 = very difficult

To gain further insight into where learning gains were strongest, students were asked to select the one component that for them produced the greatest learning. The greatest number of students (n = 20) said their greatest learning came from writing the case narrative (see Table 4). However, an almost equal number of students (n = 17) said their learning came from thinking about and writing the description of the low income consumer segment relevant to their case.

The questionnaire next explored changes in student understanding of selected marketing topics. As noted in Table 5, the two greatest increases in understanding specific marketing topics were in market research and target marketing. On the one hand it is not surprising that target marketing produced significant learning. This was, after all, the superordinate goal of the assignment: To introduce students to the challenges of low income consumers, a neglected market segment. On the other hand, market research as a topic that produced the greatest learning is a surprise. No student team conducted primary data. All data was secondary data. Reflection on what students meant by this might mean: (1) Market research on low income consumers is hard to find. Thus when they found it, they were gratified. (2) Research on low income consumers indicates that low income consumer shopping and purchasing behavior is different from market segments either known to students or studied in class. This can – and did – produce significant insights – hence, the high mean score. Table 5 also suggests that student perceptions of their understanding of many marketing topics increased meaningfully.
Table 3. Student Self-Reported Learning from Assignment Components (Rank Ordered by Mean Score)

<table>
<thead>
<tr>
<th>Learning from...</th>
<th>Mean*</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing about BOP consumers</td>
<td>4.39</td>
<td>.741</td>
</tr>
<tr>
<td>Answering case discussion questions</td>
<td>4.36</td>
<td>.706</td>
</tr>
<tr>
<td>Writing the case narrative overall</td>
<td>4.34</td>
<td>.776</td>
</tr>
<tr>
<td>Writing country profile</td>
<td>4.30</td>
<td>.819</td>
</tr>
<tr>
<td>Writing teaching note overall</td>
<td>4.28</td>
<td>.784</td>
</tr>
<tr>
<td>Writing case discussion questions</td>
<td>4.14</td>
<td>.756</td>
</tr>
<tr>
<td>Writing case learning objectives</td>
<td>4.06</td>
<td>.831</td>
</tr>
<tr>
<td>Writing the company profile</td>
<td>3.99</td>
<td>.810</td>
</tr>
<tr>
<td>Developing the action trigger</td>
<td>3.71</td>
<td>.942</td>
</tr>
</tbody>
</table>

* Scale used: 1 = no learning occurred, 5 = significant learning occurred

Table 4. Activity in Which the Most Learning Occurred

<table>
<thead>
<tr>
<th>Developing/writing...</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case narrative overall</td>
<td>20</td>
<td>20.2</td>
</tr>
<tr>
<td>Description of BOP consumers</td>
<td>17</td>
<td>17.2</td>
</tr>
<tr>
<td>Teaching note overall</td>
<td>13</td>
<td>13.1</td>
</tr>
<tr>
<td>Answers to case discussion questions</td>
<td>13</td>
<td>13.1</td>
</tr>
<tr>
<td>Country profile</td>
<td>13</td>
<td>13.1</td>
</tr>
<tr>
<td>Case discussion questions</td>
<td>6</td>
<td>6.1</td>
</tr>
<tr>
<td>Case action trigger</td>
<td>5</td>
<td>5.1</td>
</tr>
<tr>
<td>Learning objectives</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>Company profile</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>Receiving instructor feedback on the case narrative and/or teaching note</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>99.9</td>
</tr>
</tbody>
</table>

Lastly, students were asked to reflect on the case writing assignment as a summative assessment, as a tool to help them make connections with “the real world,” and with the fairness and overall value of the assignment. These results are presented in Table 6.

As noted throughout this section, students found this assignment to be challenging and this fact is confirmed by the very high mean score 4.70 (on a scale of one to five) that “The case writing assignment was challenging.” Students also agreed that the case writing assignment helped them understand the real world relevance of course concepts. This, too, was supported earlier by the

Table 5. Student Self-Reports of Changes in Their Understanding of Selected Marketing Topics (Rank Ordered by Mean Score)

<table>
<thead>
<tr>
<th>Change in understanding of...</th>
<th>Mean*</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Market research issues</td>
<td>3.82</td>
<td>.385</td>
</tr>
<tr>
<td>Target marketing issues</td>
<td>3.79</td>
<td>.437</td>
</tr>
<tr>
<td>Positioning issues</td>
<td>3.70</td>
<td>.550</td>
</tr>
<tr>
<td>Product design issues</td>
<td>3.70</td>
<td>.486</td>
</tr>
<tr>
<td>Market entry issues</td>
<td>3.68</td>
<td>.492</td>
</tr>
<tr>
<td>New Product Development Issues</td>
<td>3.67</td>
<td>.559</td>
</tr>
<tr>
<td>Advertising Issues</td>
<td>3.67</td>
<td>.585</td>
</tr>
<tr>
<td>Market Segmentation Issues</td>
<td>3.63</td>
<td>.506</td>
</tr>
<tr>
<td>Distribution Issues</td>
<td>3.63</td>
<td>.548</td>
</tr>
<tr>
<td>Pricing Issues</td>
<td>3.62</td>
<td>.552</td>
</tr>
<tr>
<td>Packaging Design Issues</td>
<td>3.60</td>
<td>.619</td>
</tr>
<tr>
<td>Country Selection</td>
<td>3.61</td>
<td>.605</td>
</tr>
<tr>
<td>(Microsegmentation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotion Issues (non-advertising)</td>
<td>3.51</td>
<td>.645</td>
</tr>
</tbody>
</table>

* Scale used: 1 = My understanding became less clear. I got more confused. 2 = No change in my understanding. 3 = My understanding increased a little. 4 = My under-

Table 6. Overall Assignment Assessment

<table>
<thead>
<tr>
<th>Project helped me understand “real world” relevance of course concepts</th>
<th>Mean*</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.16</td>
<td>.874</td>
</tr>
<tr>
<td>Case writing assignment was challenging</td>
<td>4.70</td>
<td>.632</td>
</tr>
<tr>
<td>Case writing assignment is an excellent way to assess my overall performance</td>
<td>3.52</td>
<td>1.119</td>
</tr>
<tr>
<td>Case writing assignment reflected what I learned in class</td>
<td>4.09</td>
<td>.891</td>
</tr>
<tr>
<td>Case writing assignment is the best way to assess my overall class performance</td>
<td>3.46</td>
<td>1.173</td>
</tr>
<tr>
<td>Overall I learned a lot</td>
<td>4.46</td>
<td>.817</td>
</tr>
</tbody>
</table>

* Scale used: 1 = strongly disagree, 5 = strongly agree
strong gains in understanding of various marketing concepts (Table 5). Students had less unanimity around whether SACs were “the best” way to assess class learning. This, too, seems reasonable given the diversity of student talents. Indeed, there is no, “one best” final assignment for all students.

Finally, there is rather strong agreement, ceteris paribus, that they learned a lot through the assignment. And when asked whether this student case writing assignment should be retained, 58% of student said “yes—and keep it as is with no change.” Twenty percent of students said, “Retain the focus on BoP consumers yet change some parts of the assignment.” Only five percent of students said to drop the assignment entirely.

CONCLUSION

To conclude, it seems that this SAC writing assignment achieved the three goals I set out. First, the assignment functioned well as a mechanism for integrating international marketing concepts. To write an effective case, students needed to understand the interdependent relationship between marketing variables. One student team, for example, wrote a case in which they developed a hand sanitizer for Gujarati dairy farmers that not only cleansed the farmer’s hands for milking but also warmed the cow’s udders so that milk production increased. In this case, unmet market need drove new product development, which was linked to innovation in product packaging and distribution. The assignment’s second goal, to support the school’s mission of working to create a more just and humane world, was also achieved through the embedded perspective that marketing to the BoP must be ethical, respectful and value-creating for consumers. Finally, I think my third goal was achieved as well: To engage students deeply with the issue of poverty when travel study and/or a service learning project were not possible. Student knowledge of both the challenges and the specifics of marketing to BoP consumers increased, and it seems that students survived – if not flourished a little – through this demanding assignment. Further, students self-reported that their learning across a wide variety of international marketing concepts increased (Table 5). From the faculty perspective, this seems ideal. In part, I attribute these self-reported learning gains to the integrative aspect of case writing itself. Effective international marketing cases must include important sections on country, company, competitor, product lines, segmenting, positioning – all of which are presented in a very applied situation in “the case.” I also attribute learning gains to the freedom of choice embedded in the assignment. Student motivation is increased because students, themselves, choose country, company, product, etc.

A real surprise was students’ limited previous experience (self-reported) with case analysis (Table 1). If accurate, this raises important questions about pedagogies students experience in earlier classes. Also if accurate, the lack of previous case analysis experience helps explain the challenge many students feel with this assignment: They have few or no models from previous classes in which to say, “Ah, yes! I know what a case is and I know what I had to do either to participate in class discussion or submit my thoughts on the case for a grade.”

Finally, while SAC is very rewarding personally from a student learning perspective, it is an exceptionally demanding assignment in terms of faculty time. I spend significant time reviewing each team’s first drafts. Teams require coaching not only in terms of team dynamics but also in terms of thinking about the decision that is at the core of each team’s case. Often, teams want to write a descriptive case devoid of any decision. Effort is needed to reorient teams to think about marketing decision making. And lastly, an increasingly difficult hurdle is the very strong commitment undergraduate students have to Google. Simply stated: My students believe that everything they need to know can be found on Google. If a search does not immediately yield something useful, then it was simply a matter of finding better search terms. A major, major challenge was breaking student addiction to Google. The best teams followed my guidance to search library databases and “read books!” Underperforming teams did not and persisted in the hope of finding something useful online. In all, I have found SAC rewarding—and so have my students.

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PREPARING TO “TEXT” AND “TWEET” AT WORK: DEVELOPING PROFESSIONAL SOCIAL MEDIA SKILLS IN AN UNDERGRADUATE BUSINESS STUDENT COURSE

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ABSTRACT

Most business students consider themselves experienced at casual social media use. Businesses view social media as the newest communications frontier and, frequently, an ideal way to connect with customers. As they transition into the workforce, business students will find it necessary to apply social media in ways that they may never have envisioned. This paper describes research to understand business students’ experience in casual social media applications and self-perceptions of their readiness to efficiently and effectively apply such technologies at work. Results are used to develop learning modules to help business students transition from casual to professional social media applications.

INTRODUCTION

As business leaders innovate, they look at increasing the practicality of “faster, cheaper, and better” in their decision-making practices. Increasing efficiency and effectiveness through these parameters translates into competitive advantage, whether considering external factors such as communications with customers regarding new products/services or internal factors such as leading and managing the workforce. Nowhere is this process more apparent than in the proper application of solid communications practices – externally and internally.

Over the past decade, technical advances have had an extraordinary influence on both personal and business communications. Proliferation of cell phones, wider availability of high-speed Internet connections, more affordable personal computers, PDAs, and other devices have all contributed to communications that occur more frequently in “real time” than ever before. Concurrently, the rapid rise in social media applications that facilitate both casual and professional communications has made it substantially easier to generate not only one-to-one communications, but also one-to-many communications through only a few keystrokes or the click of a mouse.

Once used primarily by individuals seeking to connect or communicate on personal topics, social media technologies are now a common tool in the workplace. Thus, it is predictable that the use of social media in business communications will continue to increase due to the speed of “faster” in operations, “cheaper” in cost efficiencies and “better” in terms of quality – considered in the business communications literature as the three-part innovation equation. As a result, a notable trend in business communications is the sharp increase in efforts by for-profit, governmental, and not-for-profit organizations to reach potential customers and/or current clients through social media interactions (Brennan 2010, pp. 8–9). Social media, in short, are here to stay.

As business educators, we can make a strong contribution to university-wide efforts dedicated to improving students’ writing skills (Carnes, Jennings, Vice, and Wiedmaier 2001). As a key part of this process, we must learn to embrace the possibilities of social media and the associated opportunities in the workplace of the future. Moreover, we must identify instructional approaches to enable our students, likely already adept at the casual use of social media, to apply their skills appropriately in the workplace. This paper describes research designed to
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 establish the baseline familiarity of undergraduate business students with various social media sites, technologies, and usages. The study was undertaken to elucidate student social media usage patterns and to assist in beginning to develop a series of business communication-focused social media learning modules suitable for use in an undergraduate business curriculum. Preliminary efforts on the social media learning module development are also described.

THE LANGUAGE OF SOCIAL MEDIA

Social media, including venues such as Facebook, MySpace, and Twitter, or even more traditional vehicles such as blogging or texting, have a language and etiquette all their own that often runs countercurrent to common business communications practices. Research in terms of facilitating correct, cross-cultural interpretations of business e-mail messages may be readily found within the literature (Davis, Leas, and Dobelman 2009, pp. 78–79), but extensions of this work into the broader context of business-applied social media are rare. Yet, as Brennan (2010) observes, for businesses to make efficient and effective use of social media, practitioners must be willing to learn the appropriate language and apply the correct style, context, and content to the messages sent, while still safeguarding the reputation of the business (pp. 9–10).

Students face an analogous, although essentially opposite situation as they begin their professional careers. Most of them are already “steeped” in the tradition of interacting through social media. However, without specialized instructional information, many students tend to have difficulty adapting to the more formalized styles of written communications that continue to define the business world. As in the case of businesses entering the realm of social media communications, students entering the realm of business communications are likely to find that some degree of adaptation is required for both short- and long-term success.

Throughout my career in Business Technology at Miami University Middletown, I have become known as a professor who communicates frequently via e-mail and text messaging with my students. New students quickly learn that they can ask questions and/or seek advice virtually any time of day and receive prompt replies. Over the past several years, however, I have observed a steady decline in e-mail and text-message etiquette, commensurate with the rapid increase in the popularity of social media sites.

Messages that would customarily arrive in simple, but proper English have gradually shifted to “text-speak,” including, but not limited to classic examples such as, “wat R U doin in class 2day i need 2 miss C YA” and other similar messages. As a business educator, my philosophy is that workplace habits — good ones or bad ones — begin in college. Thus, given the frequency that current business students communicate in this manner within an academic setting, the propensity to continue the same written communications styles when seeking employment and/or working in a career position appears to be great. The language gap between the casual use of social media sites and/or technologies and the more formal business communications will be daunting for some students to cross.

THE IMPORTANCE OF TEACHING BUSINESS COMMUNICATIONS

The need to provide a solid foundation for the principles of good business communications as part of an undergraduate business education is widely recognized within the literature. For example, in a 2005 study conducted at California State University, Northridge, Leah Marcal and co-workers determined that students who completed a business communications course prior to beginning their undergraduate marketing coursework received higher grades in marketing (Marcal, Hennessey, Curren, and Roberts 2005, p. 289, 293). The research team employed regression and categorical modeling techniques to account for a wide variety of variables encompassing students’ age, gender, college GPA, previous college experience (units completed), and other related factors when establishing their conclusions (pp. 290–291). As a result of the CSU Northridge study, a business communications class that had been offered at a higher level was reclassified as a freshman-level offering so that it would be taken prior to the majority of business courses in a student’s major program.

Approaches to the teaching of proper business communications vary, although authors generally agree that iterative processes that allow students to rewrite assignments and refine their work based on constructive, descriptive feedback offer the most reliable results (Gibb 1961; Page 2000; Aurand and Wakefield 2006). Page specifically notes that feedback can and should be delivered in a variety of formats, including direct face-to-face interaction between students and faculty, telephone, e-mail, and written notes (Page 2000, pp. 551–552). By setting expectations high, yet offering multiple opportu-
nities to revise and improve individual assignments, students learn to work until the ultimate goal of a 100% score are realized (pp. 554–555).

Specialized techniques for use in helping students master business communications are also available within the literature. A process known as the “3D Writing Heuristic,” described in a paper by Lewis Hershey, offers insight into an approach that may be used to turn relatively unfocused student business communications into sharply focused, convincing arguments (Hershey 2006). Hershey’s approach stresses fundamental construction at the paragraph level, with each “unit of thought” covering three functions – Define, Describe, and Defend (Hershey 2006, p. 44). Students following this approach rigorously become adept at setting the stage for their thoughts through a strong definition, clarifying what they wish to say through a descriptive passage, and then, moving forward with a detailed analysis that defends their chosen position (pp. 45–47). When applied in conjunction with a set of fundamental writing tools such as using short sentences, avoiding vague language, using an active voice, and several others; Hershey has seen strong success in improved undergraduate business communications (pp. 46–47).

In today’s academic environment, it is increasingly necessary to employ instructional techniques and processes that translate well, or can be adapted to work well, across multiple learning platforms, such as traditional face-to-face lecture-based courses, fully online courses (with no direct student-instructor interactions) and hybrid courses that combine portions of both instructional modes. Teaching efficient and effective business communications is no exception, with research in the literature suggesting that with the proper attention to instruction and feedback, students in traditional, online and/or hybrid instructional settings can realize comparable levels of success (Fortune, Shifflett, and Sibley 2006). In comparing the success of students enrolled in business communications courses that differed only in the mode of instruction (traditional classroom vs. online), the authors found that both groupings of students shared similar perceptions of their own skill development over the duration of the courses (p. 213). What tended to differ between the traditional students and the online students was their perception of the value of face-to-face interactions with course instructors (pp. 210, 213). Although positioned with the need of further study, the authors hypothesized that online students classified themselves as more independent, and thus, less reliant on direct interaction with an instructor (p. 213).

Beyond requiring solid, fundamental writing skills, business communications often must quickly sell a concept, action plan, and/or result to an audience that has very little time to listen to a short oral argument, let alone read a lengthy, impassioned plea for action. Professional business communications coaches and others who work internally with businesses to improve communications processes cite a variety of simple rules that can help. One set of three rules noted by Karen Friedman is particularly on target for contemporary business communications (Friedman 2011). Based on an analogy drawn between business communications and political campaigns, Friedman observes that communications should focus on using real language that is readily understood by the reader, clearly establish the accountability of the author for what is being said, and have “heart” or conviction for the message that is being delivered (pp. 70–72).

**CONNECTION WITH SOCIAL MEDIA**

The body of work available in the literature to assist educators in developing efficient and effective business communications courses is broad and deep in terms of techniques and processes that provide strong results. Nevertheless, research studies within the literature addressing the unique constraints and challenges of teaching proper business communications form and function when using social media as the communications vehicle are comparatively rare. While fundamentally sound writing practices still apply, students’ heavily ingrained experiences in using social media in a casual, non-work setting may make the transition to proper business use more difficult than it may appear on the surface. Habits, good or bad, are difficult to unlearn, yet for students to be successful, they must develop the skills and the mindset to accept that a Twitter feed or short text message announcing a new product should not read the same as an invitation to friends for a quick pizza.

The research described here was undertaken to establish what students in typical undergraduate business courses know about social media technologies, how frequently they make use of such technologies, and how readily they believe that their own social media skills would translate into a business setting. A short quantitative survey questionnaire was designed and administered through an online survey Web site, covering the three aforementioned topics. Survey results were compiled and analyzed to identify a set of social media technologies that are familiar to the majority of the students, even if they are not necessarily active users. Additional findings included data on students’ experiences using social
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media for business purposes and their personal confidence in doing so. Feedback from employers on actual success/failure of students applying social media technologies within the work place was not solicited for comparison, although such a comparative study would have strong merit as future work.

SURVEY DESIGN, ADMINISTRATION, AND ANALYSIS

The survey questionnaire included 50 quantitative questions covering students’ familiarity with and experience using relatively simple social media technologies such as Twitter and texting, potentially more involved social media technologies such as Facebook, MySpace and general blogging, in addition to more specialized social media technologies such as video hosting services like YouTube and the professionally oriented site LinkedIn. Additional questions covered exposure to non-casual business use of any of these social media technologies and asked students to rate their comfort levels instructing others learning to use social media for the first time. A section on general demographics was included to allow cross-tabulations by year in school, experience in the workforce, and other parameters. (A copy of the survey questionnaire is available from the author.)

Currently, the survey has been administered, online, to two course sections of management students enrolled in the Business Technology program at Miami University Middletown. One course section involved an introductory general management course, while the other course section involved a senior-level management/leadership course. The initial exposure of the survey questionnaire was intentionally kept small (approximately 50 students in all) to generate “pilot study” results that could be used to refine the questionnaire as needed to improve clarity and to debug the survey administration and analysis process. The survey was administered using Miami University’s Checkbox ® survey software, which proved easy for the students to access and respond to online.

Analysis of the preliminary dataset generated from both course sections was accomplished through Checkbox and consisted of a simple tabulation and graphing of results. Cross-checks between the responses to questions that would logically flow together were performed to help identify any inconsistency (or inconsistencies) in how the questions were worded and/or were interpreted by the students. Due to the small sample size and the desire to use the results for developmental purposes, no statistical analyses were performed on the original data. Once the survey is administered more broadly, a rigorous statistical analysis will be performed on subsequent data sets.

SURVEY RESULTS

As expected with contemporary college student populations today, students responding to the survey are well connected electronically. One hundred percent of students indicated that they had access to multiple computers throughout the day, all having Internet access. Eighty percent of students indicated that they are online multiple times per day using standard computer access. One hundred percent of the students surveyed carry a cell phone that is capable of sending and receiving text messages, with 90% indicating that they use the texting feature of their cell phones multiple times per day. Seventy-six percent of students indicated that their cell phones are capable of accessing the Internet, with 55% doing so multiple times per day.

Similarly, students across both course sections indicated strong familiarity with casual social media sites such as Facebook and Twitter. Ninety-three percent of students indicated that they had their own Facebook profile while 45% had their own Twitter account. Frequent content readers, defined as those students accessing a site to read content multiple times per day, outnumbered frequent content posters (analogous definition) for both Facebook and Twitter as shown in Table 1.

<table>
<thead>
<tr>
<th>Percent of Students Surveyed</th>
<th>Have Own Page/Acct</th>
<th>Read Multiple Times Per Day</th>
<th>Post Multiple Times Per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>93</td>
<td>69</td>
<td>31</td>
</tr>
<tr>
<td>Twitter</td>
<td>45</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

Students responding to the survey also believed that they could transition their social media skills readily from casual situations to the workplace. Just over 59% claimed to have worked at a place of employment that already uses social media as a means of communicating with the public. Roughly, one-third of these students indicated that they had personally been involved in these efforts. Strong confidence in their abilities to handle social media communications in a business setting was also exhibited by students with 41% indicating that they would feel
comfortable writing business-style social media communications and an even higher percentage, 45%, indicating that they would feel comfortable choosing/recommending social media technologies to their employers. While high, these percentages may not seem as unusual when taken in the context of 55% of the students responding stating that they would be very confident in setting up a new social media page, profile, or account for themselves on a technology previously unknown to them.

**DISCUSSION**

The high level of confidence projected by the business students for using social media sites and technologies in a business setting was not surprising, given the widespread and frequent usage of these types of media for casual communications. These data do not reveal, however, to what degree the students would be successful in generating business-appropriate social media content if asked to do so “on the job.” There is a strong indication that students believe that their employers will ask them to use social media (approximately 70% indicated this to be true), but the design of the survey did not include questions to probe whether or not these students had received employer-based feedback on their preparedness, should the need arise to use social media on the job.

Two general conclusions were drawn from the analysis of the pilot test survey data set. First, the data set exhibited no inconsistencies or abnormalities that would cast doubt on the validity of the survey questionnaire for determining students’ experiences with social media in both a casual and a business setting. Similar questions intentionally placed throughout the questionnaire were answered consistently. Students did not skip questions, nor did they answer questions in a manner that indicated a lack of understanding of the information being sought. In short, the survey questionnaire was found to be suitable for future use on a much larger scale. Second, the data set confirmed the initial hypothesis that a series of social media learning modules covering the business-appropriate use of basic social media sites/technologies could be of high value to undergraduate business students. While it was not surprising to learn that the business students were heavy social media users for casual purposes, the comparatively high exposure in a business setting was unexpected. It is expected that social media learning modules designed to expose business students to proper business applications of social media could therefore potentially enhance their success within the workplace.

**SOCIAL MEDIA LEARNING MODULES**

An initial series of four social media learning modules was developed based on a general understanding of social media currently in business use and the desire to provide students with a broad exposure to different types of social media communications. The initial application of these modules occurred within an online setting, although with little to no modification they would also be suitable for use in conventional lecture and/or hybrid course curricula.

All four social media learning modules function in an identical manner according to a progression of five steps.

**Step 1**

Students are given an assignment to construct an original posting using a specified social media technology. The topic of the posting is embedded within the assignment and students are told to construct their postings as if conversing casually with a friend. (No specific instruction on the use of the selected social media technology is given at this point although students are encouraged to consult the literature if unsure of how to proceed.)

**Step 2**

Students construct and turn in their “casual” postings for evaluation and feedback from the instructor.

**Step 3**

Students are provided with a detailed self-study guide specifically covering how the relevant social media can be applied appropriately in a business setting. (Note: As previously stated, the detailed self-study guides for each social media learning module are designed to be used as part of an online course format, but could also be applied in a conventional lecture or hybrid course situation.)

**Step 4**

Students construct and turn in their “business-appropriate” postings that cover the same previously assigned topic, using the same social media technology. Evaluation and feedback are once again supplied by the instructor. Multiple iterative submissions are required until a student achieves a score of 80% or greater on the business-appropriate posting.
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Step 5

A final wrap-up online discussion is held in class prior to moving on to the next learning module.

Feedback to Students

To aid in providing students with feedback on their social media postings that is detailed, consistent, and actionable, a grading rubric was designed for use in steps 2 and 4 above. This grading rubric features sections for quantitative feedback covering five distinct criteria at up to 15 points each and qualitative feedback through instructor-provided comments. In practice, the instructor provides a numerical score for the casual posting, plus suggestions for writing the business-appropriate posting in conjunction with step 2, returning a copy of the rubric to the student. Additional feedback is added to the same

Figure 1. Grading Rubric for Social Media Learning Modules

<table>
<thead>
<tr>
<th>Assignment Component</th>
<th>No Credit 0 Points</th>
<th>Unacceptable 2-6 Points</th>
<th>Poor 7-9 Points</th>
<th>Good 10-12 Points</th>
<th>Excellent 13-15 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>●Casual Response: Demonstration of typical social media style and language.</td>
<td>●No attempt to capture the popular style of the social media under study.</td>
<td>●Basic message is given, but hard to interpret or to correlate to the typical use of the social media.</td>
<td>●Good message structure and general adherence to the social media under study.</td>
<td>●Full grasp of the popular use of the social media under study with good message clarity.</td>
<td></td>
</tr>
<tr>
<td>●Business Response – Style: Use of an effective style that reflects a serious, proactive business approach.</td>
<td>●Poor style – still follows casual social style rather than acceptable business format.</td>
<td>●Basic style is present, but communication seems disjointed or unclear; some grammar issues.</td>
<td>●Generally good style with few grammar issues. Meaning may be slightly unclear or disjointed.</td>
<td>●Excellent style involving clear business appropriate language and easy to follow structure.</td>
<td></td>
</tr>
<tr>
<td>●Business Response – Vocabulary/ Punctuation: Appropriate and fluent use of business terms/concepts, and/or punctuation.</td>
<td>●Little or no attempt to use business terms/concepts; some words still substituted by single letters, etc.</td>
<td>●Use of business terms/concepts, punctuation, etc., is acceptable, but not fluent. Some casual words still present.</td>
<td>●Good use of business terms/concepts, punctuation, etc. May still have a lack of formality.</td>
<td>●Fluent use of business terms/concepts and punctuation that adheres to common business practices.</td>
<td></td>
</tr>
<tr>
<td>●Business Response – Topic Coverage: Thorough and balanced in treatment of topic with no details left uncovered.</td>
<td>●Very incomplete, significant gaps, OR biased treatment of topic; little or no focus on business approach.</td>
<td>●Incomplete in terms of content, but adheres relatively well to common business practices. May be slightly disorganized.</td>
<td>●Generally thorough and balanced in treatment of topic, but awkward; needs more explanation and/or more care in use of business style.</td>
<td>●Thorough topic coverage with balanced business perspective. Engaged in topic, but still very professional.</td>
<td></td>
</tr>
<tr>
<td>●Comprehension: Overall grasp of the social media technology in use.</td>
<td>●No comprehension -- messages do not adhere to the social media under study.</td>
<td>●Some content follows the social media under study, but hard to comprehend.</td>
<td>●Good content flow tracking the correct social media approach, but may be lacking in detail.</td>
<td>●Excellent adherence to the spirit and detail of the social media technology under study.</td>
<td></td>
</tr>
</tbody>
</table>

Comments: [insert comment text]
rubric while evaluating step 4, providing the student with a complete written record of feedback (quantitative and qualitative) across both portions of the assignment. An example of the rubric form is provided in Figure 1.

Twitter and SMS/texting are both short format technologies that can allow a business to communicate a quick update to loyal followers with ease. Relevant topics for learning modules covering these social media technologies could include announcing a sale, announcing a change to store hours, alerting users to a special online event, etc. In contrast, Facebook and blogging offer the opportunity for longer, more structured narrative postings that are comparatively unconstrained by character number and/or the practicalities of viewing messages on a small phone screen. Relevant topics for learning modules covering these social media technologies could include detailed information on a new product/service, advice for patrons of the business in general, or even contributions of a social or community interest subject.

Social media technologies and posting topics selected for use in the initial implementation of the learning modules, in both an “entry-level” undergraduate business course and a “senior-level” advanced undergraduate business course, are shown in Table 2. In order of increasing complexity and increasing the length of the postings required, the four social media technologies, Twitter, SMS/texting, Facebook, and blogging, expose students to a tremendous variety of possibilities that they may find useful in a business setting. In general, the suggested topics shown for the more advanced management course are more complex and require higher-level synthesis of thought than do the suggested topics for the entry-level management course.

### NEXT STEPS

At the present time, the four social media learning modules are in use within two undergraduate business management courses at Miami University Middletown. Initial student feedback, obtained part way through the semester, indicates that the learning modules were very well received. Students commented that “switching” from a fast, casual language style to a more formal business-appropriate style has, at times, been challeng-

<table>
<thead>
<tr>
<th>Assignment Topic</th>
<th>Entry-level Undergrad Business Course</th>
<th>Advanced Undergrad Business Course</th>
</tr>
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<tbody>
<tr>
<td>Twitter</td>
<td>Develop a brief communication that notifies everyone who follows a company’s Twitter feed about an upcoming product announcement.</td>
<td>Develop a brief communication that invites everyone who follows a company’s Twitter feed to visit a certain Web site to download a money-saving coupon.</td>
</tr>
<tr>
<td>SMS/Texting</td>
<td>Develop a brief communication that notifies all employees that there will be an important meeting in the cafeteria at a specified time.</td>
<td>Develop a brief communication that notifies all employees of a “benefits fair” to be held at a specified time and place AND gives details on how to get essential benefits questions answered.</td>
</tr>
<tr>
<td>Facebook</td>
<td>Develop a posting that describes a new food product, giving a personal recommendation to try the product as something that is extraordinarily good.</td>
<td>Develop a posting that critiques a new store in town, providing details on the product line, but more importantly, also providing a recommendation to patronize or not patronize the store, based on personal experience.</td>
</tr>
<tr>
<td>Blogging</td>
<td>Develop a posting that explores and comments on a business-focused topic that has appeared in the news within the past week.</td>
<td>Develop a posting that chronicles a personal search for information in anticipation of making a major purchase with details on the nature of the purchase, sources of information, and knowledge gained.</td>
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Ing. Critiquing the first-time business postings has been an eye-opening experience not only for the students, but also for the instructor. Eliminating inappropriate constructions, abbreviations, and slang can be more difficult than it initially seems. However, the iterative feedback process supervised by the instructor that students use to refine their business postings is proving to be worthwhile.

The results and discussion described in this paper are necessarily preliminary in nature and they will be used to catalyze both additional research into the transition from casual to business-appropriate social media usage and a more refined set of social media learning modules for use in undergraduate business courses. As the survey work described here was based entirely on students’ self-assessments of their social media experiences and their readiness to transition those experiences to a work place setting, it will be essential to evaluate these same parameters from the point of view of employers who hire and train new graduates.

Regarding the development of additional social media learning modules, preliminary efforts did not distinguish between the social media requirements of different types of businesses. Future efforts to design appropriate learning modules will afford students the opportunity to develop skills in addressing the social media communications needs of casual, mainstream and very formal businesses – to mirror the situations that they are likely to encounter on the job. Students have requested additional social media learning modules covering professional contacts (LinkedIn), video blogging (YouTube), plus more advanced communications suitable for Facebook – all readily achievable goals within the context of this work.

Future plans also include integrating additional business applications of social media into one or more online courses. There are many avenues to use in this pursuit, including the development of discipline-specific applications for marketing, management, operations, etc. Finally, development and implementation of supplemental metrics to assist in evaluating the success of the social media learning modules is in progress.

REFERENCES


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SOCIAL CAPITAL THE ONLINE CLASSROOM AND ITS IMPACT ON STUDENT LEARNING: A RESEARCH REVIEW

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ABSTRACT

Social Capital is a critical component in the education process. Research indicates students learn a great deal from peers in the traditional classroom. This interaction amongst students can increase learning opportunities and social capital. This paper, however, focuses on research on the development and value of social capital in the online learning environment, and suggests the online learning course will increase in social capital among students.

INTRODUCTION

Online education has been increasing in regards to the number of students enrolling in online courses, as well as, the number of universities offering online programs (Callahan 2007). Despite its increasing popularity, many question the notion that online education can provide the same knowledge transmission that occurs in a face-to-face setting. In other words, can tacit knowledge be transferred in an online setting? Do students actively participate in an online class? Is social capital present in an online class? What are the benefits of an online class?

THESIS STATEMENT

Online education is undoubtedly a different environment for learning than its counterpart, face-to-face education. Yes, this paper proposed that there is an enormous amount of learning that can take place in an online environment. There is some concern regarding the quality of education that can be received in an online environment. One of the major concerns in online learning centers on the interaction between the students, as well as interaction with the professor. It is a given that a student in a face-to-face classroom is able to interact with the instructor and the classmates and that social capital is created in a face-to-face environment due to such interactions. However, this paper focuses on how social capital can be created in an online classroom when students are not in the location and may not be logged in at the same time? We propose that social capital is indeed present in an online course and, not only is it present, it is very active and supports student learning. This paper also offers effective strategies that help instructors encourage social capital in their online courses.

LITERATURE REVIEW

Education is one of the most influential indicators of social and political involvement (Helliwell 1999). Education provides opportunities for knowledge building and learning. Wang (2010) describes learning as an internal activity that is not visible by other members in the environment, including changes in beliefs, points of view, and proficiencies. Whereas, knowledge building is a process where public knowledge is created and shared. Educators are trying to determine what methods of delivery are the most effective in knowledge building, learning, and transferring knowledge; hence, creating knowledge capital and social capital. “The most effective teaching methods are those that engage individuals in an intimate way” (Carmody 2005, p. 108). Students have the opportunity to learn from the teacher, which is the obvious transmission of knowledge; however, what about the knowledge that is acquired from other students? This is a critical area that must be considered. Thus, given the vast increase in the number and types of online courses, determining implications for education is essential.
Social Capital

Social capital is “the sum of the actual and potential resources embedded within, available through, and derived from the network of relationships possessed by an individual or social unit” (Nahapiet 2002, p. 674). Can these potential resources and relationships be created in an online setting? To accurately answer this, a complete explanation of social capital must be addressed.

Social capital exists between close, tight relationships and is held within the networks of those within the group. Members of the group all share ownership of the information. Social capital is also difficult to pass on to those who are not part of the group. Therefore, social capital is beneficial to those within the group; however, if you are not part of that group, the knowledge is difficult to obtain (Nahapiet 2002).

Another trait of social capital is for those who share in the social capital are able to succeed as a group more easily than if they were learning by themselves. Social capital allows individuals to accomplish tasks they would be unable to accomplish by themselves (Nahapiet 2002). In a classroom environment, students will be successful because they are working together as a unit, sharing lessons or components they have learned with each other.

Mebane et al. (2008) explain two main methods for categorizing social capital. The first method is bridging social capital, which focuses on trust and networking. With this approach, researchers will concentrate on how many organizations are present within that community or area of community that will help foster collaboration and trust. The second method is bonding social capital. This approach focuses on the capital that everyone gains through their own networks. The networks in which individuals gain personal knowledge will have different characteristics, and through these characteristics, we can evaluate how much social support each member receives.

There is a strong need by humans to feel as though they belong. Maslow introduced us to the hierarchy of needs and explained that humans need to have social interaction (Laffey 2006). A model has been developed, corresponding with the guidelines of Maslow’s Hierarchy of Needs, for learning and teaching online. Carmody and Berge (2005) introduced a model that incorporated five levels as well, which include access and motivation, online socialization, information exchange, knowledge construction, and transcendence and the spiritual dimension. To evaluate learning and teaching online, the course can be evaluated based on where the outcome ended up at in this model. The teacher will want to strive for level five, indicating the most knowledge creation and transfer.

Learning is a life-long process and is at the center of the creation of social capital and application. (Preston and Dyer 2003) Smith and Rupp (2004) state there are four levels of learning for teaching in the online world. The first level is basic knowledge transfer, followed by interactive learning. The third level is collaborative learning, which is followed by group-level instruction or conferences. It would seem levels three and four would be the optimum levels to strive for. To create a learning environment that incorporates levels three and four, the teacher could assign group work to various assignments. A discussion board could be set up for the different groups. Cohorts are another idea that would allow students to work together in a number of courses.

Social capital exists within relationships with others (Nahapiet and Ghoshal 2002). Through interaction, knowledge and information are created and shared. In order for this exchange to take place, trust must be evident. Within the classroom, trust becomes the level of confidence in which a student feels comfortable to share interactions and knowledge with others. If the level of trust is high, it is likely that tacit knowledge will be shared and group knowledge will begin enhanced. In the classroom context, students must assess their level of trust, and often they are asked to disclose their knowledge without fully or prior to establishing trust (Adler 2002).

As knowledge and trust begin to grow within a group setting, collaboration may occur. Collaboration takes place when more than one person works on a project. The level of success with collaboration depends on levels of commonality between individuals. For instance, having common interests, respect for others, and the harmony of the group can increase the level of collaboration that takes place (Martucci A.G. 2010).

Online Education

Online courses started receiving momentum in the 1990’s. With the increase in technology, online courses have become an alternative means to the traditional classroom (Li and Irby 2008). Online courses have been described as having at least eighty percent of the content delivered in an online format (Rickard 2010). Since the 1990’s, the number of online classes has since been increasing, and it is estimated that in 2011, the number of bachelor’s degrees offered online will be 1.4 million (Smith 2004).
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When two people gather to achieve a common goal, knowledge can and will be exchanged. Tacit knowledge is the unique knowledge each person has acquired through their past experiences and learning situations (Leonard 2002). Each person comes into a conversation with tacit knowledge. Yet, tacit knowledge can remain untapped within each person. It is not until tacit knowledge is made explicit that we can fully use the information. Tacit information can become explicit information through the individual person communicating their knowledge with someone else. In face-to-face educational settings, the students come together and share their tacit knowledge by talking with each other.

Benefits to Online Education

There are the obvious benefits to online instruction such as the flexibility, convenience, and easy access. However, the concern is with online education is the quality and whether the education is comparable to face-to-face learning. To address this issue, the U.S. Department of Education’s Office of Planning released a report in 2009 stating “students who took all or part of a class online performed better, on average, than those who took the same course via traditional, face-to-face instruction” (Rickard 2010, p. 2). This study indicates learning can take place in an online classroom just as it can in a face-to-face classroom.

Perhaps the results above were due to the opportunities of online learning, when delivered effectively. Within the online environment, there are many features that can foster social capital, and hence learning. Some of these classroom features include discussion boards, chat rooms, blogs, and group pages to name a few. The quality of each of these areas is an important consideration. A teacher should not want to set up a meaningless activity; the teacher will want to assign a project or activity that purposely transfers knowledge and increases social capital. Each of these features encourages group interaction and discussion. For example, if a chat room or discussion board is set up for questions, students might be allowed to help other students with questions. These chat rooms or discussion boards enhance social capital.

In the online setting, teachers become more of a facilitator than a teacher, and students gain more control of the learning because they can set up the education in a way that best fits their needs. The students are also in control of the dialogue on the discussion board or in the chat room. The teacher becomes a participant and can direct a conversation, but each student has equal time and opportunity to participate (Mebane 2008).

Discussion Boards, Chat Rooms, Blogs and Group Pages

According to Smith and Rupp (2004, p. 100), “distance education addresses the building of collaborative relationships, global thinking, use of resources, and creativity in problem-solving and teambuilding aspects better than traditional face-to-face classes.” In many instances, students are required to post their researched information and opinions to a discussion board. In the online setting, every student gets the opportunity to explain their perspective. A student has the opportunity to take their time to develop and write a well put-together answer or response for the discussion board. The student can also check with other resources before they answer the question.

In a face-to-face classroom, it is possible for a student to go all semester without answering a question or offering their opinion. Perhaps they are shy or maybe just disinterested. Whatever the case may be, the student is not required to give their opinion unless they are called upon. In an online discussion board setting, each student is expected to add not only their opinion, but additional information and questions to their peers to posts. This is usually not the case in a face-to-face situation. Thus, online learning can lead to collaboration and more critical thinking. Online discussion boards can make the shyest person feel comfortable in sharing their thoughts (Smith 2004).

Another great advantage to discussion boards, chat rooms, blogs, and group pages is the information that is shared over these course components can be saved and printed off for students to refer back to at any time (Li and Irby 2008). The online students have a permanent and accurate record of the discussions, chats and any other correspondence that took place during the semester (Mebane et al. 2008).

The interaction students have with each other offer experience and education that is unique to the particular class. The students begin to feel ownership of their classroom and the knowledge that is created. Ideally, this classroom situation may start to generate social capital. As students start to trust each other and exchange information, the group will increase their social activity. Yet, how do individuals act social when they are not in the same geographical place? Laffey, Lin, and Lin describe the concept of embodiment. This concept means “we do not just act on technologies, but that we act ‘through them.’” (2006, p. 165). Therefore, social ability develops through the student using the resources to access the tools.
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which are provided within the online classroom, combined with the task at hand (Laffey 2006).

Teaching Suggestions to Increase Social Capital in an Online Environment

1. Establish Cohorts

Online programs can establish cohorts where a group of students start the program together and go through the program together taking the same courses at the same time. Cohorts can increase the level of belonging, the level of respect for each other, and the opportunity for shared knowledge (Rovai et al. 2005).

2. Increased Feeling of Community

A feeling of community can be created in an online environment by including two different dimensions, social community and learning community (Rovai et al. 2004). The social community refers to the level of trust, cohesion, and sense of belonging that is felt amongst the students. The learning community entails the level in which the students’ goals and objectives are satisfied within the group (Rovai et al. 2005). A strong feeling of community, along with social integration, are two factors that are often connected to high persistence and learning satisfaction (Rovai et al. 2005).

3. Detailed Feedback from Professors

Online education requires communication between student and teacher and between student and student to receive assignments, grades, and overall discussion. The contact between a teacher and a student can be unique in an online learning environment because the teacher and study may never see each other face-to-face during the entire class. In an online setting, the instant feedback and the nonverbal communication is not available to the students. Therefore, teachers and professors need to understand the value of feedback when returning assignments, commenting on discussion boards, and on any videos or lectures the professor might provide (Li and Irby 2008). It is through this open communication the professor will have to develop social capital with the students. Feedback from professors, as well as interaction with other students, can foster the integration of academic and social areas (Rovai et al. 2005).

4. Proper Teaching Environment for Content

Teachers, who want to promote healthy learning environments where students can use social capital to make the most productive learning situation, will need to evaluate their teaching methods to incorporate procedures to enhance social capital. Teachers will need to commit to designing online courses with the “ideal learning environment” and using the appropriate online tools and technology (Rovai and Jordan 2004, p. 2). Online professors will need to create environments that “promote social constructivism, or learning within a social context, and that feature active group construction of knowledge” (Rovai and Jordan 2004, p. 2). Social capital exists when students are allowed to interact with one another.

The way in which knowledge is socially constructed becomes readily apparent in the online classroom. Students regularly form different opinions and interpretations regarding the same reading material, and these individual differences in perspective are more indelibly sculpted and preserved than in the spontaneous verbalizations that take place in a real-time discussion. Moreover, faculties (and students have the advantage of creating a permanent written record of the entire classroom experience as an ‘ongoing source of reflection, evaluation and learning’ (Mebane et al. 2008, p. 70).

Carmody and Berge (2005) encourage online teachers to incorporate six elements into their teaching to make it more productive. These elements include physical, social, emotional, psychological, intellectual, and spiritual. This clearly underscores the social element as being extremely important in the online world.

The online environment works well with student focused methodologies. The discussion boards, chat rooms, blogs, and group pages offer an open forum for students to exchange, share, and analyze knowledge. These open forums encourage individual motivation to share thoughts and ideas, which in turn leads to an increase in social collaboration (Carmody and Berge 2005).

Limitations of Online Education

With all the advantages of online education, the question remains, does online education really increase social capital and equality among classmates? Depending on the development of the online course, students may have equal time to present their ideas and thoughts; however, Callahan and Sandlin (2007) argue there may still be inequalities felt in this type of environment. They claim online courses may be developed with assumptions; therefore, excluding certain demographic groups. This would then reduce the amount of empowerment and social capital development (Callahan 2007).
Online education does pose new obstacles for teachers. Online courses take time to plan, develop, and implement (Li and Irby 2008). As discussed above, having defined goals and objectives help prepare the students for success. Also, teachers should have their online course evaluated before students are allowed to enroll in the course. Another challenge for teachers is the methodologies they are using in the face-to-face courses may not translate into the online environment (Li and Irby 2008). Next, in an online environment, students are used to instant information and the ability to complete their assignments as their time permits. This may cause the students to expect instant feedback and correspondence with the instructor. Li and Irby (2008) also state many universities employ adjunct faculty to teach online courses. This may cause students to believe the content in the online courses is different than what is offered in a face-to-face learning environment. The challenge here to ensure the quality remains high in both face-to-face and online courses.

Ultimate Learning Outcomes

Despite limitations mentioned above, an online educational environment provides opportunities for knowledge to develop amongst the students in the course. This knowledge is interwoven within the network of students and the instructor. In response to the social interchange, cooperation, and collaboration between the students and teacher, learning becomes an active process of creating knowledge (Wang 2010). Knowledge creation and learning are the ultimate goals in education.

IMPLICATIONS FOR RESEARCH AND PRACTICE

Online education is a growing industry; therefore, research should be conducted to determine the best methods of presenting information to students and how to optimally develop social capital through online courses. Instructors need to manage and transfer knowledge in the most productive manner, and research is needed to help determine best practices in online education. If the goal in education is to transfer knowledge from one person to another, and we are learning this transfer of knowledge can take place from teacher to student and from student to student, then more research is needed about how to do this most effectively.

Additionally, the online instructional practices and those attempting to deploy them benefit by knowing which methods are most effective to increase group development, collaboration, and social capital. Research indicates valuable knowledge and experience occurs when students are able to share information with others. Trust and respect are important aspects of social capital; therefore, teachers need to learn how to promote these characteristics in their classroom to obtain ultimate knowledge transfer. There are a number of practices a teacher can incorporate into an online course to help increase trust, respect, and active learning.

Philips recommends seven strategies for an online instructor. They include expressing course expectations at the beginning of the course, cooperation and reciprocity amongst students, active learning for the students, encourage students to spend the required amount of time on their assignments, provide valuable feedback, allow time for teacher/student interaction, and respect diversity (2005). A teacher should provide clear objectives and goals, along with providing a timeline for assignments at the beginning of the course. The teacher should also be clear on what is expected of each student. However, prior to the start of the course, a teacher should have evaluations conducted on the course to ensure it is designed for the best possible outcomes possible in regards to course design, navigation, ability for students to interact, and course content. The evaluators could be technology experts, content experts, and potential learners. Teachers will also want to pay attention to the various demographics that are currently enrolled in online courses, as well as learning styles (Phillips 2005).

SUGGESTIONS FOR FUTURE RESEARCH

Future research should focus on the online environment and factors that encourage the development of social capital. For example, discussion boards allow for impressive debate, discussion, and interaction between classmates. Do discussion boards offer the highest level of social capital development in which they are estimated to have? Are there other features that encourage social capital that are not being utilized to the full extent? There are various ways to transfer knowledge through online or technology methods. Online educators should research which teaching methods are best for developing the knowledge that each student needs.

This research needs to be content specific. Different courses will have different needs. A marketing student will have different information and may require different levels of social capital than a biology major. Each content area should be researched to determine what components or learning devices transfer the related information best. There may be more similarities than we anticipate, but without doing the research, this cannot be assumed.
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A study should be done to evaluate what features or content tools increase social capital in an online environment. Current online students could be surveyed to determine what online features fostered social capital.

Another important area offering future research opportunities centers on non-verbal communication. Much of our communication today is received via non-verbal communication. Within the online world, non-verbal communication is lost. However, in the face-to-face environment, a vast amount of non-verbal communication is exchanged. This communication can be transferred between student and teacher, student and student, or an observation by a third party in the class watching one of the previous mentioned methods. A plethora of information can be gained from non-verbal cues. Research needs to be done on the impact of non-verbal communication in the development of social capital.

Research to solve this question could be done by conducting a study incorporating both face-to-face students and online students. Each environment will need to have an equal number of students participating and the same content area will need to be evaluated. This research should also be broken down in the content areas to develop accurate and reliable information to use.

A key area in online education that needs additional research is the level of motivation of an individual student. Does the level of dedication and motivation of a student affect the level of social capital gained from a course? It could be argued the level of social capital gained from a face-to-face course or an online course does not necessarily vary according to the mode and method of delivery, but rather the level of motivation of each individual student.

To develop this type of research, a relatively large pool of students would need to be monitored and surveyed at various times during the semester in both face-to-face environments, as well as online environments. Careful consideration would be taken in selecting a representative sample from various demographics. For instance, a particular teacher could offer the identical course in both the face-to-face environment and in the online environment. A great deal of information could be generated from this type of experiment.

CONCLUSIONS

Social capital is present in online courses; it is not only present, but in the right circumstances, it thrives. The set-up of an online course, along with the tools used for class discussion and contact with the professor can greatly enhance the chance of social capital existing. Social capital is being enhanced by the amount of collaboration between students and teachers. A significant amount of knowledge can be gained from student to student collaboration.

As a teacher contemplates what methods to use to promote social capital within their classes, they should first look at the content they will be providing to their class. This will help them decide what approaches will work best. There is not one recommended approach for developing social capital within an online course; there are many options to be considered and the teacher can determine what methods work best for the students and themselves.

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90 MMA Fall Educators’ Conference – 2012
COLLEGE TEXTBOOK PRICES: DO STUDENTS KNOW MORE THAN THEIR PROFESSORS?

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REFEREED PAPER EXTENDED ABSTRACT

Each semester college students pay hundreds of dollars for textbooks that they will only use a few months. The usual structure of the college textbook market is very different from other markets where consumers can compare similar products and price shop among various retailers. College professors ultimately decide what textbooks they want students to purchase. Price is rarely a consideration in this process because faculty members do not purchase the textbooks they select. Since students are not able to select the product; the only control may be where to purchase the product. Students, however, have few options where to buy their textbooks, resulting in reduced supply while creating demand.

This research has a four-fold purpose. First, this research explores what college students know about college textbook prices. Second, this research seeks to examine what college professors know about textbook prices. Third, this research seeks to examine attitudes that college students have regarding the place of purchase for textbooks: a college bookstore, an on-line outlet, or renting the textbook from the publisher or the college bookstore. Finally, this research seeks to examine whether there are any differences between the students’ and professors’ knowledge regarding textbook prices.

In this research, two studies were conducted at a state university in the southeastern US. Both studies measured knowledge and attitudes regarding the prices and practices of buying college textbooks. In the first study, data was collected from a total of 121 students, primarily in the business college, about their attitudes and knowledge of college textbooks. The second study assessed the professors’ knowledge about textbook prices and the purchasing college textbooks. A total of 88 surveys were completed by faculty members at the same university as the students who completed the student survey.

The results of this study indicate that professors and students view the selection of textbooks differently. While both groups agree that textbook costs are high, the faculty members believe that the content offered in the textbook is the most important selection criteria. According to these faculty members, this information needs to be current and cost does not appear to be an influencing factor in the decision making process. Students, however, view the cost of the textbook as a more important issue. These discrepancies may be due to several factors. First and foremost, students pay for their textbooks while faculty members do not. Second, faculty members are more knowledgeable about the course requirements and the need for the textbook to supplement or enhance the course content. Faculty members want the best textbook that meets the needs for the course while the students want the cheapest textbook. Although some faculty members appear to be willing to work with older editions of the textbook to save students money, this message does not appear to be disseminated to students. Additionally, this decision to work with an older edition may be based on the courses taught. Finally, faculty members do not appear to be concerned with determining the cheapest way to purchase the textbooks. Although students will investigate on-line and rental options, faculty members do not appear to spend as much effort investigating this information.

This exploratory research leads to the need for more investigation into this topic. Since this study only focused on students and faculty from one university, it should be expanded to more university settings before the results can be generalized. Additionally, this research did not clearly investigate all topics, such as the effect of legislation on the dissemination of textbook information and the effect on the selection and purchase of textbooks. With the increase in
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availability of tablets, such as iPads, future research should also investigate the increase in the use of electronic textbooks, whether purchased or rented.

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ORGANIZATIONAL ASSESSMENT: IMPROVING UNDERGRADUATE BUSINESS CAPSTONE EXAM PERFORMANCE IN A UNIVERSITY ADULT STUDIES PROGRAM

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REVIEWED PAPER EXTENDED ABSTRACT

Business schools, including adult studies campuses, use formal capstone exams as an external assessment for accreditation. This paper reviews and evaluates current approaches from the literature on preparing students for maximum performance on the capstone exam. It also reports subjective research carried out with stakeholders at a south Texas adult studies campus in identifying factors impacting performance. Finally, the authors present guidelines for improvement.

Assessment is important to business schools for meeting accreditation standards such as those presented by the American Assembly of Collegiate Schools of Business (AACSB). For example, in 1992 the AACSB approved new criteria for evaluating business programs (Payne, Whitfield, and Flynn 2002) including “assurance of learning” (Callahan, Strandholm, and Dziekan 2009, p. 45). Schools need to articulate goals, show that programs reflect goals, measure achievement of goals, and then use what is discovered to improve (Callahan et al. 2009). Further developments in AACSB standards have included “more concern for assessment of actual student learning outcomes in the capstone and other business courses” (Payne et al. 2002, p.69). A norm-referenced final assessment exam (or comprehensive business exam or CBE) can prove beneficial (Black and Duhon 2003) in several ways: easy administration, understandable results, longitudinal data, and objectivity (Callahan et al. 2009).

As schools adopt CBEs, which are often tied to capstone courses, it is natural that they would want students to do well on the assessments; to show that students have learned, to confirm quality of the program, and to tout success in comparison to other schools for marketing purposes. If this is the case, what elements are schools including in capstone classes and throughout their programs which (theoretically) should allow students to perform at a higher level on a CBE?

Schools take several approaches to preparing students for their capstone courses and resulting CBEs with varying results. One idea is to draw from mastery learning where students can take the comprehensive exam until they pass (Parente, Brown, and Weaver 2005). But this still does not ensure success. Parente et al. (2005) found that review sessions helped the pass rate for students who took a comprehensive exam for the first time. But taking the exam several times had “no significant difference in the ultimate pass rate” (p. 233). It was found that often students didn’t prepare for the first attempt and merely used it to “find out” about the exam, so having multiple chances may be of questionable use (Parente et al. 2005, p. 235).

Payne, Flynn, and Whitfield (2008) point out the importance of learning skills as a bridge to success. They stress two key issues to explore as they impact a student’s readiness for a capstone class: “(a) their retention of relevant knowledge and skills and (b) their disposition or motivation for retrieving and applying such knowledge and skills for the demands for higher level learning in a capstone course” (Payne et al. 2008, p. 142). Pauk and Owens (2011) highlight that: “If an idea of a fact is to be retained in your memory for any length of time, it must be impressed on your mind clearly and crisply at least once” (p. 210).

In summary, we have discovered, and the literature concurs, that we “. . . must look at the relationship between learning and retention of core-course concepts and learning inputs and outcomes in the capstone course” (Payne et al. 2005, p. 235).
2008, p. 145). “Forgetting works both massively and rapidly to undo learning” (Pauk and Owens 2011, p. 208). “The way to make memories stick, the way to move them from your working memory to your long-term memory is through rehearsal” (Pauk and Owens 2011, p. 208). “Introductory courses provide a solid foundation that is essential for all the courses that follow” (Pauk and Owens 2011, p. 216).

It is suggested that “dialogue among all faculty who teach CBK [CBE] courses, skills courses, and capstone courses is critical to educators’ identifying clearly the core concepts and skills that students should be expected to gain and retain during their programs” (Payne et al. 2008, p. 145). However, we can go further to suggest that faculty needs to do more than “dialogue.” A core team of 4–6 people composed of educational specialists in the discipline (using content experts as needed and drawing from best available resources as well) to work together to create the CBE review material. The problem is that someone must keep an eye on and review the entire curriculum which is difficult due time, academic freedom, politics and/or other constraints. An adult studies program may prove a more useful arena for implementation due to its consistency and lack of ability to edit by any one individual due to accreditation issues in having several campuses in several locations . . . and need for standardization. As Davis and Myring (2008) articulate, “integration is an extensive and potentially disruptive curricular change that may involve cost and is fraught with pitfalls.” (p. 295)

Our recommendation for our adult studies program is to generate a CBE manual that provides a “curriculum within a curriculum” that covers specific topics based on the particular CBE that we use. As Pauk and Jones (2011) suggest, one way to remember information is to discriminate and focus on what is most important. This CBE add-on module for our curriculum would do just that by focusing time and again on what is most important. No study has provided a comprehensive overview of the current state of integrated curriculum in business schools (Davis and Myring 2008, p. 295) so perhaps this curriculum adjustment would be fertile ground for implementation and future research as to its impact.

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ADAPTING CRITICAL FACE-TO-FACE CLASSROOM SUCCESS FACTORS TO THE ONLINE EXPERIENCE

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REFEREED PAPER EXTENDED ABSTRACT

In the advent of digital resources, instructors are often tasked with designing an online/hybrid version of their face-to-face classes (f2f). The challenges are numerous. Often, the instructor has little background in presentation tools. Constructing an innovative course structure that delivers the necessary content in a way that connects with today’s millennial students is an aspirational goal that may be difficult to achieve. Many instructors might be experts in navigating the waters of the traditional classroom but are increasingly asked to develop new skill sets that may or may not complement their pedagogical style, especially in smaller classes where student interaction holds the key to a successful class. Technology allows for communication to be replicated in the online format but certainly it is a challenge to be able to effectively do so.

The research question paramount to this study addresses the issue of whether the online environment can be demonstrated to successfully replicate the in-class learning environment. We will explore the critical success factors in being able to do so by focusing on course structure, academic rigor, class learning climate, instructor involvement and student overall course evaluation. We will compare f2f sections of large lecture-based sections of marketing principles with their online marketing principles counterparts.

Students in both f2f and online basic marketing principles courses at a large Southwestern university were surveyed. The sample was comprised of a total of ten f2f marketing sections and seven online sections. The surveying began in Spring 2010 when the online version of the marketing class was launched. All sections of the f2f course and online course utilized the exact same instructor. The goal here is to try to reduce the amount of variance in student evaluations by keeping the instructor constant across platforms and semesters.

A total of 2,605 students comprised the ten f2f sections over these last five semesters. The online course sample size equated to 1,110 students. All survey respondents were completely anonymous. The sample size differential can be attributed to two primary factors. While class sizes between the f2f and online sections are identical in their capacity, this wasn’t always the case. In the early stages of the online section deployment, smaller class sizes were utilized until the instructor determined that the testing of the online course was complete. Every semester, two large sections of the f2f course are offered while only one online section is available.

The syllabus used for both the f2f and online sections was nearly identical. Grades were determined in the exact same manner with both the f2f and online sections required to take three exams (representing 30% each), and complete an online marketing simulation which comprised 10% of the students grade (5% for their actual performance in the simulation and 5% for their analytical paper, detailing the student’s thought process). Exams for both the f2f sections as well as the online sections were taken on campus in the presence of the instructor.

Oftentimes online classroom situations use discussion board tools to increase student connectivity to the class to simulate classroom interaction. While those tools were available to use, very few students chose to formally communicate with other classmates. This further replicated the same course structure across the two platforms. In the large f2f lecture classes, there was certainly some student interaction but by and large, the class was comprised of lecture material, not lengthy class discussion. In summary, the course content and student evaluation were as similar as possible across both the f2f and online formats.
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University administrators worked with the online college to determine the critical success factors in addition to the optimal ways to measure each. Five critical factors were decided upon to measure classroom/online success. As a result, these factors are course structure, learning climate, instructor involvement, academic rigor and overall course evaluation. Items were measured on a 7-point Likert scale ranging from 1 = completely disagree to 7 = completely agree.

Careful consideration was given to different interpretations in the wording of the items that might be confounding. For example, one might typically be asked to evaluate a statement such as “this course required a substantial amount of time outside of class.” Due to the fact that students from both f2f and online courses were being administered the survey, phrases like “outside of class” that might have multiple/different interpretations depending on which class format the student is enrolled, were omitted.

In the overall evaluation of the course, the f2f students rated the marketing principles class on average a 6.72 on a 1-7 scale. The remaining four factors were ranked highest to lowest: Class Structure, Instructor Involvement, Class Climate and then Academic Rigor. The overall evaluation of the course was rated at 6.74. Online students ranked each of the factors in a similar order except for reversing the order between Class Climate and Academic Rigor.

The results lead to some interesting points worthy of review. First, the differences between the two class formats are minimal across the five critical factors, suggesting an almost identical positive experience in the online and f2f versions of the class. Second, the two factors that might be theorized to be most affected by nature of the differences between online and in-person class formats, learning climate and academic rigor, exhibited the greatest degrees of difference between the formats. However, the differences were in the opposite direction one might assume.

Learning climate which consists of indicators including: “Class materials stimulated learning,” “Readings and assignments stimulated learning,” and “This class required me to evaluate a variety of issues and situations” might normally be assumed to be stronger in f2f sections than online sections. A similar pattern exhibiting an even greater disparity was evident for the academic rigor component. Here students responded to measures of rigor including, “The instructor maintained high standards that had to be met in order to succeed in this class,” “This class required a substantial amount of time,” and “To do well in this class I had to think critically.”

In both cases it appears that traditional f2f courses would have a stronger opportunity to fulfill these criteria as the level of interaction in the classroom is often gauged as stronger compared to that level of interaction in the online setting where students are more likely to feel disconnecting to the virtual classroom. Results indicate that the online version of the class was seen as more rigorous and providing a stronger learning climate than the f2f counterpart. In the case of the academic rigor component there was an even greater disparity in evaluation in favor of the online environment. While it is demonstrated that students found the online class rigorous, it is also possible that the level of rigor exceeded expectations, resulting in more agreement with the indicators. Stereotypes commonly associated with online classes (e.g., often seen as easy/easier than traditional f2f classes) might affect one’s initial judgment upon entering the class. When class turns out to be more challenging than expected, student judgment may be affected.

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Alternative approaches to marketing pedagogy can be seen as congruent with both institutional and instructor assumptions regarding the proper focus and goals of a business education. This congruency can be seen as analogous to marketer conceptualizations of consumers. Based upon seven types of marketing orientation familiar to all marketing instructors, distinctions and comparisons are made between these philosophical approaches to marketing and alternative philosophies of business pedagogy and institutional strategies.

The seven types of marketing orientation are commonly understood to represent philosophical perspectives on how business conceptualizes the marketing function and the role of business within a society. The first of these approaches to marketing is termed the product orientation. This approach emphasizes superior quality and/or performance, and focuses the organization’s strategy around both creating a superior product, and also then educating the consumer about the advantages (both concrete and abstract) of purchasing and consuming goods and services that are comparatively better (than those of competitors) but that are also more costly.

In contrast to the product orientation, the production orientation focuses upon systems for efficiently satisfying a high volume of customers. These efforts typically strive to drive down costs by exploiting economies of scale. In the production orientation, the organization efficiently creates and distributes a “good enough” product at a competitively modest price, yielding high overall value to the customer.

The third approach to marketing is known as the selling orientation, and is based upon the premise that customers are more likely to respond to persuasive promotional or augmentation efforts than to core product differences. Consistent with that approach, a selling orientation often focuses consumers on aspects of product augmentation that add value to the offering in the form of greater convenience, status, or customer service.

A considerably higher plane of enlightenment in marketing thought is suggested to be embodied in the marketing orientation, also known as the marketing concept. This perspective is now commonly referred to as simply market orientation.

A fifth stage, representing again a supposedly even more enlightened stage of marketing evolution, is what some have referred to as the societal marketing orientation. The societal marketing orientation is an attempt to harmonize the goals of business to the often-conflicting plurality of goals in society and to the enrichment of consumers as members of society.

A sixth level of marketing philosophy evolution is exemplified in efforts to improve the “quality of life” of individuals in society, rather than merely satisfying needs while concomitantly avoiding individual or societal harm (as in the societal marketing orientation). In the quality of life orientation, the goal is to provide goods and services that make significant and important differences in people’s lives, and that thus transcend mere product consumption satisfaction. As a result, the quality of life orientation aims to make happy people rather than merely happy customers.

Finally, a seventh perspective of marketing can be understood as the mass customization orientation. A mass-customization approach to marketing typically entails customer involvement in the design and customization of the eventual outcome. That is, mass-customization encourages customer input at the design stage of the product development and production process. This customer participation serves to enhance the match between customer needs and the delivered good or service.
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Clearly, alternative orientations to markets and marketing can be seen as highly relevant to the development of effective paths to achieve institutional goals. Despite the centrality of these notions to the serving of markets in diverse organizations, however, the efforts of business schools do not often easily accommodate these orientations, nor do they typically even acknowledge distinctions among these views. Given this common lack of regard for the distinctions among these marketing orientations, business schools often fail to strategically identify their customers or define their markets. That is, universities often avoid explicitly specifying their target customers, and instead make vague statements about how they serve many and diverse groups of constituents. This tendency to avoid using marketing terms and notions of “customers” is reinforced by a general distaste within academia of all things business and vigorous disagreements regarding precisely who or what universities serve. As a result of this robust avoidance of the “customer” issue, most business schools become incapable of formally developing coherent plans for satisfying their (unspecified) customers.

Given that problem, it would seem beneficial to provide some alternative philosophical and strategic orientations that schools of business might adopt. This paper thus discusses the notions of alternative marketing orientations as applied to the advancement of business schools.

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TECHNOLOGY FACILITATED CASE COMPETITIONS: A NEW AT-DISTANCE LEARNING APPROACH TO INTER-DISCIPLINARY STUDENT COLLABORATION

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REFEREED PAPER

ABSTRACT

Case-based learning is a fixture in marketing education at the undergraduate and graduate level at many top business schools. Cases are most often focused on a single business discipline or at best join together students from various business disciplines. Increasingly, businesses are deploying workers in cross-functional innovation teams that work collaboratively and at distance. The authors provide information on a cross discipline case competition in its second iteration. Their case model solves issues related to time, distance and financial restraints by employing available communication technologies to mediate case interactions, and allow business and fine art students to work together in cross-functional teams.

INTRODUCTION

In a 2007 article in The California Management Review the authors note:

“Companies throughout the world are seeking a competitive advantage by leading through innovation, some – Apple, Toyota, Google, and Starbucks – with great success. Many countries – such as Singapore, China, Korea, and India – are investing in education systems that emphasize leading through innovation” (Beckman 2007).

Creative innovation in business school curriculum is needed to match the need for innovation within organizations operating in an environment of rapid change in technology, society, and the environment (Tempest and Starkey 2009; Adler 2006). Many top MBA programs have added a design component to their programs to differentiate their students and create innovation managers instead of financial analysts (Adler 2006). Increasingly, businesses are creating cross-functional teams flung across the globe to deal with increasing complexity and the need for rapid innovation. The best firms in the world are embedding design innovation teams into their management practice to leapfrog past less innovative companies (Nussbaum 2005). Individual work is being subsumed into these teams and effective managers must be able to work at distance and engage effectively with a variety of personality styles (Maznevski 2000). Unfortunately, the performance effectiveness of these collaborative teams has not been great as managers are unprepared for effective interaction within them (Adler 2006).

Clearly business curriculum needs to consider learning methodologies that allow students to creatively collaborate and to do so using methods being deployed by companies which are linking individuals using digital communication mechanisms to create virtual offices. Five years ago design based innovation approaches to management were new, but time has seen an increase in management interest in these methods. Business students need exposure to these methods or they risk entering careers holding outdated ideas about management in practice (Dunne and Martin 2006).

CASE BASED LEARNING

Traditional learning approaches with strong teacher-centric and subject-oriented content encourage surface learning and do not allow students to integrate knowledge. This model still dominates much of university
education and is especially prevalent in large classroom education (Margeson 1994). Case studies are also a major instructional tool in business schools (Tempest and Starkey 2009). The Harvard Business School describes the case method as “a powerful interactive learning tool that brings the complex and dynamic realities of business analysis and decision making into the classroom.” Unfortunately, many cases have failed to keep up with the rapid rate of change in organizations, are recycled based on instructor comfort, and enforce traditional ideas about how businesses should be run (Tempest and Starkey 2009). To be authentic, case learning needs to model the current organizational preference for cross-functional collaboration at distance that is at the core of innovation in firms. This means case based learning composed only of business students may be insufficient in modeling the interdisciplinary approach being employed by organizations and businesses. Authenticity is a necessary component of the constructionist view of learning (Savery and Duffy 1995). Olorunnisola and others have shown that authenticity is important in student’s positive perceptions of case study, and that this perception affects learning (Olorunnisola, Ramasubramanian, Russill, and Dumas 2003). At the core of most case learning is the student group. These groups interact either in the classroom or with more complex cases in a series of group meetings in which the students engage with the problem, develop ideas, and create solutions.

Unfortunately, this approach does not model that of companies where physical meetings are expensive, time consuming, and often because of time asymmetries, are impossible to arrange. In a 2006 interview Roger Martin, Dean of the Rotman School of Management Theory at the University of Toronto said: “We teach a very narrow form of collaboration which is finding somebody who thinks like you and then work together” (Dunne and Martin 2006). In New Product Development (NPD) process, innovation team members iterate on a problem in a series of divergent-convergent cycles to arrive at a final result. These teams come from a range of disciplines, including design, engineering, marketing, and operations. This diversity is a necessary component of creativity and innovation (Hey 2007).

In addition to considering case delivery methods we also need to go outside the business school and create curriculum that utilizes the diversity of fields represented at major universities to create cross-functional learning experiences for tomorrow’s business leaders. Finding opportunities for business students to engage in collaborative learning with students in the arts and sciences is challenging for educators. Case based learning has only recently begun to enjoy success in liberal arts and science education, though it is often used in the fields of law and medicine. The work of Olorunnisola and others also indicates that students who approach a new teaching innovation with optimism and interest are more likely to learn from the experience (Olorunnisola, Ramasubramanian, Russill, and Dumas 2003). One possible scenario for the lack of case use outside of business schools may be that the needs and motivations of students in liberal arts are different from those of a business student. Needs theory was initially developed by Murray who articulated 19 different need states in his early work (Murray 1938). This theory predicts that individuals will be motivated to perform well in situations where their needs are met. This also suggests that organizations should place individuals into roles that allow them to satisfy their needs (McClelland 1980). Understanding needs of students may be important for instructors in developing instructional methodologies that are engaging. Small and Ulrich have focused on four needs in research on student motivation. (Small and Ulrich 2010). These were: (1) Need for achievement (nAch), (2) Need for affiliation (nAff), (3) Need for Dominance (nDom), and (4) Need for autonomy (nAut). Their research indicates that individuals that are highly motivated by any of these first three needs perform well in competitive group situations. High nAut is characterized by a need to break free of restraints, confinements, or restrictions of any kind (Murray 1938). Though not definitive, the work of Small and Ulrich indicates that high nAut students are not motivated by case based group interactions (Small and Ulrich 2010). If students of the liberal arts and sciences are more motivated by a need for autonomy then they may not find group case based educational approach appealing. The notion that students of the arts and sciences might have higher nAut is also supported by Woodman and others (Woodman, Sawyer, and Griffen 1993).

This has implications for firms, which must assemble cross-functional teams composed of individuals with diverse needs who require motivation to innovatively solve problems. Engaging students with high nAut in group oriented case learning may be challenging for faculty as they are likely to deal with a lack of student motivation, which is at the core of active learning. Finding a case approach that allows business students to acquire the interdisciplinary collaboration skills they need, that also is interesting to students outside of businesses, may be challenging.
A NEW CASE APPROACH

Background

In 2009, a former colleague and Senior Vice President of Marketing and Design for a major fashion accessory brand visited the Kelley School of Business as a guest-lecturer for a large undergraduate marketing class. In his role at the company this SVP not only led the marketing team but also managed a large in house studio of graphic, and product design specialists. He worked in cross-functional innovation teams on a daily basis. During the course of the two-day visit the SVP asked to meet and review portfolios of students studying studio arts including graphic design. To accommodate this request a meeting was arranged with the Chair of the studio arts department in the School of Fine Arts on campus. During the course of this meeting a shared enthusiasm for finding ways to bring fine art students and business students together was apparent.

Marketing students have had few opportunities for structured learning interactions with students outside the business school. Very often projects and cases developed to simulate product development processes simply did not include participants from design or engineering backgrounds. Marketing students worked on these projects in disciplinary homogenous groups. Alternatively, students of studio arts and graphic design rarely participated in case work and certainly did not interact on learning projects with business students. A cross-departmental dialogue among faculty was launched to discuss ways in which the students from each of the two disciplines could work together. The goal was to develop shared learning opportunities simulating the realities students would face in their careers post graduation. Early activities were as simple as getting student club organizations in marketing and fine arts together to listen to speakers similar to the visiting marketing and design SVP and other professionals of interest to both groups.

The Case and Competition Structure

In 2011 a Center of Excellence within the school of business hosted a new case competition for marketing students. The case concerned a fictional retail entity that sought to increase the level of penetration of company owned brands in its product assortment. The case required students to:

♦ Identify a potential target market and an unmet need of this market
♦ Develop a brand strategy for the line of products
♦ Create an appropriate product offering to meet the needs identified
♦ Develop a communication strategy for conveying the benefits of the solution to the target audience
♦ Consider how the launch of this product would affect the financial outcomes for the retail entity in the case

Four teams of four marketing students from major universities in the Midwest and Northeast applied for this competition, which offered a significant cash prize to the winning team. These teams worked on the issues in the case and presented their solution at the Kelley School of Business to a team of judges representing key retail partners and a major design and advertising firm.

To create a differentiated learning experience collaboration between the faculty from the business school and the School of Fine Arts (FA) was initiated. Faculty partnerships also enabled the case problem to be solved in cross functional teams consisting of business marketing students and fine arts students studying graphic design. FA faculty agreed to assign this case as part of the learning experience in a course intended for juniors and seniors. The FA class was organized into teams of 3 to 4 students and each team was assigned one of the marketing teams who would act as their client. One member of each FA team acted as the primary client interface for the marketing students. The structure was meant to simulate an outsourced brand/product design studio and though each team worked with only one marketing team there was opportunity within the studio for critical feedback on each other’s work. The FA students were able to share within this studio their experiences in interaction with their marketing clients, as none of the students had previous experience in managing a client relationship. This support network proved to help student teams crowd source effective strategies for collaboration. The FA students were provided with contact information for their client marketing teams and all interaction was mediated through digital communication mechanisms. No face-to-face collaboration was allowed even though one of the marketing teams was on the same campus as their FA graphic design group. FA students competed for a separate financial reward to insure that students from the same university were not biased.

The marketing teams were informed that they had an outsourced product/brand design team to support them in their development of a case solution. Marketing students
could decide how to utilize the capabilities of the team to
develop their solution. In addition, marketing teams were
provided with contact information for their respective
design lead. From that point forward students were re-
sponsible for developing communication mechanisms to
facilitate completion of the project. Faculty did not sched-
ule or in any way control these interactions, but provided
support or methodology suggestions if students requested
it.

Figure 1. Case Model

In the first iteration of the model in 2011 the case was
given to the marketing students at an earlier date than the
FA students. The business students were then allowed to
lead their outsourced design team in development of a
solution. It was determined that this model limited the
degree of peer-to-peer collaboration between the market-
ing and FA students. So, in 2012 both groups received the
case materials at the same time. This allowed the FA
students to fully participate in the cross functional team
and more closely modeled the activities of modeled
firms, which did not establish power-based hierarchies in
their innovation teams.

The teams of marketing and design students collabo-
rated at distance over a period of about six weeks to
develop their case solution. The deliverable was a new
product line and brand strategy targeted at a specific
audience. The teams developed their solution and a
presentation of their solution for the judges. The materi-
als for the presentations included a PowerPoint deck,
which addressed the case issues previously described,
visual representations of the brand’s identity, and prod-
uct and packaging mockups to better convey the identity
to the judges.

While the design students worked together as part of
a studio the marketing teams remained at their respective
universities until arriving on campus the night before
they made their presentation to the judges. All interac-
tions between FA teams and marketing teams prior to
arrival on campus were mediated using digital communi-
cation mechanisms devised by the students. The faculty
sponsors of the case competition intentionally did not
specify collaborative tools or methodologies for interac-
tions between the marketing and FA teams. It was be-
lieved that this encouraged the students to use a variety
of technologies to share information and gain experience
in which types of communication tools worked best. Teams
used Skype, Dropbox, Google Docs, faceBook, email,
texting, and other social media tools to facilitate interac-
tion. Students and faculty discovered this was an impor-
tant part of the learning experience. Communication
tools are changing rapidly and the goal was to help the
students gain a degree of comfort with a variety of tools
to facilitate a life long ability to engage with evolving

techologies.

Students were supported by faculty at their school
who provided feedback as the students iterated on their
solutions. The judges were industry professionals. Two
of the judges were retail executives at major public retail
firms. One of the retail professionals worked in product
development and the other in operations. The third judge
was the senior creative director for a leading public advertising/product development firm.

WHAT’S NEW?

As previous parts of this paper indicate the use of
cases in business schools is widespread. In addition many
schools also hold case competitions. Most follow typical
rules, where business school students work on a case
solution as a team then present their results to judges, who
provide critical feedback and rank the teams. However, a
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limited number of business programs have also determined the need for interdisciplinary case learning and have offered a multi-day event that brought business students and interior design students together to develop new store ideas. This innovative methodology allowed students to collaborate in an intensive four day on campus experience. The business problem was provided to the teams on arrival. Thereafter the student teams worked during the week to develop their solution and create their presentation. Though this model provided tremendous student benefit it was expensive to run and required a lengthy time commitment on campus for visiting student teams and faculty sponsors.

The inscribed case method, which continues reiteration and adaptation, offers the following innovative benefits:

1. The case issues are solved by interdisciplinary teams as opposed to teams comprised solely of marketing or business students.
2. Interaction is mediated by digital communication mechanisms thus teams do not have face-to-face interaction until the final presentation is delivered.
3. Compared to multi-day on campus case competitions, this method is inexpensive to deploy, enabling a greater percentage of expended funds to be dedicated to motivational rewards for the student teams.
4. In terms of faculty time off campus the method is efficient. Faculty are encouraged to act as an advisor while students work on case issues but do not actively manage the student interactions.

Table 1. Selected Survey Questions and Responses by Type of Respondent

<table>
<thead>
<tr>
<th>Student Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think the competition format prepared you for employment after your graduation? If yes, how?</td>
<td>I think so. In the real world, you will need to communicate with people in other offices with different goals and ideas than you. You also will work on products you know nothing about. I think it was a good learning experience. I hope so! I think it prepared me in that I had to synthesize things I had previously learned and apply it to a real world situation. Also, I had never worked with a designer like that and it seemed like a realistic situation Yes, because it was very non-structured much like employment will be after graduation.</td>
</tr>
<tr>
<td>Faculty Question</td>
<td>Response</td>
</tr>
<tr>
<td>Do you think there were positive learning outcomes for your students? If yes, can you describe them? -</td>
<td>There were definitely positives. Design students got a taste of what working with the business side of the team is like. It also gave them an opportunity to experience the great affect they can have on such a process. Part of this, many of them didn’t realize until late in the game - pushing their way into the exercise helped the business students to see the value and potential of design and increased the quality overall of the finalized work. Absolutely. Collaborating across distances, using newer technologies.</td>
</tr>
<tr>
<td>Judge Question</td>
<td>Response</td>
</tr>
<tr>
<td>If cross-functional teams are used in your organization can you describe the types of teams that your company assembles and the problems they solve?</td>
<td>Teams composed of individuals who represent the business interest, strategic and planning point of view, creative development, media and communications planning, finance/accounting, and project management.</td>
</tr>
</tbody>
</table>
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These innovations provide an experience that is engaging for business and fine art students, models innovation practices in firms, teaches students to collaborate at distance, while requiring less money and faculty time than traditional case competitions.

PARTICIPANT LEARNING OUTCOMES

Following the second more recent long distance interdisciplinary case competition where the model was repeated, a short survey was administered using an online tool to acquire feedback on the case practice from students, faculty, and judges. Reaction on the overall experience was very positive and participants generally agree that the format created a learning experience that modeled the types of interactions students will encounter after graduation. Below are several responses to the survey. Though simple, this tool allowed evaluation of learning objective accomplishment. For example, all three professional judges indicated that cross-functional teams were important in their respective organizations. Students indicated long distance communication and working with interdisciplinary teams helped them to better prepare to operate in these types of teams in the future.

FUTURE CONSIDERATIONS

Spring 2013 will mark the third offering of the case competition. There are a number of potential considerations and research that can be undertaken in this collaborative environment.

One area for further research is to measure student needs inbound and to determine if a significant difference exists between FA students and their marketing counterparts. This would extend research by Small and Ulrich to understand how student needs affect the adoption and effectiveness of new teaching technologies. (Small and Ulrich 2010) As mentioned, one hypothesis is that FA students would have higher need for autonomy (NAut) than business school students. Deeper insights of this thesis would allow further iteration to the case model, potentially creating a higher level of engagement of FA students. Additionally, identifying collaborative mechanisms for individuals with different needs could be useful for organizations that rely on a team-based management structure.

Expanding the inter-disciplinary reach to other units on campus, such as the Informatics program in HCI studies is another innovative direction for consideration. The inclusion of students with additional expertise from Informatics would allow the case deliverable to include a technical development feature such as a website or an Omni-channel component. This would further enhance the cross-functional aspect and authenticity of the case experience.

Studying the types of tools the students use to collaborate may also prove worthwhile. Given the rapid pace of change in communication mechanisms this may provide insight into the rate of adoption of communication technologies. Will the students migrate to mobile phones or tablets in the future to enable collaboration?

There are many ways in which business schools need to evolve teaching methodologies to insure that the learning being conveyed to students is equivalent to the needs of 21st century organizations. Case methodologies are well known but fail the authenticity test when it comes to creating cross-functional student collaboration and utilizing pervasive communication technologies for interaction. This case approach is simple to deploy, inexpensive, and requires minimal teaching time on and off campus. More importantly, this case method provides critical learning for students who in their careers must be able to productively collaborate in cross-function virtual teams whose interactions are mediated by digital communication technologies.

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THE RELIGIOSITY, SPIRITUALITY AND ETHICS OF MILLENNIAL BUSINESS STUDENTS

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Kun Liang, Yunnan Radio & TV University of China

REFEREED PAPER EXTENDED ABSTRACT

By now, marketing professors are aware that they are facing a new generation of students who require different educational considerations because of the unique characteristics of the Millennial Generation. One thing the Millennials are facing is a job market represented by large corporations who are fraught with allegations of questionable ethics. How are the attitudes toward business ethics of this new generation of students impacted by their demographics, religiosity and spirituality?

The ethical and legal lapses that have occurred recently suggest that the understanding of the antecedents or predictors of strong ethics cannot be overstated. Though the most danger for an organization exists when top managers are unethical, ethical lapses at all levels can put organizations at risk.

Now organizations are faced with the latest generation of college graduates, the Millennial Generation, members of which are more eager to volunteer for and donate to various charitable causes, but are less religious than previous generations and sometimes seem to be less ethical. They come out of school with great optimism, faith and hope for their futures and are actively seeking jobs allowing them to make a meaningful contribution to society.

Various studies show the positive impact of a person’s religiosity and/or spirituality on his/her ethical inclination, leadership effectiveness and success of the organization, and employees even need and yearn for spirituality in the workplace. However, Millennials are searching for a new source of meaning other than organized religion. Thus, it appears that bringing spirituality and/or religiosity into an organizational culture, being careful to avoid the suggestion of organized religion, can potentially be a key ingredient in developing this ethical organizational culture even with Millennials as employees. With evidence suggesting that among the value-deprived Millennials who are graduating from our nation’s universities, business students are among the most dishonest of all students, even recruiting ethical people fresh out of our nation’s universities is a daunting task.

The purpose of this comparative study is twofold. The first objective is to examine a group of Millennial students to determine what demographic factors may lead to higher levels of spirituality and/or religiosity. The second objective is to further assess these Millennials to determine whether a higher level of spirituality or religiosity leads to a more positive attitude toward business ethics.

In this study, the authors found that demographic characteristics of Millennial college students do indeed have an impact on their spirituality and religiosity. However, surprisingly and contrary to expectations, a Millennial’s spirituality and religiosity do not have an impact on attitude toward business ethics. As expected Millennial men are more religious than are Millennial women. The reason for this finding in males may be that men see going to church as a social activity and possibly a chance to develop a perception of being religious for others to see. However, against predictions and against findings in previous literature, Millennial men are also more spiritual than are Millennial women. Therefore, perhaps the social aspect of attending church and demonstrating a perception for others holds less credence in the face of this finding. Perhaps Millennial men truly are more spiritual and their manifestation of this spirituality at this age is to be active in an organized religion, thus accounting for the religiosity aspect.

Among our 116 Millennial student respondents, 70 (60.3%) were Caucasian, 36 (31.0%) were Hispanic, 3 (2.6%) were African-American, 3 (2.6%) were Asian, and 4 (3.4%) were all other ethnic and racial groups combined. Thus the Caucasian and Hispanic groups provided the only feasible comparison of this study, as far as assessing the effects
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of race on a person’s spirituality and religiosity. The hypotheses did not predict that either group would be more spiritual or religious than the other group, but merely stated that there would be a difference. This prediction was based on the differences in cultures and values of these two groups. The findings showed that Caucasian Millennials are more spiritual than are Hispanic Millennials and that there is no differences between the two on religiosity.

Another surprising finding was that the size of a Millennial student’s family had a negative impact on his/her spirituality and religiosity, which is opposite of what was predicted. This finding defies logical and common sense and requires more research to isolate the reasons for this finding.

As predicted, majors appear to attract different types of Millennial students, or the majors themselves may contribute to a Millennial’s spirituality and religiosity. It appears that the least spiritual students are management majors because both marketing and accounting students are significantly more spiritual than are management majors. Further, it appears that accounting students are less religious than are any of the other majors assessed in this study in that marketing majors are significantly more religious than are non-business majors and accounting students are less spiritual than are non-business majors. In addition, a Millennial student’s politics do not influence his/her spirituality; however, politics do appear to influence a Millennial religiosity. Both of these findings were as predicted by the study’s hypotheses. Republicans (predicted) and Independents were both found to be more religious than were Democrats. Because of the conservative reputation of the members of the Republican Party, strong members are most likely to wish to continue to enhance that representation by belonging to and being active in organized religions. Not only does this “look” good for the Party, but it also gives them a politically social outlet as other members of the various congregations are likely to be more conservative also.

Finally, contrary to expectations, neither age nor income influenced a Millennial student’s spirituality or religiosity. Though ages of our respondents was between 20 and 30 years old, 108 out of 116 (93.1%) were between the ages of 20 and 25. Thus, the low variation in ages perhaps made this finding questionable. Also, though some Millennial students reported higher incomes, up to $150,000, the higher income students may have been reporting the income of their parents and thus the amounts may not accurately represent their own personal income.

Another significant finding of this study is that it demonstrates that spirituality and religiosity are distinctly different constructs and should be considered as such. As dependent variables, each was impacted separately and differently by the various demographic independent variables. However, this difference does not show up with these two variables as independent variables. Surprisingly, neither spirituality nor religiosity has any influence on Millennial students’ attitudes toward business ethics. However, it is likely, as reported in findings of other studies, that these two variables do indeed serve as independent variables. Further investigation is required to determine exactly what outcomes they do effect.

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SELLING FOR A CAUSE: USING EXPERENTIAL LEARNING TO TEACH PROFESSIONAL SELLING, PRICE NEGOTIATION, AND SOCIAL RESPONSIBILITY

C. Shane Hunt, Arkansas State University

REFEERED PAPER EXTENDED ABSTRACT

The Experiential Learning 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). Personal Selling’s applied nature and the complexity of skills required (Michaels and Marshall 2002) have challenged educators to shift from lecture to more experiential learning projects (Anderson et al. 2005). An important component of teaching engagement with upper-level sales students is to identify, construct, and implement a comprehensive, real world, sales project, conducted by university juniors and seniors enrolled in the Professional Selling and Sales Management class.

The first step was to find a corporate partner who had a product that could be realistically sold by college students and also one that captured their interest. The University where this course took place is a comprehensive public University located in the southeastern United States with approximately 14,000 students. As with many Universities, sports are very popular and important to the student population. The only professional sports organization within a 150-mile radius of the University is the Memphis Grizzlies of the National Basketball Association. The Grizzlies have consistently ranked in the bottom third of NBA attendance and reside in one of the smallest markets for any North American Professional Sports franchise. The Grizzlies are an organization, like many others in the current economic environment, looking to increase revenues for their organization while being a great corporate citizen to the surrounding communities. The Grizzlies organization was extremely supportive of the project idea and helpful in every way possible. Once the corporate partner was in place, I prepared my syllabus and made the ticket selling project worth 30% of the students overall semester grade. As part of my professional selling class, each student participates in the sales project where they sold tickets to a Memphis Grizzlies regular season home game that was projected to not be a sellout. The Grizzlies allowed us to buy tickets for $12 and then the students can sell these anywhere between $15–$35 dollars ($35 is the face value of the tickets). The profits made would then be distributed to a charity decided upon by the students. They chose to donate the money to a program that was started in conjunction with the local Chamber of Commerce and the Food Bank. This program provides food for children in the same city as the University resides who would go hungry otherwise over weekends and school holidays. My students found this to be a worthwhile cause and having their input and buy-in on the specific charity raised the energy they brought to the project.

This project provides a fun, real-world experience that provided a tremendous help to young people in our community. When the sales reporting period ended, my 40 sales students sold 390 tickets to the game. After we paid the Grizzlies for the tickets, we made a profit of $2,602. The students were able to see that thanks to their hard work, 17 children in our local community will receive food for an entire year through the program. The project received local media coverage shining a positive light on the students, faculty, and curriculum at our University.

In addition, the project stresses three important learning objectives that are critical in preparing marketing and sales students for future jobs.

Pricing should be tied to value, not just cost – Each student is required to develop a strategy as to who they will target and what price they will target each different consumer helping them to understand that you should not charge the same price to every customer as each values your product in a different way. Too often students are content to focus their
Pricing strategy on simple mark-up plans. We discussed in class sample prospects and the value and perceived willingness they had to pay higher prices. Students began to understand that with a finite number of tickets available to sell, part of their job was to maximize profit on each additional ticket. The most common price for tickets sold was $20 per ticket, and tickets were sold at price points across the range of a minimum $15 ticket all the way to the face value price of $35 per ticket. Students were able to negotiate prices with some prospects and focused on the value proposition most important to specific consumers (i.e., the game itself, helping the local charity, etc.). The student’s grade was partially determined by the number of tickets sold and the average profit margin per ticket giving them incentive to not simply sell as many tickets as possible for the minimum price.

Accurate forecasting is critical to the success of any business – I have found that one of the more difficult concepts to get across to students taking their first sales class is the importance of forecasting. In an effort to reinforce the importance of forecasting, each sales student had to produce a 30 and 60-day forecast for the number of tickets they expected to sell. The students were told that the final ticket order had to be within 20% of the 30-day projected ticket forecast for the entire class. This created a positive peer pressure or professional control that is often exhibited in an actual sales force environment. The students were able to see firsthand that the NBA team would not keep spare inventory for last minute sales and would charge us a minimum putting the risk of potential loss into the equation if the students overestimated their final ticket sales. The students provided detailed forecasts and the final 30-day report was within 8% of the final number of tickets sold.

Sales and Marketing can have a very positive effect on society – It is sometimes difficult to illustrate to students how sales and marketing can have a powerful positive impact on society. Students often enter my sales class for the first time with very negative connotations of salespeople that they have picked up through movies or anecdotal stories they have heard over the years. Firms are unlikely to survive or have a need for other business functions if they do not have a successful sales team bringing in new revenue. In addition to firm profits, this revenue allows organizations to help make their communities better places. The students got to witness directly how successful selling helped young children in their community have better lives which is a lesson that I hope will stay with them throughout their business career.

The project seemed to have accomplished the desired learning objectives. At the completion of the sales period, the students had to submit a reflective writing assignment outlining their strategy and discussing what did and did not work for them. A majority of the students stated that the project made them more likely to consider a career in selling. Some students even commented that they had never considered selling as a career before this project, but found they liked it and are strongly considering it for their future. A minority of students also found out that sales may not be for them. This is an important and valuable finding as part of the college experience should be about finding out what you do not want to do professionally. Either way, over 90% of the students said that they came away with a significantly better understanding of what it takes to be successful at selling.

An anonymous, post project survey provided several other interesting results. Eighty-one of the students said they felt either more comfortable or significantly more comfortable with pricing strategies. Pricing is often overlooked in marketing curriculum, and this type of project provides a way for students to understand fully the value of maximizing revenue. Also, 91% of the students surveyed said that the experience helping the foodbank and young children in the community made them more or significantly more likely to participate with corporate philanthropic projects in their careers. This provides important evidence that this group of millennial college students have the potential to be to be higher quality corporate citizens in the years ahead.

Many students today are not aware of what a career in professional selling entails and more importantly how they might want to make it part of their career path. Therefore, experiential sales projects like this one can help develop the skills, training, and passion necessary to produce quality salespeople for the next generation.
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LIABILITY IN OFF-CAMPUS INTERNSHIPS AND SERVICE LEARNING ACTIVITIES

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REFEREEED PAPER EXTENDED ABSTRACT

While Marketing professors and business schools work diligently to assist students in gaining “real world” experience, little is known about the liability universities assume when administering these activities. Universities do more than offer academic development to the student in a traditional classroom. Today, university business schools offer academic and non-academic development outside of the classroom. Non-academic development activities may include the provision by the university of diverse opportunities for student exposure to or participation in student government, health and fitness, religious, sporting, international, or scientific outside-the-classroom activities, which may be on or off campus. Academic development, on the other hand, may involve activities outside the classroom when the teacher either offers or requires practical experience as part of a course. Examples include course work or internships off-campus with marketing companies and/or Marketing students (through their professor) working for academic credit on a service learning initiative with a “real” client/company. The research question guiding this study asks: What is the university’s liability for injury to the student as well as for injury done by the student while engaged in academic or non-academic, out-of-the-classroom, off-campus activities?

There exists an ample body of literature that analyzes the case law dealing with this question setting out various theories of law pled by both plaintiffs and defendant universities. Some of the theories used by plaintiffs include intentional, negligent, and strict liability tort; those used by universities to defend themselves include sovereign immunity, contributory or comparative negligence, or lack of one or more of the elements needed to prove a tort has been committed or a contract breached. This study focuses on the case history of university liability and attempt to particularly ascertain university liability only in negligent tort cases. In these negligent tort cases, the focus is on determining university liability where the student is injured while working off-campus in optional or required activities, like internships or service learning, as part of his or her academic program.

The theory plaintiffs use most often to bring action for injury against the defendant is tort which focuses on an intentional or unintentional injury by one person to another person or the other person’s property. A university must also be concerned about nonfeasance or a failure to take affirmative action that might have helped the plaintiff. Nonfeasance creates several exceptions where the law would call for the university to act or where the university is seen to have a “special relationship” with the student and thus imposes an affirmative duty on the actor to prevent harm. Several exceptional situations are described in the study to highlight when universities may anticipate “special relationships” because these cause the plaintiff to have a reasonable expectation of protection from a defendant who holds some power over the plaintiff’s welfare, and usually some monetary benefit from the relationship.

Universities in the late 1990s and into the new millennium were faced with students with a new mindset. The millennium students had been very protected and carefully guided by their parents. Cases brought by these students dealt with new types of injuries along with the usual ones. Suicide, anxiety, stress, binge drinking, and substance abuse increased litigation in this era. Courts continue to find that the university had a reasonable duty of care in some cases but the basis of liability was inconsistent. The courts have continued to put the university in a position of nonfeasance, resisting a finding that the relationship between student and university was a “special relationship per se,” but continuing to find a “special relationship” in certain circumstances, including when the college is in a business-invitee or landlord-tenant relationship. Also starting with a position for the college of nonfeasance, some courts have found that the university had voluntarily assumed a duty of care by certain of its actions. Once a court has found a duty of
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care owed by the university, the questions of foreseeability of the danger and causation could still prevent college liability.

An important case in 2000 came from the Florida Supreme Court in a case where an intern was attacked at her worksite. In *Gross vs. Family Services Agency and Nova Southeastern University*, the student was abducted in the parking lot, robbed and sexually assaulted while leaving an off-campus internship site. The Florida Supreme Court acknowledged that normally the university and the student do not stand in a special relationship, but such a relationship may exist where the student is assigned to a mandatory and approved internship program.

The decision in *Gross* implies that Internship Advisors should avoid mandating a specific internship site because such action indicates control over the student and the site by the university and will probably result in the creation of a “special relationship” between the university and the student. The “special relationship” carries with it the imposition of duty on the university to investigate the site, become aware of any dangers, and orientate the student accordingly. It would seem that even the approval of an internship for academic credit, with the corresponding communication between the site employer and the internship advisor would necessitate the advisor know where the site is, what would be necessary for the student to get to the site, and who the employer is. This approval or denial of approval denotes some control over the situation, perhaps enough to create a “special relationship” even in this circumstance. Seminars or orientations in preparation of the student for the internship should include instruction to the student on the recognition and assessment of danger to personal safety. There should be a reporting mechanism in the student evaluation of the internship where the student can report any information she has learned regarding safety and dangerous conditions. Students and site employers should be instructed on the laws of discrimination and sexual harassment. Besides the creation of policies to inform the student, it is also recommended that site visits be made and even requests made to law enforcement officials at the remote sites for information regarding the safety of the location of the site.

Many universities require employers to include paid interns under their insurance coverage, or, if unpaid, make sure the student is covered by the university’s insurance. In some universities, the student must show proof of his or her own insurance coverage, which may or may not be offered through the school. University risk managers and internship advisors would be prudent to review university policies relative to internship programs to determine, based on existing case law, the degree of risk associated with the university’s current internship policies and to revise or establish policies and procedures to minimize such risks.

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Teaching Notes

USING TWITTER TO BRIDGE THEORY AND PRACTICE

Daniel A. Gruber, Northwestern University

AXCESSCAPON TEACHING INNOVATION COMPETITION
TEACHING NOTES

Finding relevant examples of the topics we discuss in class from the popular press can be time consuming and challenging. When I taught my first undergraduate class five years ago, I would search on the Internet for one news article to share with my students that would help them understand the day’s topic. I would share a relevant highlight from the article during the last five minutes of class and called this portion of the lecture “In the news.” I found that students were excited about the “In the news” examples as it gave them a concrete way to link the theories and cases they were working on to the contemporary business environment.

The next time I taught undergraduate students, just a couple of years later, technology had evolved significantly, and I considered different ways to create a “2.0” version of “In the news.” I was teaching an undergraduate marketing communications class in fall 2009 when I had the insight for the next iteration of “In the news.” An article I shared with the students talked about “old” and “new” media and it struck me that I needed to leverage new media in my teaching. I was searching for articles and presenting them in class using the old media way, while my students were getting their news and information from newer social media. It was the catalyst for my Twitter experiment which allowed me to try a fresh approach to “In the news.”

In the second half of the quarter, I used Twitter to share articles with the students that were relevant to class. Thus, they were able to see the resources I was sharing for the “In the news” whenever they wanted to (Twitter is accessible on computers and mobile devices) – not just in the classroom on the PowerPoint slide. I also involved the students in the process. Rather than only sharing the articles I found relevant for the class, I encouraged the students to tweet the articles they come across. The “In the news” portion of class evolved from my one example to include many of the student’s illustrations of the topics we were discussing in class and how they were playing out in the real world. “In the news” emerged as an important way to start the class each day and essentially warmed up the students to prepare for more intellectual discussions about cases. Furthermore, the time allocated for “In the news” went from five minutes to fifteen minutes due to the volume of pertinent articles and rigorous class discussions about them.

The feedback from the Twitter experiment was very positive. Not only did approximately ¾ of the students tweet during the class, but they also explained that it helped to add a layer to the class and that it created an evolving classroom where learning also occurred outside of the physical classroom space and the actual meeting time of the class. In addition, introverted students had the chance to contribute to class in a comfortable way through the ‘warm call’ that this innovation facilitated. A student who tweeted an article knew they would be called upon in class during the “In the news” section to discuss the link to the day’s topic.

The successful Twitter experiment inspired me to bring this 2.0 version of “In the news” to all of the classes I teach at both the undergraduate and graduate level. Class participation is an important part of my classes and Twitter has been a helpful way to broaden the ways that students can contribute to this portion of class and be rewarded for doing so. I now use Twitter for the “In the news” portion of every class I teach. I have hashtags, which essentially create a code, for the classes, and I encourage all students to tweet articles / resources with the hashtag included. It is important to note, that I devote a portion of the “In the news” discussion for examples that are not shared using Twitter – thus students are not required to use Twitter. Furthermore, I am explicit on the guidelines for Twitter in my classes. I use Twitter to share relevant articles, facilitate class discussion, and link course frameworks to current events. I do not use Twitter to communicate about assignments with the students. Students are asked to be respectful of their fellow students, the professor, and guest speakers when they include the hashtag on their tweet. It is important to set these rules upfront to avoid tweets being sent by students that are off topic.
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I have been thrilled by the impact of Twitter on student learning in my classes. I have asked about the learning outcomes of Twitter in course evaluations and the responses have been very positive. Based on the course evaluations and informal feedback, I have found that both undergraduate and graduate students have embraced the use of Twitter in my classes. The additional benefit of the students using Twitter in my class is that they explore the broader application of Twitter for marketing (following companies and executives they find interesting) and for their careers (networking, job postings, etc.). Several students have told me that using Twitter in my class encouraged them to learn a new technology and others have found jobs/internships via Twitter.

The benefits of having 25, 45, or 60 students looking for articles/resources related to class have been tremendous. However, in the winter 2012 quarter, in a graduate student class of 60 students, the volume of tweets became overwhelming (nearly 75 tweets per class) and would have taken three hours to discuss in class. Thus, I needed to figure out a way to streamline the tweets from the hashtag and focus the students’ attention. I started using a social curating tool, Storify, to select the 15 most relevant tweets before class to simplify the “In the news.” Although the creation of the Storify was an extra step for me, the students appreciated it. As student engagement on Twitter continues to grow, I will likely confront this issue again and will consider using Storify, and other platforms, in a similar manner to address it.

The impact of Twitter on my teaching has been exciting. I have seen students for whom English is a second language, share an article for every single class and elaborate eloquently on the relevance of the article at the start of each class. Furthermore, routinely, I will start to send out a resource via Twitter and find that one of my students has tweeted it already. At the end of the quarter, when hundreds of tweets have been sent, it is exhilarating to think about all of the examples that were not in the course readings/syllabus, but have been transpiring in the real world (and discussed) during the course.

I have been asked to speak about my use of Twitter in several forums on campus. As a result, many faculty colleagues are using Twitter in the manner I have described above effectively in their classes. Furthermore, I have realized additional ways to use Twitter for teaching that I will consider in the years ahead (discussions about case studies, questions for guest speakers, etc.). Finally, former students will send me articles/resources via Twitter and follow my tweets about course topics long after class is over. This helps to show the ongoing learning that Twitter for “In the news” has on my students making links to class.

I have created an innovative use of a new technology, Twitter, for teaching in the marketing classroom at both the undergraduate and graduate levels. In doing so, I have also enhanced important learning goals of my courses including theory/practice integration and class participation. Finally, I have discovered several additional benefits of adopting this approach in the classroom that help increase student engagement. This teaching innovation can be easily implemented by faculty who are interested in utilizing it. I have set up several colleagues on Twitter, who were tweeting in no time and making use of the technology in their teaching. Using Twitter for the “In the news” part of my classes has had a significant impact on my teaching and the effect of this innovation on learning has been outstanding.

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Marketing faculty are often tasked with how to integrate knowledge and research associated with social media into existing curriculum. Should a course focused on social media in marketing be a stand-alone course? Should social media be one of many topics covered in an existing course? Or, should social media have a greater emphasis in courses at all? Coupled with these questions are the additional challenges of exposing students not just to concepts related to social media, but also of inducing trial for non-media savvy students, allowing for repeated exploration, and creating space for failed attempts in using the tools of social media. But, where would the course time come from for continual platform engagement, which is needed among students to increase comfort levels and develop tool mastery? Within the realm of social media, all of these questions must be resolved with an utmost emphasis on generating content that is relevant to a desired audience. This was the situation that plagued me in the Spring of 2011 – how best to infuse an understanding of research, various social media platforms, and content generation into the process of student learning with an emphasis on the university’s academic mission of transformative learning (which places students at the center of their own self-reflective learning).

With a focus on content, the resolution was to pilot a special course offered in the Fall 2011 called Digital Media & Content Marketing with the primary aim of equipping students to become content creators through: (1) regularly reading and interacting with other content creators/thought leaders; (2) routinely writing content across social media platforms; and (3) researching, presenting, and publishing content for the consumption of academic and non-academic audiences.

To better clarify a student-directed focus for the new course, a focus group with upper-level marketing students in my Spring 2011 IMC class was conducted. The university’s Office of Teaching and Learning funded lunch while students shared their expectations associated with the course and offered various models for the pilot course requirements. Focus group results included a heavy emphasis on in-class interaction, project-driven instruction, and exposure in preparation for a future career. This student feedback shaped the three aims of the pilot course.

Below is a summary of the assignments and activities associated with each aim. For faculty interested in incorporating content generation ideas or other activities mentioned below into their new or existing courses, please contact the author for guidesheets and grading rubrics, which can assist in easily adapting an activity or assignment.

- **AIM #1: REGULARLY INTERACT WITH CONTENT CREATORS** – Students were required to regularly read thought leader content related to the course that was offered across multiple platforms (i.e., corporate, celebrity, and other individual blogs, Facebook use, Twitter feeds, RSS Feeds, etc.). Through listening to online communities across multiple platforms, students better understood the types of content that might be deemed engaging and relevant to a particular audience along with the relative merits and inherent features associated with a particular platform. Along with reading, students were also required to post thoughtful, reflective responses to what was read in a manner that furthered the conversation thread. For grading, students completed a log which contained their weekly readings and the URLs of their posts/responses. Students also completed projects that required in-class presentations on: (1) relevant white papers as content developed by companies to generate inbound marketing, (2) stellar and poor examples of corporate Twitter feed content, (3) a social media audit on the organization of their choice, and (4) digital and social media case studies of content creation across multiple industries.
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◊ AIM #2: ROUTINELY WRITE CONTENT ACROSS PLATFORMS – Students were required to maintain their own blog and make weekly blog posts. A course blog was created (see http://digitalmediaccontentmarketing.blogspot.com/) that shared links to all student blogs which served as a hub for facilitating student blog access and interactions through comments on student blog posts. Along with writing their own blog posts and routinely commenting on the content of others (i.e., student blogs, textbook author blogs, corporate Facebook accounts, etc.), students were encouraged to reserve (or reserve, promote, and actively use) their own accounts on other platforms for current or future use in their personal branding efforts. In addition, students were required to complete a project that involved promoting and conducting a live blogging or live tweeting event that would further their mastery and improve the conciseness of their writing in content creation.

◊ AIM #3: RESEARCH, PRESENT, AND PUBLISH CONTENT – The hallmark of student-generated content for the course was the personal learning project, which was completed across multiple phases throughout the course and will culminate in the creation of a class eBook that is currently in progress. Students were required to: select a social media topic, develop a timeline denoting key milestones related to the topic, research the topic using academic sources, and summarize their research in a written template that could be submitted for presentation at a state conference in November 2011. In addition, for each topic, the class selected Oklahoma companies and individuals, who could be highlighted as exemplars on each topic for their use of that particular digital or social media. Using the exemplars for each topic agreed upon by the class, each student was required to interview a representative from the company or the specific individual on their use of social media and make an in-class presentation that integrated their conference research with their featured exemplar. A written report was required that could be later edited as the student’s contribution to a chapter in the eBook. The eBook title, direction, photos, student bios, copyright assignment and photo releases were completed from/during in-class interactions. It should be noted that the university’s IRB office approved the student research and eBook project and that in-class training related to the proper procedures for protecting participants (and corporate entities) was conducted per the IRB. The Informed Consent form for the project gave interview consent, consent for audio recording the interview, and consent for inclusion in the eBook project. Along with learning how content could be repurposed, the students shared content with academic audiences and will be sharing content with non-academic audiences via the eBook as evidence of transformative learning.

In terms of innovation effectiveness, 100% of the students in the class were co-authors on one of 12 poster presentations made in the Marketing track at the state conference (see one student’s blog with photos about the conference presentation experience in the 2011 archives dated Friday, November 4th, 2011 at http://www.sincerelykylee.com/search?updated-min=2011-01-01T00:00:00-06:00&updated-max=2012-01-01T00:00:00-06:00&max-results=50), 100% of students felt the course was helpful in preparing them for a future career, and 100% of students indicated either “not likely” or “no way” to whether they would have made a conference presentation or contributed to the publication of an eBook within the next year. Students ranked the live-blogging event and the weekly blog posts as their most enjoyable course projects, while the social media audit and in-class white-paper presentations were ranked as their least enjoyable projects. The personal learning project was ranked the most time-consuming project with the exemplar interview followed by Oklahoma Research Day attendance as the most enjoyable personal learning project assignments.

Though the course is over, the innovative focus on transformative learning and content creation persists in the work of my students and in my own teaching. The techniques of using student feedback in course design and of being an innovative facilitator of learning continue to impact my teaching.
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LEARNING TOOLS TO EFFECTIVELY MONITOR SOCIAL MEDIA: A SOCIAL MEDIA MARKETING RESEARCH PROJECT

Ann Veeck, Western Michigan University

Among the many new options for collecting and analyzing consumer data that have emerged in the last decade, social media tools are among the most powerful and game changing for effective marketing research (Aquino 2012). Many companies are aware of the value using social media to tap marketing insights but are still uncertain how to harness this potent means to provide relevant and timely results (Benady 2012). Having sophisticated knowledge of how to use social media technology can be valuable for graduating university students seeking employment (Wymbs 2011). For these reasons, it is beneficial for undergraduate and graduate marketing research classes to include social media methods for collecting marketing research in course content. Yet, most of the most popular marketing research texts still do not include material related to social media. Even the authors that have had the foresight to add social media content (e.g., Malhotra’s 2012 4th edition of Basic Marketing Research has added the subtitle Integration of Social Media) cannot be expected to keep up with the fast pace of change in social media platforms and tools.

Last fall, recognizing the increasing value of social media as a source of marketing information, I decided to alter the project that I assign in my introductory undergraduate marketing research class to include a social media component. My students completed a social media-based marketing research project during the fall 2011 and spring 2012 semester. When initially discussing the utility of social media websites for the collection of data appropriate for marketing research applications, I assumed that students, being zealous users of social media, would have sophisticated knowledge of how companies might use social media to collect marketing research data. As it turns out, while students are knowledgeable about the social media platforms that they personally use and consider themselves to be experienced in social media (Buzzard et al. 2011), students have generally given little thought to how social media might be used as a marketing research tool. To introduce students to this knowledge, I developed two introductory exercises to prepare students for the marketing research product: (1) An individual assignment in which students explore social media feedback via a brand of their choice, comparing the characteristics of consumer-generated feedback offered by three different types of websites, and (2) A team assignment, in which, using the brand and product category they have selected for their projects, students use assigned social media analytical tools (e.g., IceRocket, Socialmention, Google Alert, Wordle, Addictomatic, Twazzup, Socialseek, and Topsy) to analyze product performance (guidelines for both assignments are available on request).

The social media marketing research project was completed by teams of four to six students. Teaching three sections of marketing research in the fall and two sections in the spring, I monitored a total of 35 projects. Each team was assigned a two-stage (secondary and primary data) social media marketing research product, using the brands and corresponding problem statements of their choice (project guidelines are available on request). As in all of the marketing research projects that I assign, the goal of the project was to develop a strategic solution, based on empirical data that addresses a specific problem. The teams’ findings were presented during the next to last week of the regular semester in the form of a written report and a ten minute presentation (with five additional minutes for questions). Overall, the project was weighted as 20% of the students’ grades, with the overall team grade adjusted for peer evaluation. Prior to the project, students were given a grading rubric (available on request).

Students chose a wide range of types of products, including newly introduced products (e.g., Nike Fuel Band), established but challenged products (e.g., Barnes and Nobles), and product concepts (e.g., Coca-Cola Mixer). Some of the more interesting results arose from brands that were experiencing great change at the time and thus generating
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interest by consumers that was relayed via social media. Examples include Netflix (facing a backlash during fall semester from splitting into two divisions: streaming and DVD); Kindle Fire (introduced during fall semester); Mitt Romney (seeking the Republican nomination during spring semester); and Penn State (recovering from scandal).

Completing the project provided students experience in developing the fundamental skills that most marketing research projects are designed to provide: i.e., team building, oral and written skills, critical thinking, and data analysis. Two additional benefits that students gained through the incorporation of social media that I had not anticipated included:

1. Students were able to integrate primary and secondary data in more sophisticated ways than I had seen in past marketing research projects.
2. The project allowed students more creativity in all stages of the research while still providing adequate structure.

All students were asked at the end of both semesters to evaluate the social media marketing research project via an anonymous paper and pencil survey that included both open-ended questions and scales. Assessment of the effectiveness of the project addressed two major questions:

1. Does the assignment advance the learning objectives of the course?
2. Does the assignment increase student’s engagement with the course?

The responses were overwhelmingly positive, with results indicating that students perceive that the social media marketing research project contributes to learning objectives, as well as increases their engagement with the course.

In summary, the rich, free, consumer-generated data that is readily available on the web is a windfall for the effective teaching of marketing research. I felt that the project was a success and lent new energy to my marketing research classes, and I intend to continue to assign a social media-related project to future classes.

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STUDENT SUCCESS AND THE MARKETING DISCIPLINE TUNING INITIATIVE

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SPECIAL SESSION

Student Success – Guaranteed! That is something we all want. Is it possible? Is it realistic? The answer is yes! Lumina Foundation and the Midwestern Higher Education Compact are supporting efforts to make this possible through a process called Tuning. Tuning is a faculty-driven process of “harmonizing” higher education programs and degrees by defining student competencies and learning outcomes by subject area. Marketing is one of the chosen areas. Tuning of the marketing discipline involves 15 marketing educators from Illinois, Indiana, and Missouri. These educators are from 2-year and 4-year, public and private, institutions.

There is anecdotal evidence that many companies hire people with degrees other than marketing degrees to fill marketing positions. This should concern us; consequently, we must accomplish several things to reduce and ultimately reverse this trend. We must help employers understand why they should hire students with marketing degrees for their marketing jobs. We must clearly identify the value of a marketing degree. Our discipline must develop an agreement on what unique competencies marketing graduates should possess. In fact, it must be crystal clear to all stakeholders what a marketing graduate knows, understands, and is able to do. We must demonstrate that they possess the knowledge, skills, and abilities employers need, want, and expect. Furthermore, it is essential that there is transparency concerning program requirements, learning outcomes, and career opportunities for marketing graduates. In addition, we must change the focus from earning course credits to learning.

How do we – marketing educators – accomplish these things? Tuning is one answer. Tuning is a process through which faculty create shared understandings of the knowledge and transferable skills students majoring in specific academic disciplines and professional fields must demonstrate upon completion of their degrees. We are working to define both marketing and basic core competencies and to develop critical student learning outcomes based on these competencies. However, this is not being accomplished in a vacuum. We are engaging and consulting with stakeholders – students, faculty, employers, professional associations, etc. With everyone’s input we will hone the critical marketing competencies and associated learning outcomes. We will provide a well-defined, yet elegant, tool that will include a distinct link between 2-year, 4-year, and graduate programs. All stakeholders will understand what it takes to attain each degree level. Students and employers will see the linkage between learning outcomes and employers’ expectations.

As with any change initiative, those affected by the actions will have concerns. Many may worry that Tuning will result in standardization. Some may believe that academic autonomy and flexibility will be compromised. Our challenge is to explain that Tuning’s objective is to develop mutually agreed-upon learning outcomes and not to establish standardization in curriculum or instruction. Tuning will develop frameworks that promote student success by tying students’ knowledge, skills, and abilities to employers’ needs, wants, and expectations. Our task is to effectively articulate that Tuning is faculty-driven. In Tuning, faculty use learning outcomes as critical reference points to encourage diverse teaching methods and delivery models. Faculty at all institutions will continue to develop the curricula most appropriate to their institutional context. Our challenge is to engage faculty and encourage them to embrace this faculty-driven, student-centered approach.
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Four major marketing competencies have been defined: market sensing, market interpretation, market value creation, and market analytics, feedback, and control. For each major competency multiple sub-competencies, along with specific learning outcomes, have been developed. To complement the marketing competencies, basic core competencies (e.g., responsibility, communications, analytics, strategic thinking, information literacy, interpersonal relationships, and professionalism) have been identified and defined. The next step is to gather data from all stakeholders. We must analyze and utilize the data to hone and perfect the competencies and learning outcomes. Ultimately, we must develop a general marketing focused career map that provides a crystal clear visual of the value and potential a marketing degree provides.

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INCREASING ENGAGEMENT AND IMPROVING OUTCOMES FOR MILLENNIAL STUDENTS:
USING BUSINESS CASES AND A PRACTITIONER’S APPROACH TO MARKETING

Candy Lee-Medill School, Northwestern University

POSITION PAPER

Knowles (1978) originally coined the term “andragogy” to describe a model of learning that he felt was distinctive of adults. He contrasted it with ‘pedagogy,’ which he felt was more concerned with the learning of children. . . . It attributes to adults a rich social and cultural reservoir of meaningful experience, a readiness to learn characterized by a real need to know and do; a life-centered, problem-centered and task-centered orientation to learning; and intrinsic, personal and emotional motivators such as confidence and esteem (Light, Cox, and Calkins (2009), Learning and Teaching in Higher Education, Sage).

Graduate students earning a master’s in integrated marketing communications at Northwestern University’s Medill School take four core subjects in the first quarter: finance, statistics, marketing management and customer insight. In the second quarter, the students take a course that pulls together these four subjects into an understanding of integrated marketing. The degree is oriented toward quantitative analysis so the course, IMC 460, has been traditionally taught with two sample companies as the focus and the students move from marketing objectives to data analysis, creating communications, performance measurements and understanding if metrics have been met. The goal is to have students emerge with an overall understanding of how the marketing process is built on metrics.

As a new professor planning to co-teach with a statistics professor, we explored how to better engage millennial students. We looked at what the course did not offer: a global viewpoint, a utilization of qualitative methods and a broad collection of diverse, current and relevant scenarios in marketing and management.

Both of us had used teaching case studies (Harvard, Ivy, etc.) in previous courses but wanted something that would create a less rigid mechanism for creative problem-solving. We kept as part of the class an in-depth look at one company’s data, so the students could use it to create analyses and subsequent communication concepts followed by developing metrics for measuring effectiveness. For a broader survey of marketing and methods, we investigated using the WARC service, one of the world’s largest databases for cases and industry practitioners’ perspectives. After evaluating many of the cases and articles available, we selected supplemental content, including about a dozen short cases, to address the following topics:

♦ How to build objectives for a campaign
♦ Cause-related marketing.
♦ Acquisition/retention/loyalty
♦ Service industries growth
♦ Local vs. global marketing approaches
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We found it necessary to change how we implemented exemplary business cases vs. teaching cases in the classroom. First, with teaching cases, there was always a pre-designed problem inherent in the case. Not so in business cases. The background, problems, objectives, solutions and results are included. Second, current, relevant and engaging real-world scenarios had to be matched with the course topics and learning objectives. This was less difficult than we had imagined with access to a large database of cases and the ability to search and filter on specific marketing topics (and/or campaign objectives.)

On each topic, we assigned several short cases, which included both analysis and creative video from actual marketing programs or ad campaigns. Students were tasked to review each case and answer, in bullet points, questions about hypothetical scenarios or specific insights pulled from the case(s). The questions we developed were typically one or two paragraphs.

There were several side benefits with the redesign. First, we noticed early in the course roll out that this new format increased the demand on students for critical thinking and creative problem solving. Second, student involvement increased dramatically. We had a very interactive classroom full of discussion and debate. With 50 people in an amphitheater setting, this is quite unusual. Third, the students’ answers provided insight into an even broader view of marketing, bringing up issues such as distribution, pricing on expiring inventory, measurement on loyalty programs, etc.

These exercises spawned many hours of discussions and the students came to class with strong views; every student became a passionate marketer through the course. The students used the case write-ups to jump-start their thinking about a variety of integrated marketing issues.

We also utilized the WARC industry sector briefings and company profiles to look at several different markets and brands from a global perspective. Students read industry and company reports on a variety of verticals, including beverage, social causes, and tourism. Furthermore, many students asked if they could access the database to research other industries and companies that interested them personally.

At the end of the course, students evaluated the course and instructors. We supplemented our normal course evaluation materials with an anonymous survey about the cases. Eighty-five percent of the students considered the cases somewhat helpful to very helpful. For a small minority of students, it was a challenge because they were not used to formulating their own insights and engaging in open discussion. Even for those students who were pushed beyond their comfort zone, they benefited personally and professionally. Here are some comments from the anonymous student survey:

♦ When thinking of my own ideas, it helped to hear what others had done. Then I felt like I was starting from somewhere, I could expand on their ideas or take a new direction instead of starting from a whole wide world of possibilities to choose from.

♦ I like that they are fairly short and varied.

♦ I thought the class discussions on the cases were very thought provoking and I really liked hearing my classmate’s opinions. I thought talking through the cases and questions and hearing others opinions helped me a great deal.

♦ These cases helped me visualize some of the concepts in its applications. We usually learn based on a lot of theory, but in few occasions we’ve seen such implementations.

♦ I am impressed by most of the cases and learnt a lot of them.

♦ Based on the class discussion, I think the cases gave us some really good background but also sometimes swayed us to answer the case questions similarly to the cases we read, and may have limited our creativity in some respect (although I know that wasn’t your intention.) But they were vital to learning.
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♦ Some of them were definitely more helpful than others, but I liked reading them because they helped give really concrete examples of how to be an innovative AND creative marketer and provided results to go along with the cases.

♦ The cases were a fun way to synthesize our learning. I would absolutely keep them for future classes.

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INTERDISCIPLINARY BUSINESS INSTRUCTION:
THE F.U.E.L. STUDIO

Rekha Ambardar, Finlandia University

POSITION PAPER

For years, Finlandia’s International School of Business (ISB) and the International School of Art and Design (ISAD) have been attempting to work in tandem on “projects” but always without any success, and resulting in some concern. In Fall 2011, the ISB and ISAD came up with the idea of the F.U.E.L. Studio, a gift store, using the collaborative efforts of students from these two schools, and any others across other disciplines as well. ISAD had been the recipient of a Coleman Foundation grant [http://www.colemanfoundation.org/] for several years. The Coleman Foundation, headquartered in Chicago, funds small colleges across the U.S. in order to foster entrepreneurship.

In 2003, the Foundation created an integrated center for entrepreneurship education to encourage the study and successful practice of entrepreneurship in the university community. The goals of the program are threefold: (1) to expose college students to entrepreneurship as a viable career option, (2) to provide prospective and practicing entrepreneurs with the skills and knowledge they need to be successful, and (3) to facilitate sharing of the academic training of students and practical experience for entrepreneurs [http://www.colemanfoundation.org/coleman_entrepreneurship_center.html].

Finlandia University’s incubator facility, the Jutila Center for Global Design, houses about 25 startups ranging from a photography store to a wellness center, to a massage therapy unit, to a few clothing boutiques and a uniform shop. Students in my Marketing for Small Business class and Business Strategies, a capstone course offered by another faculty member, use the incubator businesses for assignment projects, such as interviewing the business owners early on in the semester to determine how they started up their businesses, their plans for growth, etc. Students in my senior-level classes also act as “consultants” to these businesses and develop marketing plans for them. In discussions, ISB and ISAD decided that the only viable way in which collaboration could occur was to design the project (F.U.E.L. Studio) as a course that provided hands-on experience to students. In Spring 2012 BUS 435 Entrepreneurship was offered in which 10 students registered. Topics covered everything from what an entrepreneur is, recognizing opportunities, doing a feasibility analysis, ethics in entrepreneurship, assessing a new venture’s financial robustness, building a new venture team, getting financing, the importance of intellectual property, and strategies for growth.

The faculty member teaching the course had experience opening his own business. He and the students made several trips to the Studio, and monitored its progress while it was being prepared to open for business, and they spent many hours discussing the pros and cons of what they saw. A feasibility study done by the class had somewhat negative results – empty room, poor retail location, limited product mix, limited customer base. They did a pretest consisting of the question “How would you rate your knowledge of the following?” 1 = not at all, 2 = very little, 3 = somewhat, 4 = good, 5 = excellent. Twenty criteria or learning objectives under the headings “business strategy,” “small business operations,” “entrepreneurship,” and “design” were used.

After monitoring the progress of the Studio within 2–3 weeks of preparation, several goals were accomplished, and post-test results were much better. Counters, fixtures, and cash registers were purchased at a business that was closing. One area that was problematic was inventory. ISAD students had not produced merchandise that was attractive from a “marketing” standpoint. Artwork was priced at about $500 with no concept of pricing or inventory management. Sales tax needed to be figured into the pricing structure. ISAD students talked of “audience” while ISB students called them “customers.” Merchandise now includes more variety than simply artwork. It consists of affordable gift items, jewelry made by local artisans, ceramics, impulse items, candy. Products are priced for the local buyer’s market.


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Since the Studio is set up as the property of Finlandia University, the Studio cuts a check for the revenue from sales and a monthly check for sales tax and deposits it in Finlandia’s bank account. The vendors (19 so far) are paid at the end of the month. The accounting was done on Excel. In Fall this will be transferred to Quickbooks. An accounting student handled these activities, including setting up the books. Each vendor signs a contract and indicated a price they would like to receive for their products. The Studio then marked it up between 40 and 75 percent.

The course is slated to be offered this fall as BUS 398 (2 credits) Experiential Learning I and BUS 399 (1 credit) Experiential Learning II. The reason for variable credit is that it offers more flexibility to the student. Long term (2013–2014) the course will be titled BUS 384/385/484/485 Experiential Learning I, II, III, and IV with one, two, and three credits. The 484 and 485 course numbers allow students to take the courses again for credit, and will feature additional functions and learning objectives to reflect the higher course numbers. As of now, students from a variety of disciplines have signed up for the course – ISB, ISAD, Medical Assistant program, and pre-medical sciences have registered for Fall 2012.

A syllabus for the course is in the draft stage, complete with course objectives and the organization structure of the Studio. Since there are no tests, papers, or quizzes in these course, students will be graded on: collecting sales data (the Accounting Manager), staffing the Studio (Sales Manager), attending regular class sessions at which aspects of entrepreneurship will be discussed, maintaining a Word file in which students will report suggestions for improvement to Studio operations, and maintaining a policies and procedures handbook, and a Continuity section that describes functions that have been completed and challenges for the next set of students. Students who are enrolled for three credits are expected to devote 120 hours to the course through the semester. Those enrolled for two credits are expected to devote 80 hours, and students enrolled for one credit are expected to devote 40 hours to the Studio. There are nine job descriptions that comprise the entirety of the functions pertaining to the Studio. These are: program director, board of director, academic advisors, general manager, artistic director, acquisitions coordinator, sales manager, accounting manager, and sales associates.

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BUSINESS LESSONS FROM “REALITY” TELEVISION
(OR WHAT WE MIGHT NEED TO “UN-TEACH”
THE MILLENNIALS)

Barbara L. Gross, California State University, Northridge

POSITION PAPER

Cable and network television have delivered a plethora of unscripted “reality” television shows featuring entrepreneurial business owners. Students who watch these popular shows enter our classrooms with a vision of what business is, and particularly of what is involved in the life of an entrepreneur. For this paper, the author analyzed full seasons, and where applicable multiple seasons, of the 12 reality television shows listed in Table 1. While not all students in the marketing classroom will have watched even a sampling of these shows, such business-based reality shows are popular enough that it can be assumed many have had some exposure to them. The author asks, what business lessons might our students be taking from these shows? Because they color students’ preconceived ideas, it is advantageous for marketing and other business instructors to be aware of the messages of these shows.

Table 1. Business-Based “Reality” Television

<table>
<thead>
<tr>
<th>Show Description</th>
<th>Consultations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flipping Out (Follows One Real Estate Investment and Renovation/Design Company in Boom and Bust Markets over Multiple Seasons).</td>
<td>Tabatha Takes Over (Previously Tabatha’s Salon Takeover) (Consults with Owners of Various Struggling Businesses, Primarily Hair Salons).</td>
</tr>
<tr>
<td>Million Dollar Listing (Follows Three Real Estate Agents in Boom and Bust Markets over Multiple Seasons).</td>
<td>Remodeled (Consults with Various Struggling Modeling Agencies).</td>
</tr>
<tr>
<td>The Rachel Zoe Project (Follows One Well-Established Fashion Stylist).</td>
<td>All on the Line with Joe Zee (Consults with Various Struggling Fashion Design Houses).</td>
</tr>
<tr>
<td>It’s a Brad Brad World (Follows One Fashion Stylist Launching a Business).</td>
<td>Undercover Boss (Consults with Corporate Founders and Executives).</td>
</tr>
<tr>
<td>Jersey Couture (Follows One Well-established Family-owned Fashion Retailer).</td>
<td>Bethany Ever After (Consults with Founder of Skinny Girl Branded Products).</td>
</tr>
<tr>
<td>Amsale Girls (Follows One Well-established Fashion Designer’s Retail Employees).</td>
<td>Kell on Earth (Consults with Public Relations Firm and Its Founder and President).</td>
</tr>
</tbody>
</table>

The author originally assumed that portrayals and lessons from so-called reality shows would be largely if not entirely unrealistic. The shows are produced for entertainment, time is compressed, and situations and experiences are simplified, dramatized, and sometimes glamorized. This assumption was fundamentally confirmed, particularly when analyzing discrete scenes. However, the author found that when viewed holistically, some of the overall messages are quite realistic. This makes sense because, at their core, reality shows do portray real people in real businesses. Some of the major themes found are:
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1. Business is interesting – Reality shows offer business situations as entertainment, and attract audiences who find the shows, the people, and the businesses interesting enough to watch.

2. Markets change – This is clearly portrayed where markets have gone from boom to bust over a show’s multiple seasons. Other shows feature initially successful businesses and entrepreneurs who failed to adapt to changing tastes and conditions.

3. Success is fleeting – Even absent dramatic market change, the struggle to regain prior business success and attempts to smooth alternating periods of heavy and light demand are common themes.

4. Business discipline matters – Struggling entrepreneurs are often revealed to have eschewed disciplined planning, budgeting, sourcing, customer research, staff training and supervision, sales, inventory control, and others basics.

5. The customer is right – Ignoring customer needs and preferences is shown as a cause of failure.

6. Invest in employees – Engaged employees provide leverage and create customer satisfaction.

7. Bailouts happen – Some reality shows provide a much-needed infusion of advice and assistance such as a store renovation or an opportunity to present to an influential buyer.

8. Work hard – Excepting these bailouts, almost any success is shown to follow from hard work.

9. Say yes – Entrepreneurs portrayed as succeeding are often shown as reluctant, even fearful, to decline new work although already stretched beyond capacity. Accompanying tensions form common story lines.

10. Stay focused – Some featured entrepreneurs are advised to refocus after exceeding resources and capacity by expanding product lines and services in an effort to attract more or a wider range of customers.

11. Business is hard – The drama of these shows is primarily in challenges, not in easy success or glamour.

12. You can have it all – Some shows follow family businesses and most portray entrepreneurs along with family and friends. Even subjects characterized as extreme workaholics maintain or seek out meaningful relationships with adults and children. Choices pertaining to work-life balance are common storylines.

Further research might quantify these and emergent themes, and measure the prevalence of their influence on today’s business students. Where reality television portrays useful and realistic business principles, professors might refer to them and find that students appreciate these examples. Prevalent but unrealistic themes are areas that marketing professors should be prepared to “un-teach.”

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DOG BREEDS AS BRANDS: SEGMENTATION ON PRODUCT ATTRIBUTES

Hope Corrigan, Loyola University Maryland

POSITION PAPER

Dog Breeds as Brands is an interactive class exercise that examines segmentation on product attributes and its relationship to brand loyalty. Faculty often select measurable segmentation bases, such as age, zip code, gender, income, etc. for practical examples, however many brand decisions are made on more emotional criteria. This exercise clearly illustrates the diverse emotions that factor into the consumer buying decision for a dog and the brand loyalty pet owners have for a particular breed.

Dog Breeds as Brands explores why consumers prefer one dog breed versus all of the available choices. The American Kennel Club (AKC) currently recognizes 174 different dog breeds (Complete Breed List 2012). The AKC segments the variety of canine breeds, into seven groups including: Sporting, Hound, Working, Terrier, Toy, Non-Sporting, and Herding, based on size and the job they are designed to perform. Is this how consumers (current and future dog owners) select their favorite breed? Not necessarily. There are numerous attributes and characteristics that dog owners evaluate during the pet buying (adoption) process.

A brief survey is given to students one class meeting prior to the date of the material on Segmentation to collect data for this exercise. The survey takes only a few minutes of class time and contains the following four questions:

1. Are you a dog lover? Yes or No
2. What is your favorite dog breed?
3. Describe why this is your favorite dog breed.
4. How many breeds are recognized by the American Kennel Club?

Survey responses are assessed by the professor and then shared with students during a class discussion. The results of the first question are presented in a pie graph. Students taking Brand Strategy overwhelmingly consider themselves as “Dog Lovers” (between 72% and 94% of the class have respond “yes, I am a dog lover,” over the years the survey has been conducted.)

The results of the second question, “What is your favorite dog breed?” are tallied to determine the most popular types of dogs for the class. In 2012, the Golden Retriever was the class favorite. Students are shown that Labrador Retrievers have been the most popular dogs in the U.S. for the past 21 years according to AKC registration statistics (American Kennel Club Announces, 2012). Next students are reminded that the Greyhound is our school mascot and lastly, they are informed that the Shetland Sheepdog (Sheltie) is the Best Dog Ever (the professor’s dog’s breed).

Responses to the third survey question, “Describe why this is your favorite dog breed,” are summarized to illustrate the attributes students value in dogs. The most important characteristics for loving a particular breed included: Family pet; Size; Personality (fun, smart, friendly, loving, playful, loyal, sweet, protective); Color; Type of coat (soft, no shedding, thick, curly, fluffy); Appearance (cute, long nose, beautiful, adorable, wrinkles) and Health – long life.

The final question, “How many breeds are recognized by the American Kennel Club?” is usually answered with a guess from most students. Responses this year fell in the range of 100 to 200 breeds. The correct answer is shared
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with students to demonstrate that non-profit organizations, such as the AKC, are credible sources of information when conducting marketing research.

Dog Breeds as Brands has been used successfully for ten years (2002 to 2012) in the Brand Strategy course because so many students are dog lovers. Students intuitively realize that not every person loves the same dog breed, and through this memorable and fun segmentation exercise, they gain insight to an emotional purchase decision and understand that not all consumers prefer the same brands.

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POSITION PAPER

“Engagement” has become a popular buzzword on many college campuses. One recent effort at a small rural liberal arts institution involved a cross-discipline service-learning endeavor. Cross-discipline efforts combined instruction and facilitation from marketing and exercise science faculty. This type of cross-discipline, service-learning activity provided for the engagement many administrators commend. Research continues to demonstrate positive outcomes of service-learning in both student involvement and community relations. Specifically, this service-learning endeavor introduced a pilot study of implementing a social norms marketing campaign to elementary-aged students in an effort to offset the obesity epidemic plaguing rural America. A discussion of the year-long pilot study and implications to consider for the longitudinal research study follows.

Essentially, our social norms intervention was not as much of promoting ideas as it was influencing behavior. Social-norms marketing attempts to reduce misconceptions among the target market, and our target market was identified as elementary-aged students. At the local elementary school, there are nearly 400 students within 20 separate classrooms enrolled. Of the total elementary population, nine classrooms chose to participate in the pilot study, or approximately 180 students. The HEALTHY Study Group (2009) recently introduced how social-norms marketing can be utilized to intervene or alter other undesirable behaviors, including poor nutritional habits and sedentary lifestyles. Based upon this study, the CHANCE (Children’s Health, Activity & Nutrition Community Engagement) Initiative was developed and tailored to local community needs.

Collaboration was established early with administration overseeing the target population from the local elementary school. Data was obtained for students in the test group, specifically relating to Body Mass Index (BMI). In addition to the test group that participated in the social-norms marketing, there was also a control group from another neighboring community that agreed to provide data, and these students did not receive any form of service-learning interventions. This data confirmed the necessity of an intervention to be introduced: 49 of 144 boys (34%) age K-5th grade were overweight or obese, and 50 of 140 (36%) of females were overweight or obese.

Once initial data collection of the target market was completed, it was time for detailed planning to occur for the upcoming service-learning endeavor. Additional community partners were sought: the local hospital, health center, wellness center, and city officials partnered with the Children’s Activity, & Nutrition Community Engagement (CHANCE) Initiative. Being able to disseminate information, specifically developed utilizing the social-norms perspective, from multiple sources helped to educate citizens in the local community, beyond only focusing on the elementary students.

College classes were involved (Promotion, Applied Exercise Science, Physiology of Exercise, and Elementary Methods) as well as college academic clubs (Phi Beta Lambda – PBL and Physical Education, Activity, and Kinesiology Students – PEAKS). Multiple forms of marketing communication were developed by the college students and utilized over the course of a pilot study to reach the targeted test group. Business students in the Promotion class worked with the CHANCE slogan to develop and review additional graphics, public service announcements for the elementary students to read over their school intercom, six individual unit bookmarks, and magnets. Activities in the classroom brought in Exercise Science and Education majors to provide more content-specific instruction.

The classroom-based material taught at the elementary school consisted of 16 weeks of direct contact time. There was one week of introduction, which was a community kick-off event introducing the CHANCE Initiative. This event
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included the President and First Lady of the college, school district administration and key personnel, the Office Manager from the health center, the Mayor of the local town, as well as other key supporters. All elementary students and teachers participated in the introduction of the CHANCE Initiative in their multi-purpose room. Nearly 20 college student volunteers attended that day to help host the event. Activities to engage the elementary students were introduced to gain enthusiasm for the event that would occur for the next several weeks.

Then, six two-week units were provided in the classroom surrounding Harvard’s Healthy Eating Plate. One week was introducing the healthy norm, instructed by the college students; the second week involved elementary students developing their own messages, or ads, to display in their school to encourage their peers to make healthy choices. When worksheet-type materials were utilized in the classroom, this provided an opportunity to gather data from the sample involved in the study. In addition, small field trips were scheduled over the course of several weeks on Friday mornings when college students would ride the bus with a few elementary students from each class to visit the local grocery stores. This is where another method of data collection occurred with the use of PhotoVoice research.

The final week was a community health fair, a culminating event which opened the school up to the community to display initial results of the study. Again, college students attended the after-school activity to display the results that had been collected thus far. Also, elementary work that was developed throughout the initiative was on display. Community partners were also present at this event to demonstrate support to the school district, students, parents, and any other community members that showed.

Financial support for such an endeavor proved to be challenging. The pilot study was fortunate to have grant-funded assistance. It has been noted to gain additional funding, the government MyPlate will need to be utilized within marketing materials rather than Harvard’s Healthy Eating Plate for various reasons.

A longitudinal study is planned as this type of effort cannot “see” results immediately. Student conversations and actions that had been altered from the start of the pilot study to the end did demonstrate initial success and reason to continue further investigation. Continued school district support and additional local community buy-in also demonstrates a need to continue further inquiry.

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WHAT ARE OTHER GENERATIONS DOING TO ADAPT TO AND UNDERSTAND GENERATION Y (MILLENNIALS) . . . OR ARE THEY?

Judy A. Grotrian, Peru State College

POSITION PAPER

The author of this paper constitutes one of the four generations in the higher education workplace/classroom. Knowing that different generations often have various perspectives and beliefs, this individual is seeking to find some explanations. Interested in finding out a communication perspective in the higher education classroom, the author of this paper proposes to survey faculty of higher educational institutions to determine how cross-generationally communicative they view their classrooms. An additional survey will be conducted with students of the same classes.

In the workplace, there is an interesting phenomenon – four different generations of employees are sharing the workplace (Pedigo, n.d.). The four generations that make up the workplace include what are most commonly referred to as Veterans, Baby Boomers, Generation X, and Generation Y (Millennials). Even though demographers do not always agree on precise birth years for each generation, there is consensus among many of the traits that each group encompasses.

Veterans in the workforce have some stereotypical on-the-job characteristics. Some of the positive assets for this generation are that this generation of individuals is stable, detail-oriented, thorough, loyal, and hardworking. Some liabilities in the workplace are that they can be uncomfortable with ambiguity and change, reluctant to buck the system, uncomfortable with conflict, and reserved in disagreements. In the workplace, Veterans desire the following leadership characteristics: logic, direction, fairness and consistency, respect, long-term goals, and clear expectations (Lancaster and Stillman 2002; Laurel 2005; Smith 2008).

According to the U.S. Census, the Baby Boomer generation makes up the largest group in today’s workforce (Mask 2007). On-the-job characteristics that are assets for the Baby Boomer generation include service-orientation, driven, willing to “go the extra mile,” good at relationships, a want to please, and good team players. The liabilities for this generation involve not being naturally budget-minded, a feeling of being uncomfortable with conflict, a willingness and likeliness to challenge authority, and being overly sensitive to feedback. The leadership characteristics that Baby Boomers embrace are consensus, democracy, empowerment, working with groups, and an assurance of making a difference (Lancaster and Stillman 2002; Laurel 2005; Smith 2008).

Generation X is known for being “latchkey” children. Their positive on-the-job characteristics include adaptability, technoliteracy, independence, not being intimidated by authority, creativity, and an ability to multitask. The liabilities linked to Generation X workers are impatience, poor people skills, inexperience, and cynicism. Generation X desires certain leadership characteristics in the workplace as well. They are known for their fondness of competence, results, straightforwardness, non-micromanaged environments, and opportunities for development (Lancaster and Stillman 2002; Laurel 2005; Smith 2008).

Generation Y (Millennials) are the largest group of individuals now entering the workforce. Positive on-the-job characteristics for Generation Y include the desire for collective action, optimism, tenacity, a heroic spirit, multitasking capabilities, and their ability to be extremely technologically savvy. Some liabilities for this generation are that they have a need for supervision and structure, and they are quite inexperienced when handling difficult people issues.
Generation Y prefers leadership that provides attention, structure, collaboration, recognition, coaching from superiors, and work/life balance (Lancaster and Stillman 2002; Laurel 2005; Smith 2008).

With the aforementioned on-the-job characteristics for the four generations, and with faculty being comprised of primarily Veterans, Baby Boomers, and Gen Xers, how are faculty communicating with Millennials in the collegiate classroom – on campus and online? Throughout research, and from many individuals’ experiences, some of the challenges of four different generations of employees in the workforce include the following: differences in perceptions or perspectives; differences in attitudes or beliefs; differences in lifetime experiences; differences in decision-making processes; and differences in life values and needs. Differences such as those aforementioned can cause miscommunication, misunderstanding, and tension which could negatively impact effective learning in the classroom. Educators’ abilities to blend differences effectively within the classroom could have a significant impact on the performance and success of students in their course work.

Have faculty given thought about their classroom being comprised of future Gen Y employees (Millennials) who are technologically savvy and want to share their newfound expertise. This younger generation has a very high skill level in social networking as well. They are flexible and persistent when faced with change. They will be excited to work with knowledgeable and experienced talent. New challenges will also be sought through continuous learning experiences from their peers and seasoned colleagues. Generation Y is anxious to work in a collaborative, supportive work environment that values flexibility.

Despite many negative stereotypes of Generation Y, Zemke, Raines, and Filipczak (2000) state the following with regard to Millennials: “They combine the teamwork ethic of the Boomers with the can-do attitude of the Veterans and the technological savvy of the Xers. At first glance, and even at second glance, Generation Next may be the ideal workforce – and ideal citizens” (p. 144).

Future research will entail discovering if faculty perceive themselves and their peers teaching within their educational institutions to be cross-generationally friendly. In addition, gathering data from the student perspective could provide further insight, perhaps validation. Essentially, additional research can determine if faculty (Veterans, Baby Boomers, and Gen Xers) are effectively reaching the students (Millennials) in the classroom. Hypothesized concepts that may help in streamlining this include communication via television or avatars, daily electronic newspapers, texting, social networking, and increased accommodation of students’ differences regarding political, religious, and cultural views.

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MEMBERSHIP DIVERSITY AND LEARNING PERFORMANCE IN A GROUP WORK: AN EXPLORATORY STUDY OF MARKETING PLANNING PROJECT

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Position Paper

Group work is widely utilized for the purpose of enhancing student learning in market analysis and planning. However, research about its effects on group performance report mixed results. While some studies report that a work group achieves a performance gain that is attributable to diversity when it has an integration-learning perspective, some others find that a high level of functional diversity hinders group work due to increased conflicts among the group members. This inconclusiveness of research findings may be due to the lack of data for empirical testing or the partial view of diversity dynamics.

In this paper we re-examine the association between the diversity, intra-group interaction, and the performance of a student group developing a comprehensive marketing plan as a course requirement. An exploratory analysis of the survey data from the marketing classes at graduate and undergraduate levels reveals that this association was contingent upon the level of diversification and the orientation of the project group. MBA students were more diversified demographically or functionally and more oriented toward sharing their industry experience than undergraduate students. This combination of high membership diversity and integration orientation may have been credited to (a) the significant impact of functional diversity on the quality of interaction among the group members, (b) the strong association between the quality of interaction and the performance of group work, and (c) the close correlation between the individual- and group-level work performance.

In contrast, undergraduate students were relatively homogeneous in their functional experience or demographic background and were mainly oriented toward individual learning. This combination of low membership diversity and more of an orientation toward learning than integration may have been credited to (a) the insignificant impact of functional diversity on the quality of interaction among the group members, and (b) the mixed association between the quality of interaction and the performance of group work, i.e., a strong association between the intra-group interaction and the individual learning and a weak association between the intra-group interaction and the project quality.

The findings from this research support the efforts to inspire the students to make the most of their membership diversity in the classroom such as (a) assisting the students to organize their project groups to be as diversified as possible, (b) leading them to fully recognize the potential benefits of membership diversity, (c) motivating them to appreciate the value of the background and expertise diversity, and (d) encouraging them to capitalize on the inter-group interaction.

Future research is expected to advance the empirical model in this study with a path-analytic model which, by including both direct and indirect interactions among the relevant variables, will allow testing whether the diversity variables may have a direct impact on the learning and performance as well as detecting the possible feedback loops between these constructs. We believe expanding the current study into variety of groups in the industry environment will yield interesting results. Besides, future research may address how the link between diversity and team performance is moderated by the type of task, e.g., a qualitative report vs. a report which also includes some quantitative analysis.
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I teach a 4th year marketing course on the new product development process. The course is designed to give students hands on experience in developing a new product. Developing a new product is a creative process that is fraught with uncertainties and unknowns. These are two things students tend to fear instead of embrace. It is also a process that is best done with a cross-functional work team. Individuals in these groups bring diverse perspectives to bear on the product concept, which inevitably makes the product better.

In the class students are assigned to groups of four or five, based on their GPA, gender and interests, to achieve diverse work groups. They are then tasked with the responsibility to develop a completely new product. The task includes brainstorming ideas, conducting concept tests with actual consumers and developing a launch plan that includes a commercial that is uploaded to YouTube. The group project is split up into five assignments throughout the semester that culminates with a commercial and launch plan for a new product at the end of the semester.

Critical thinking within the groups is important for creating a new product because when developing a new product, you often have to question the assumptions of how consumers solve their problems. A key component of critical thinking is the ability to self regulate during the process. Self-regulation is the ability to control, plan and monitor progress towards a goal, which in this case is a new product. The new product development process has a number of phases to it that require planning and the ability to bring the diverse resources of the group together in a creative manner.

In the past, students have had trouble working as a group in developing the new product. With all the distractions of full or part time jobs, life, multiple classes and the Internet, students often have trouble maintaining the momentum or interest in a semester long group project. Although they are put into groups in order to achieve and learn the importance of group collaboration in creative and critical thinking, I found that students would meet as a group only to divide up the assignments and project then have one person bring it all together at the end. This makes the group project in essence individual assignments and does not allow them to learn how to work successfully in groups and also the potential value of group collaboration. Therefore, I investigated students’ ability to self-regulate during a group project of developing a new product.

During the semester 62 students were split up into 15 groups of four or five students. Each group had to hand in a group outline and schedule for how and when they were going to complete each group assignment and the final group launch plan. They also individually had to hand in a journal entry each week explaining their progress with the group project and their individual contributions to the group. Individuals were given feedback regarding their journal entries each week asking them to reflect on the issues they raised in the entry. At the end of the semester each individual was asked to reread their own journal and write a one-page reflection on any themes that might have emerged. They were also asked to reflect on what they learned about the creative process of developing a new product and what they learned about managing that process and their group.

I have done a preliminary analysis of the 840 journal entries, which shows four themes emerging. The first theme is group challenges around time management and schedules. Most students in the class work jobs of at least 20 hours while taking four or five classes. This makes meeting with groups extremely difficult. In the past I have found that the normal strategy for dealing with scheduling issues was for the groups to meet quickly after class and divide up the assignments into parts. This makes the group project in essence individual assignments. Having a schedule, group goals
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and responsibility to reflect on the progress of the group every week through the journal entries really allowed the groups to come together and collaborate. By designing their own schedule, group members actively took the responsibility for managing their own schedule and kept each other accountable.

The second theme is the ability to use internal (personal knowledge), rather than external (internet, others) resources for self-regulation. The first place students turn to when facing a problem with a group or schoolwork is their own knowledge. Their answer to the problem is usually to try to reframe the issue in a new manner. While this is a good idea the students also said that they tend to spend a lot of time on problems they cannot solve. Sadly asking for help from their group or the professor was only done after they had exhausted all of their own resources. This can lead to frustration and despair when they clearly don’t have the knowledge. According to their journals who they ask for assistance depends on trust and a person’s perceived level of knowledge and expertise. So in order for self-regulation in groups to occur it appears that the groups need to build a level of trust and closeness first.

The third theme is the ability to recognize issues and to self-regulate using multiple self-regulation strategies. Students do not like moving on. When given a problem most of them have a deep need to solve it. The most common way of solving problems is to look at the problem from multiple viewpoints or use multiple methods. For example with the scheduling issue for group meetings, teams tended to use multiple methods concurrently including: emails, Google Docs, breaking up into smaller groups and phone calls. However, the major issue students have is recognizing when to change methods or strategies. They put a large amount of time into tried and true methods.

The fourth theme to emerge is the importance of self-motivation in self-regulation. What seemed to get students frustrated the most is putting a lot of time and effort into something and still not understanding the problem or having the ability to ask the right questions to help understand it? According to their journals, what motivates students to overcome their frustrations are personal interests, rewards like taking breaks or higher grades, and setting goals like potential career benefits or expanding their knowledge.

All groups, except one, managed their schedule and goals they laid out at the beginning of the semester successfully. It was challenging giving the students insightful feedback every week on their journals. However, the effort appears worth it. The act of writing the group schedule and goals at the beginning of the semester and monitoring their own progress through the journal entries allowed the groups to self-regulate and enhance their self-motivation. This self-regulation also allowed them to come together as a group and enhance the critical and creative thinking process within the group. The most critical thinking and insightful journal entries were the ones where the students would tell stories. In the future, I am going to explore how story telling increases critical thinking skills and trust within student groups.

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INTERNATIONAL TEACHING: SUCCESSFUL CAREER ADVENTURES

Elnora W. Stuart, University of South Carolina Upstate

POSITION PAPER

Today both business leaders and business schools recognize that the greatest opportunities for marketing growth in the future will be in emerging economies. Indeed, the developing countries such as the BRIC nations with 2.8 billion people or over 40 percent of the world’s population are clearly the future for the economic success of Western countries (cf., Anadalingam 2012). The Arab Spring has added to the growing list of countries that will offer new opportunities for business (Anadalingam 2012).

University business students today are a part of the generation referred to as Millennials. These students will be employed for the next 40 or more years in this increasingly global marketing environment. This increased globalization demands that business students understand business practices in different cultures. While textbooks, the Internet, and other materials can be very useful in aiding understanding, they do not replace teaching faculty who have a personal intimate understanding of other cultures and the differences in the external environments, values, norms, and business/marketing practices in other parts of the globe.

One solution is for faculty members to experience living and teaching in another country. An international professorship experience can be rich in learning, in adventure and in a vast range of rewards. A number of different opportunities are available and can provide the right fit for almost any professor. Some of these include:

♦ The Fulbright U.S. Scholar Program sends approximately 800 faculty abroad each year (U.S. Department of State, 2010).

♦ A number of international consortia such as the Consortium of Universities for International Studies (CIMBA, 2010) and individual partnerships between U.S. and international schools offer opportunities for faculty exchanges.

♦ Many Western schools are now offering their own business programs in new markets either independently or jointly with schools in emerging markets.

♦ Opportunities for securing a full-time, short- or long-term teaching position abound.

An international professorship provides a number of benefits as well as potential problems. Some of these are outlined in Table 1.

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<th>Benefits</th>
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| Development of an understanding of the world outside one’s home country. | Difficulties in finding a good position in your home country following an international professorship of a year or two or longer.
| Being a consumer in a new country (Kelley 2007), e.g., shopping for peanut butter, corn flakes and toilet paper. | Decision to go abroad misread as an indication of inability to get a “good” job. |
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**Table 1. Benefits and Potential Problems of International Professorships (Continued)**

| Potential for research collaborations that may include conducting research in the foreign country. | Diminishing research productivity due to other requirements/opportunities and/or a lack of colleagues to partner with. |
| Long-term friendships. | Difficulty in traveling from an international location for job interviews to secure a new position. |
| An exciting adventure. | An unpleasant experience due to such causes as poor living conditions, language problems, and non-receptive colleagues. |
| | Salaries below American business school salaries (Rhea 1992). |
| | Difficulties adjusting to a different culture including differences in students and institutional culture. |

Whether considering a limited-term international opportunity or a longer experience, faculty should carefully consider the pros and cons of the opportunity. Such concerns as salary, housing, home leave and an established program to assist foreign faculty in adjusting should be investigated. Equally important is adequate preparation for the move and planning to make the most of the experience.

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In a recent study by Reppler (2011), 91% of employers indicated that they use networking sites such as Facebook, LinkedIn, and Twitter to screen prospective employers. Sites such as LinkedIn seem plausible to today’s young job applicant – many students use LinkedIn to create a professional profile even before applying for internship opportunities. However, students are often shocked to learn that their presence on other social media sites such as Facebook and Twitter are also viewed by potential employers prior to being extended an offer to interview. In Reppler’s study, employers indicate social network site artifacts commonly found on LinkedIn (i.e., positive recommendations, solid communication skills, profile illustrating professional qualifications) are primary reasons a candidate receives an employment offer. In contrast, site artifacts commonly found on Facebook (i.e., professionally inappropriate photos, evidence of lies about qualifications, and poor communication skills) were indicated as reasons a candidate did not receive an employment offer. Further, once an individual is hired by a company, social media presence can continue to influence employment decisions. In the summer of 2010, a Best Buy employee created a satirical YouTube video that cast customers in a poor light. Though the video did not mention Best Buy, other videos the employee had uploaded could be linked to the company, which resulted in the employee being suspended for several days.

Students enter the classroom with an expectation of learning concepts that allow them to illustrate skills listed on a job description. It is the author’s goal to help them be successful in the workplace, a skill that goes beyond creating competent, knowledgeable employees. With the growth and popularity of Facebook, the culture of GenMe is now to share every minute detail of their day with all who care to listen. While such sharing behaviors are often appreciated by other GenMe’ers and those who are connected to them, these sharing behaviors can have lasting consequences as GenMe sets out into the world to begin a career. A dual approach to social media marketing can help GenMe understand not only about how brands should present themselves online, but also about how students should successfully manage their own online presence in the digital age. Through a Social Media Marketing course, students examine the strategies necessary for a firm’s success in social media while also examining themselves as brands in the world of social media. The impetus of the course is to help students understand how they present themselves online while also examining the concepts needed for a firm to successfully engage online. The business strategy aspect of the course is taught through the use of a recently published textbook, Social Media Marketing (2012) by Barker et al. While students are exploring the business protocols that are necessary for brands to successfully engage with consumers, the course also requires students to ‘turn the camera around’ and examine their own behaviors in the context of the curriculum. As students learn concepts from a brand perspective and apply it personally, they will better understand not only how the concept should be implemented but also the various considerations that should underlie each business strategy.

Dutta (2010) develops a framework of Must-Do’s for professionals, including Googling yourself, creating a business profile, and participating in relevant social media groups. Each of Dutta’s Must-Do’s are necessarily modified for students who have yet to create their name in a professional capacity. However, adaptations of these suggestions can set students up to be viewed positively when they begin interviewing for employment positions. During the first week of the course, students are required to Google themselves and submit a report on their findings. In addition, students must connect with both the professor and classmates on both Facebook and LinkedIn using the social media account they would likely present to professionals; thus, they may manage a separate Facebook account for their professional presentation if they so choose. Throughout the semester, students will be required to read and post articles from popular social media sites (e.g., Social Media Examiner, Mashable) to demonstrate understanding of the current events and issues related to social media. At the end of the semester, students will have a polished, professional online image to present to prospective employers.
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The course structure may seem daunting in that the conversation is much more public and less controlled than that which may be found on University online technologies such as Blackboard. However, Blackboard platforms are far removed from the technologies where students engage daily and are viewed by others. Social media has changed the way in which individuals act with one another, and it is also changing the way that employers evaluate applicants. Through a course design such as this, professors can help students to become acutely aware of their presence by helping to shape the content and commentary posted online. Future research should explore ways in which the classroom can more closely mirror the experiences that students should expect as they enter their professional careers. In the connected age, it is more important than ever for students learn about professional online protocol. As mentors, we can serve a vital role in teaching students about professionalism. References are available upon request.

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WHEN BAD THINGS HAPPEN TO GOOD MARKETING PROFESSORS: AN INVESTIGATION OF STRESSORS AND COPING STRATEGIES

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POSITION PAPER

“It is not stress that kills us. It is our reaction to it.” – Dr. Hans Selye

Regardless of one’s path in life, every individual is burdened with unique stressors and challenges. Those who have chosen careers as marketing academics are no exception. College teaching, once considered an occupation low in stress, is now anything but, thanks to the current state of the economy, subsequent budget cuts, and increasing job performance expectations (Totten and Schuldt 2009). Faculty members are expected to do more with less with little promise of reward for their efforts. While studies have shown that anywhere from sixty to seventy-five percent of faculty members’ stress is tied to their jobs (Abouserie 1996; Gmelch, Lovrich, and Wilke 1984), other stressors emanate from non-work related sources including, but not limited to, health challenges, natural disasters, and discord in personal relationships. Regardless of the source, stress is an important consideration for employers with the American Institute of Stress estimating that workplace stress costs corporate America over $300 billion annually through job turnover, accidents, absenteeism, diminished productivity, and direct medical, legal, and insurance costs (Ferguson 2011).

Stressors can be classified as acute life stressors or chronic life stressors (Matthews and Gump 2002). Acute life stressors such as a health scare or natural disaster are tied to single events and run the risk, if not properly managed, of becoming synergistic and enduring in nature (Gmelch 1993). As pointed out in the opening quote, how one reacts to stress is critical. It is universally agreed that there is no way to avoid stress, and to minimize the impact of acute life stressors, proper coping techniques need to be employed.

To further understand these stressors and challenges, a survey of Gulf Coast marketing faculty members was conducted. Those in the Gulf Coast region were chosen because in recent years most have experienced the effects of various natural disasters (i.e., hurricanes and tornados) in addition to the more traditional stressors. As a result, they are a fruitful population to study when it comes to this topic. A brief online survey instrument was developed which included questions regarding sources of stress, strategies employed to deal with the stress, and an assessment of the effectiveness of the employed strategies. Further, faculty members were asked classification questions including academic rank, gender, age and years of service. The survey instrument was sent to approximately 210 Gulf Coast marketing faculty. A reminder email was sent roughly two weeks after the initial email request. Sixty-eight usable surveys were received resulting in a response rate of just over thirty percent.

Using the Gmelch’s stress cycle framework (1983), the researchers examine faculty stressors, perceptions of and responses to stressors, along with the consequences (i.e., mental and physical illness). As expected, all respondents experienced some levels of stress, but the attitude toward the stress and how they coped varied tremendously. For some, these stressors simply remained acute, but for others, they manifested into chronic conditions. The effectiveness of various coping strategies is discussed to elucidate whether certain approaches appear to be more effective in minimizing the impact of acute life stressors. Differences across classification variables are also discussed along with recommendations and future research opportunities.
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ENDNOTE

1 Dr. Hans Selye quote courtesy of www.brainyquotes.com.

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ENGAGING TEXTBOOKS FOR MILLENNIAL STUDENTS: USING iBOOKS AUTHOR TO SELF-PUBLISH CUSTOMIZED TEXTBOOKS

Lyle R. Wetsch, Memorial University of Newfoundland

POSITION PAPER

There has been a considerable amount of research and discussion on the techniques that are needed to engage millennial students in the classroom more effectively. Teaching style, technology related tools that can encourage in-class engagement, and blended learning environments have been the discussion for the past few years. While many academics have been evolving and adapting their teaching style in the classroom to keep pace with the changing student population, many of these classes still require students to purchase passive (and sometimes expensive), paper based textbooks for their courses. This is inconsistent with the fact that millennial students are more exploratory in nature, often seeking information and knowledge by going online rather than using a textbook (Skiba and Barton 2006). In fact, more than one-third of all students go without one or more required textbooks for their course each year either driven by cost, the constantly changing editions with minor adjustments, or comparable information being available online. In order to meet the needs of our students and to provide the tools that each student needs to succeed in our classes, alternatives need to be explored.

One of the most significant issues that students have with their university education is the cost of textbooks that continue to rise every year. According to OSAP (Ontario Student Assistance Program), the average cost for university textbooks per semester is $600 with costs increasing 15 percent per year (Connell 2011). In fact in Canada, Statistics Canada estimates show that postsecondary students alone spend more than $1.3 billion on textbooks. The increasing focus on student debt is a global concern with Barack Obama recently guaranteeing low interest loans for students in the United States. As publishers try to keep pace with changing content combined with declining sales, several publishers have resorted to creative techniques to improve the value of their textbook offerings including, custom book development which allows integrating content from several sources as well as e-book alternatives. While e-books are a less expensive option for students, many students have avoided these as there is no re-sale value in an e-book so while the cost may only be 50 percent of the paper-based textbook, it is still considerably high and in some cases, a paper textbook with its re-sale value may have a lower total cost to the student (although with the risk that the professor may require a new edition the following year).

The technological tools that students are bringing into the university classroom are also changing. They have evolved from pads and paper, to laptop computers and digital recorders, and now to the more compact and portable tablet devices. This phenomenon is not limited to the university classroom environment. The growth of tablet devices, particularly iPads, led over 600 school districts in the United States to introduce a 1-to-1 iPad program beginning in 1st grade in September 2012. The compact device with long battery life has also made its way into the business world, becoming commonplace in hospital environment, restaurants, and design businesses to name just a few. The ability to utilize custom designed Apps has increased its effectiveness even more.

While the existing e-book textbooks that are currently available will operate on the iPad, they still face barriers in student adoption to the high cost and time to publication. In some fields such as Social Media Marketing, traditional textbook publishing has significant limitations in that by the time a textbook makes it into print, many of the examples and social media channels may have changed considerably. In January 2012, Apple has now provided university educators with a key tool that will allow them to create custom, interactive textbooks for their own classes, iBooks Publisher software. While traditional textbook publishers such as Pearson and McGraw-Hill are currently producing
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textbooks in the iBooks format, the titles released as of July 2012 have been focused on the sciences rather than business programs.

Through the use of free, easy to use software available from Apple, professors are able to build and deploy their own textbooks in a timely manner and without the use of an external publisher. In addition, they are able to provide updated textbooks for their classes with easy to use, customizable design layouts. A professor does not have to be skilled at desktop publishing, they simply need to possess basic computer skills, although some of the more advanced features and capabilities of iTextbooks may require a bit of practice to perfect. Within the iTextbook, there are many tools that are designed to provide a more engaging experience for millennial students such as;

♦ animations,
♦ 3D objects,
♦ the ability to include media and keynote presentations,
♦ and most importantly for rapidly changing topic areas, the content of the textbook is able to be dynamically updated from web sources ensuring that statistics and numbers are always current.

iTextbooks also provide key advantages that ensure as educators we are optimizing our educational tools for ALL students, including those with disabilities. You have the ability to automatically incorporate Voice-over technology for students with vision impairments as well as the ability to add accessibility descriptions to any widget or media embedded into the textbook.

Apple allows textbook authors to have a significant level of control over their intellectual property. Authors choosing to publish their iTextbooks have complete discretion to sell their iTextbooks through Apple’s bookstore, share it on iTunes or even give it away for free to anyone with an iPad. Additionally, the contract with Apple still allows the content of the iTextbook to be published in other formats that are outside of the Apple agreement. Should a professor desire, they can publish and sell a fully interactive iTextbook through the Apple bookstore and allow their students to either purchase this interactive version from Apple and the professor, or download a non-interactive PDF version that the professor could provide for free if they choose.

This presentation will provide an introduction to iTextbook generation, provide a discussion on the advantages and disadvantages of using iTextbooks, provide a demonstration of a current iTextbook for a Personal & Business Branding with Social Media course, and feedback from students on its adoption and utilization.

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GROWING YOURSELF THROUGH GROWING OTHERS

Paul M. Lane, Grand Valley State University

POSITION PAPER

The importance of keeping up and learning new things all the time is critical in marketing. It is easy as faculty to get lost in the academic world with its comforts and security. One of the challenges is to stay in contact with practitioners and learn what they are thinking and how they are operating. One way of doing this is to attend regional marketing meetings and listen to practitioners. Other ways include researching practitioners, inserting yourself in a company for a sabbatical; working on major class projects where management is closely involved with you. In this case another way has been sought out which involves working with practitioners on a common project helping others so you can see how they think and how they operate.

An ongoing noncredit international program has provided the opportunity. Most international programs are either service learning focused or credit focused: Credit programs include those where students attend a host university, those where students travel with a professor from their home school that either provides the courses, facilitates them or some combination of those. These are often narrowly focused on a group of disciplines or on a discipline. The program in this case is interdisciplinary, and integrative in the broadest sense of the words offering opportunities for learning and growing in a context that is not developed much in academia.

The solution was in recognizing the potential of continuing education. The first few years were focused on recruiting students to come on a noncredit international program to help develop faculty and students. The author then used students to do a market study. Their conclusion in two classes was that the program had the wrong target market. It was suggested that the program needed to work with community members and those interested in making a difference and not focus on students who are often interested focusing on graduation credits. The time was ripe as with the economic downturn students were a little more credit focused than ever.

The redirection came about quickly and soon people from the community were signing up to work with the program and to go. Community members seem to attract community members and also nontraditional students who desire improved resumes but are not seeking credit. In 2012 there were 16 travel participants from the United States one was getting any credit, four were university related faculty (two professors and two staff). There were a lot of people to learn from helping the faculty grow.

The challenge and the opportunity are to continually get new people involved. If you stick with the same people all the time you will not get the learning experience provided by change. One of the ways in which the program discussed here has worked so well is that there are significant changes in the team each year empowering the faculty to learn more. The team includes the travel group and those who help with planning and developing the programs. Increasingly a diversity of companies as well as people is sought. In 2012 there were representatives from at least six companies and three universities that worked on the project. This was an educational opportunity for the professors.

The program is one in innovation and people from industry have shared much with us in terms of active learning strategies including mapping, wall boarding (looking at your program or product on a wall to see where you can offer improvement), and the importance of sketching in the whole innovation process. They have worked with us on how to work with groups more effectively and efficiently. Some of them as millenials have encouraged a reformatting of much of what is done to be more meaningful. It is sometimes hard to have a young person blow in for part of their lunch hour and tell you to think differently. However, they may be right and the time may be now. Industry wants to document what is successful so these people are great about asking what is success? How is it measured? When will you know you have it?
It is a growing and learning experience working with those from industry on the same project but it provides a vast amount of material to take into the classroom. The challenges that lie ahead include bring in more people from industry and faculty from the author’s institution from more disciplines. In the area of the author’s university there are many innovative and leading companies to draw from and it is these companies small, medium, and large from which it is important to draw to get the cutting edge in the programs and to learn for the future.

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UTILIZING A PROFESSIONAL SELLING NEEDS ANALYSIS APPROACH FOR THE PURPOSE OF ENHANCING CLASSROOM ENGAGEMENT

Shawn A. Green, Aurora University

POSITION PAPER

Introduction and Context

The problem posed in this position paper is to determine how to develop further engagement in marketing and other business classroom discussions. The context for this type of classroom enhancement comes from the professional sales development arena. In particular, this would typically take place through the use of needs identification of the client through a specific questioning methodology. A similar needs identification process is being suggested to take place in the classroom where in essence students are the clients.

Proposed Solution

Neil Rackham has identified four stages to the sales process; preliminaries, investigating, demonstrating capability, and obtaining commitment (2006). His research indicates that most crucial part of the sales process in order to move the sales decision forward is the investigation stage, where needs analysis through questioning takes place. The solution recommended in this discussion is to make use of the four client needs identification questions clarified in Rackham’s book SPIN Selling (1988).

SPIN is an acronym for four types of questions; Situation questions, Problem questions, Implication questions, and Need-payoff questions. Situation Questions address straightforward information about the prospects current situation. They are considered non-threatening to ask. Problem Questions ask about the prospect’s problems that either they or their organization are experiencing. Implication Questions address the deeper level consequences (explicit needs) of what could take place if the problems identified are neither addressed nor solved. For example, what is the potential cost of doing nothing? By asking deeper level questions, prospects, perhaps for the first time consider the full extent of the pain from their current state. Need-Payoff Questions are often the most difficult to ask because they can be challenging for the prospect to recognize. The need payoff question asks prospects to state the benefits of having their needs addressed. Once they have done so, they are genuinely receptive to considering the solutions presented.

The proposition in this brief is that this same four-step line of questioning can take place in marketing/sales or other business classrooms to generate more active and deeper levels of student engagement. As business faculty, we might ask students to consider why an organization would be resistant to change from a current marketing approach in favor of a new strategy. Utilizing a SPIN type of questioning method, there is an opportunity to ask students to expand their critical thinking by encouraging them for example to consider the deeper implications of an organization not changing.

Making use of the SPIN approach in such a classroom setting might ask the following questions: Situational Question – What is the current marketing strategy (and logic of the strategy) for the organization currently being discussed? Problem Question – What potential problems do you see with the current marketing strategy? Why? Implication Question – If the organization were to continue to use its current marketing approach for the next two to three years regardless of possible changing business conditions, what would be the implications of that decision? How would competitors respond? How would their customers or prospects respond? Need Payoff Question – What would be some of the potential benefits to the organization if they put in place a set of strategic marketing changes? Why? What would the organization look like if the recommended strategic marketing changes actually took place?
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Possible Challenges

As with many sales professionals, it may be more natural for faculty to ask situation and problem questions. In turn, faculty might not as consistently ask implication and need-payoff types of questions. However, these are the types of questions that could generate a more active and thoughtful set of responses from students. A potential challenge to this approach is having faculty become acclimated to asking implication and need-payoff questions. The nature of the questions asked could be more open-ended than other approaches and may ask faculty to facilitate more unanticipated responses than they have in previous class discussions. In return, they can also generate more dialogue in the classroom between students and faculty and students interacting with each other.

Further Exploration

Further exploration of this type of sales questioning approach being used in the classroom would be needed. Observing classroom discussions where all four questions are asked and comparing that to a setting where only situational and problem questions would be one approach. Additionally, students could be surveyed after both types of discussion formats have taken place.

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“A BUSINESS MAJOR AT A SMALL LIBERAL ARTS INSTITUTION.” IS THIS A PARADOX?

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

POSITION PAPER

Approximately 1.5 to 1.8 million people each year are awarded undergraduate degrees from 2 or 4 year institutions. Many of these degrees go to 20–22 year olds, millennials, who were told by their baby boomer parents that a college degree was THE path to a successful future. Unfortunately, the last 5 years of graduates have faced a very tight, competitive job market due, in part, to the on-going global recession. Schools are reacting to this predicament with a new educational model that combines the traditional liberal arts with skills-focused applied learning.

It’s been well documented that the cost of a college education has dramatically increased since the turn of the millennium. “Between 1999–2000 and 2009–10, prices for undergraduate tuition, room, and board at public institutions rose 37 percent, and prices at private institutions rose 25 percent, after adjustment for inflation” (U.S. Department of Education 2011). Both parents and students are anxious to see a rapid return on their considerable investment.

Liberal arts students receive excellent training in communication skills, reasoning, and critical thinking, but the conversion of a religion, history, or philosophy major to a professional career is less clear than that of an accounting, business, or finance major. A traditional business degree also has its shortcomings. Corporate recruiters are questioning whether undergraduate students with only a business major have the requisite skills needed for success at today’s global companies. They view business programs as too narrowly focused on P&L statements, S.W.O.T. analysis, and dividend calculations, while they need employees who are excellent communicators and problem-solvers. While it may seem as though the combination of a business curriculum with a liberal arts curriculum is the perfect solution, problems can and do arise. The two sometimes mix together like oil and water.

Tensions:

♦ The liberal arts are, more often than not, critical of the seemingly self-serving nature of business. A liberal arts curriculum trains students to take a critical view of society and institutions, while focusing on social programs and service to organizations and individuals.

♦ There is often a general distrust and dislike of the business major by the non-business faculty and historic suspicion of any major that is connected with a career because it is seen as vocational training. Intensifying this is the fact that non-business faculty likely have more power at a small liberal arts college than at other types of four-year institutions.

♦ Students majoring in business are often perceived to be less academically driven than their liberal arts counterparts. The major can be viewed as a practical choice by students (and their parents) lacking a passion for other disciplines.

♦ Due to existing market forces business faculty are often compensated more generously than liberal arts educators, which often leads to resentment from the non-business faculty.
Synergies:

♦ A strong business major at a liberal arts college attracts more applicants to the college, thus expanding and improving the overall pool of students at the college.

♦ Liberal arts students need to know about organizations and how they operate because most will be working in some business capacity when they graduate. Art museums, theaters, healthcare facilities, law practices, religious institutions and even public schools and colleges all function as “businesses.” Students should be taught that they can’t avoid this reality, so they should learn the necessary skills to help them thrive.

♦ Many courses taught in other non-business departments fit nicely with a business curriculum. At Muhlenberg, our business ethics course is offered by the Philosophy Department while a course on public relations is taught by a Media and Communications faculty member.

♦ Business students at Muhlenberg have many opportunities to engage in service-learning experiences with community or campus partners, thus fostering business students’ development as responsible citizens.

In conclusion, while tensions do exist, offering a business major at a liberal arts college is not a paradox. When a liberal arts college can successfully integrate a business major in its curriculum this will lead to powerful outcomes for students, employers, and the college. Students will have the content knowledge they need to understand businesses and how they function and will also enjoy a deeper appreciation of the historical, political and social environment in which they exist. With proficient communication, analysis, and critical thinking skills, students from liberal arts colleges excel at their internships and in their careers. In this win/win scenario, employers can recruit workers with the comprehensive skills they seek and liberal arts colleges will continue to attract fine students who are seeking a well-rounded education in combination with a marketable career.

REFERENCES


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Social media has become an increasingly important element of an organization's marketing and communication strategy, but the diversity and increasing number of social media channels that an organization can deploy on creates a significant challenge for organizations and individuals alike. How do you find the time to manage your digital footprint across multiple social and digital media channels? With the most recent statistics suggesting that large organizations have an average of 147 social media accounts, the effective management of these channels is critical.

This question has given rise to a new class of digital tool known as a “content aggregator.” The most common content aggregators have been Tweet Deck and HootSuite and originally we focused on Twitter, but have since expanded to include many other channels. While in the early days, these two tools would exchange the lead with each successive version, but in the last couple of years, the clear leader has been HootSuite. HootSuite is a multi-platform tool that offers complete scalability from a fully functional free tool designed for individual users to manage their personal social media presence, all the way to a complete business solution for large organizations with hundreds of team members like The White House, Disney, The U.S. Army, the NBA, etc.

There are three levels of accounts (Free, Pro, and Enterprise) available in HootSuite that allow for complete customization to an individual or organization’s needs. These accounts offer complete flexibility, allowing users to upgrade or downgrade on a monthly basis if their needs change. The “Free” account is designed for low-level individual users and allows for the management of up to five social media accounts. The “Pro” account is designed for an individual user with extensive deployment on social media channels or for small and medium sized businesses with up to 10 users within the organization. It allows for an unlimited number of social media accounts and incorporates additional team features and advanced analytical and deployment tools. The “Enterprise” account allows the greatest power and flexibility including the management of multiple teams and groups each with unique team members and a wide variety of social media channels across the organization with a significant level of security, control and reporting.

HootSuite allows the management of multiple social and digital media channels including; Twitter, Facebook, LinkedIn, Tumblr, WordPress, Instagram, Mail Chimp, Constant Contact, YouTube, Google+, etc. By using a single interface, individuals and organizations are able to monitor, post, engage and evaluate their online presence. Some of the advanced features that are enabled depending on the type of user account include detailed analytics, scheduling options, connecting links to Google Analytics, and several team management tools. Built-in communication and collaboration tools allow for enhanced customer relationship management.

Many educators such as myself have utilized HootSuite in social media courses with students in the past, to provide them with a means of managing their personal online presence more effectively. While this has been beneficial, in June 2012, HootSuite announced that it is now going to provide professors with the ability to take this to the next level with the introduction of HootSuite University for Higher Education.

Beginning in September 2012, the HootSuite University for Higher Education program will provide educators and students free access to a HootSuite “Pro” account (normally $10/month per person), access to HootSuite University’s training and certification program (normally $21/month per person) and the ability to become HootSuite Certified upon completion of the appropriate examinations. Students who complete the certification are then added to HootSuite’s
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directory of Social Media Consultants, which provides them with additional credentials upon graduation that can assist them in finding a job in this rapidly evolving space.

The tools and training modules available as part of HootSuite University provide all professors with a great resource to incorporate into a wide variety of classes and course, both at the undergraduate and graduate level. The training modules cover not only the effective use of HootSuite, but also provide enhanced training on the effective deployment of various social media channels such as Facebook, LinkedIn, and Google+. In addition to the generic channel training, industry specific webinars such as education, tourism, real estate, allow for the application of this program in many different degree. There is no need for professors to reinvent the wheel, but utilizing the constantly updated training modules of HootSuite University, professors are able to incorporate powerful educational tools into their classes.

This presentation will provide an introduction in the power of HootSuite, the tools and components of the HootSuite University program, how educators can become involved, and feedback from students currently utilizing the program. If you wish to try HootSuite Pro for free you can access a free trial at the following link http://hootsuite.com/p_9325/protrial?d=pro.

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PRIVACY MATTERS, EVEN TO MILLENNIALS

Lisa M. Lindgren, College of St. Benedict / St. John’s University

POSITION PAPER

Some claim that privacy is a thing of the past and that Millennials do not care about privacy as much as previous generations. In fact, executives running technology companies have a long history of saying that privacy is dead or no longer matters. Scott McNealy, co-founder and former CEO of Sun Microsystems, famously stated in 1999: “You have zero privacy anyway. Get over it” (Sprenger 1999). Mark Zuckerberg, CEO of Facebook, has often portrayed today’s world as increasingly transparent, in which individuals have a single identity that should be broadly shared. He has stated that individuals’ concerns about privacy diminish over time (Kirkpatrick 2011). Because the Millennial generation grew up in an Internet-connected world, the implication is that this generation is less sensitive on issues of privacy, especially in an online environment.

Studies have shown that Millennials do have a lower concern about privacy than older generations. Nonetheless, Millennials are concerned. Researchers from the Annenberg School of Communication and University of California Berkeley School of Law found that the level of concern about tailored advertising (also called behavioral advertising) is lower for Millennials but still a concern for 55 percent of respondents between the ages of 18 and 24. The concern rose to 67% when respondents were informed that the tailored advertising would be based on tracking their online behavior (Turow et al. 2009). An earlier study published by a subset of this group indicated that many consumers are unaware of the range of rules that are related to the collection and use of consumer data (Turow et al. 2008).

I have taught a segment on consumer privacy in a Principles of Marketing course for a period of five years. Students have often expressed a heightened concern about privacy after this segment. This experience, combined with the results from the Annenberg studies, suggest that this generation may be less sensitive than older generations, but that a big factor is level of awareness. In other words, they become more concerned about privacy after they learn more about the actual and potential collection and sharing that occurs. If true, the common assumption that this generation does not care about privacy cannot be fully supported.

The fundamental question is whether Millennials will change their opinions or level of concern about privacy after they are educated about information that companies are collecting and what they may do with that information. This includes behavioral advertising but also other actions such as sharing that information with third parties. I assert that lack of awareness is an important factor, and that education will change the opinions and level of concern.

I propose a research design that is an experiment of college-aged Facebook users (ages 18–24, to be consistent with the Annenberg studies). Facebook is selected due its huge popularity in the target age, the extent to which its changing privacy policies have been publicly debated, and its heavy reliance on behavioral advertising. Attitudes and knowledge of privacy will be measured at the beginning, and some demographic and Facebook usage statistics will also be gathered. Next, respondents will be educated on the types of information available to Facebook and the potential uses of that information. Finally, attitudes and knowledge will again be measured at the end. A number of interesting trend and demographic analyses will be available. For example, will the magnitude of change depend on the level or type of Facebook usage? Will there be a change based on gender or other demographic information?

REFERENCES


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HOW MILLENNIAL STUDENTS USE REFERENCE GROUP INFLUENCE

Lauren M. Brewer, Louisiana Tech University

POSITION PAPER

The millennial generation, known as “generation me” brings about much change from the previous generations college student. These students were born into an era with real time media coverage, high school shootings, and presidential impeachment proceedings (Elam, Stratton, and Gibson 2007). They are “always connected” through advanced technology, the internet, and social media. This generation is constantly changing and upgrading, leaving others to play catch-up trying to understand what makes them unique.

College is a period of change, discovery, and maturity. Students become independent individuals making decisions, forming opinions and attitudes, and buying products that had all been done for them in their previous lives. Over the typical four-year college career, students evolve from uniformed followers to established leaders taking charge of their lives using reference group influence to help them succeed and in return become referents and role models for their younger colleagues. The objective of the present study is to examine how millennial students use reference group influence to make decisions at each year during college and how the influence of reference groups changes over time accounting for extra-curricular activities, major selection, and demographic information. Understanding how the millennial student handles decision making with respect to reference group influence and the changes they experience over the four-year period can then be further evaluated.

A reference group is an actual or imaginary individual or group conceived of having significant relevance upon a person’s evaluations, aspirations, or behavior (Park and Lessig 1977). Influence from reference groups frequently replaces the need for belonging to traditional membership groups (Childers and Rao 1992). However, college life by nature and design, funnels students into designated groups regardless of their affinity to be a part of one; major selection, residence life, recreation involvement, and extra-curricular activities all form group boundaries around students. The “me” generation is focused on their own needs and feeling good about themselves, not focusing on attitudes conducive to following social rules or preferring a group over individual needs (Twenge 2006, p. 7). Thus, it is proposed that while students are defined and self-selected into membership groups for purposes of student classification, they will look to referent others, not part of their assigned group, for help in decision-making.

The influence from a reference group on an individual’s behavior can be separated by the types of products or brands purchased (Childers and Rao 1992). Products are considered publicly or privately consumed, depending upon how they are viewed during the act of consumption, while brands are either national or private label. Reference group influence encompasses two main types, normative and comparative, and three levels of motivational influence, informational, utilitarian, and value expressive (Kelley 1947). Normative referents, such as parents, teachers, and peers, provide an individual with norms, attitudes, and values, helping to shape the individual through direct interaction. Millennials appear more connected to their parents than did previous generations (McGlynn 2008) and forty four percent of college students do involve their parents in decision making (Pizzolato and Hicklen 2011). Thus, it is suggested that parents serve as strong normative referents for current students. Comparative referents, such as sports figures and celebrities; provide self-appraisal and standards, which the individual aspires to achieve. They are often removed from direct contact with the individual providing only observable behavior. Successful professionals frequently serve as comparative referents for millennials, displaying a “can-do” attitude leading to success through hard work and dedication, which students aim to achieve. Motivational factors contend that there are differences in need and motivation among people, linking to differences in the related processes among them (Park and Lessig 1977). Individuals seeking informational influence want to enhance their knowledge. They may actively search for information or draw inferences through observation (Park and Lessig 1977). Utilitarian influence suggests a fear of
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non-conformity such that individuals conform to avoid punishment or receive a reward, while value-expressive influence, manifesting in a need for psychological affiliation, enhances or supports the individual’s self-confidence (Park and Lessig 1977).

Before the main study, pre-testing will be conducted using the fourteen manifestation statements created by Park and Lessig (1977) to ensure sustainability over time and applicability to millennial students. A second pre-test will be conducted for the selection of publicly and privately consumed products, typical to college student use. Adjustments and an additional pre-test will follow if necessary. In the main study, students will be asked to indicate the level of effect each reference group influence has in helping to make a purchase decision, based on provided scenarios. Subjects will select one of four response categories for each reference group influence (informational, utilitarian, or value-expressive) on each of twenty products typical to college student use. Additionally, students will complete the twelve-item susceptibility to interpersonal influence scale (Bearden, Netemeyer, and Teel 1989) to evaluate how their levels of influence change over the four-year period. In this scale, utilitarian and value-expressive influences are combined into a single normative construct.

The millennial generation incorporates individuals born roughly between 1980 and 2000, or currently between the ages of 32 and 12. Thus, the present study only evaluates a small sample of millennials at current stages in the college experience and is not a representative sample of all millennials. Future research may examine how reference group influence changes for millennials from high school to college, after the completion of college, or on individuals who have chosen not to attend college, using the same or a different set of products.

REFERENCES


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SIMULATIONS AS IDENTIFIERS OF APTITUDE: AN EXPLORATORY STUDY OF EXPERIENCE VERSUS EARLY PERFORMANCE EXCELLENCE

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David Hutchinson, University of Windsor
A. J. Faria, University of Windsor

POSITION PAPER

Marketing simulation games enable instructors to achieve a variety of educational outcomes, the most important of which is developing marketing decision making skills. The authors are proposing another outcome: as an aptitude test for gauging business decision making skills. Wolfe and Roberts (1983) undertook a longitudinal study to determine if simulation game performance was related to later career success. They reported a weak relationship between simulation game performance and the career success of students and concluded that this provided evidence of the external validity of simulation games. Wolfe and Roberts’ (1983) research could also be interpreted as using simulation performance as an aptitude indicator of later career success. The current paper explores decision maker aptitude versus experience by looking at experience gained in a trial round of a simulation competition versus performance in a second round of the game.

Two past studies have explored using simulation game performance in one competition to predict performance in a second competition (Wellington and Faria, 1995; Wellington, Faria, and Hutchison 2007) but these studies did not examine decision maker aptitude versus experience. Wellington and Faria (1995) looked at simulation game performance using 555 students playing on 161 simulation teams that made seven decisions in each of two rounds of simulation play. They found a correlation of .441 (sig. of .000) between rank performance of teams in the first and second rounds of the simulation. Wellington, Faria, and Hutchinson (2007) compared the rank order simulation performance of a group of 182 students from an introductory marketing class with their performance in a follow-up decisions and applications class using a different simulation game. They found a Spearman’s rho correlation value of .135 (sig. of .064).

The current study employs a pretest-posttest design examining the simulation performance of 413 second year marketing students playing the Merlin simulation in seventy-one industries in a required marketing principles class at the Odette School of Business. The students attended one of three sections of a one semester course taught by the same instructor who used the same textbook, syllabus and evaluation scheme. The study was designed to identify students with an aptitude for good decision making but also to allow slow starters to have a chance of recovery via the early removal of the strongest competitors. Participants played as individuals in six-team industries that engaged in two rounds of game play comprised of a trial round of four decisions followed by a performance round of six decisions. Students were told that the objective of the simulation in both rounds was to earn the highest income. In the trial round students who came in first in the first decision period were given the option of accepting full marks of 2% and being removed from the competition or else they could continue in the trial round to gain experience knowing that being first in the second decision was only worth 1.8 marks. Participants had to consider the trade-off of gaining further experience versus giving up some of their current grade. In turn, this same process was repeated for the third-to-first company which was given a grade of 1.6 and was then removed from the competition for the fourth and last trial decision. At the conclusion of the trial round, the industries were all reset with the same players for the start of the performance round. None of the performers removed early in the trial round could view the results of later trial decisions so their knowledge of the playing ability of their competitors was limited.

The performance outcomes of the two rounds of the simulation were analyzed with a bivariate correlation analysis (Spearman’s rho .509, sig. of .000) and Chi-Square analysis (Chi-square 148.0, df of 20, sig. of .000) using the SPSS
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P.C. version 19 package. The chi-square results reported on in Table 1 indicate that aptitude demonstrated in a trial round of a simulation seems to be a better predictor of performance in a second round than additional experience gained by making more decisions in the trial round. The authors believe these findings provide evidence that simulation games could be employed as aptitude tests for decision making ability.

<table>
<thead>
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<th>Aptitude Group</th>
<th>N</th>
<th>Count Category</th>
<th>1st in second round</th>
<th>2nd in second round</th>
<th>3rd in second round</th>
<th>4th in second round</th>
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<td>25.7</td>
<td>31.6</td>
</tr>
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* Note: Two teams tied for first-to-first in one industry during the trial round.

REFERENCES


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POSITION PAPER

Teaching a capstone class in marketing management presents challenges in integrating a breadth of topics germane to top marketing managers. These managers are not only “strategists” who develop strategies to achieve competitive advantage, but they also must be “managers” who implement the strategies, measure progress towards goals, make adjustments dynamically, and improve the organization. Too often our marketing curricula focus too much attention on strategy, and not enough on the management of the organization. Students’ marketing plans are often light on implementation, and these plans are generally not implemented. This approach is consistent with the line in the UPS commercial: “Sir, we don’t actually do what we propose, we just propose it.”

It has been suggested that competitive computer simulation in management classes can provide a complete and integrative perspective for students, perhaps, more so than approaches such as company projects and cases. Simulation offers students the opportunity to implement their strategies (in a simulated environment), and learn to adapt to the competitive market. In addition, simulation can be usefully combined in the Total Quality Management (TQM) framework to help build relevant managerial skills for students.

Total Quality Management (TQM) is a structured process approach for satisfying a firm’s customers and suppliers. TQM process components include customer orientation and involvement, cross function integration, conformance to specifications and goals, and continual learning and improvement. Not only do firms routinely have TQM policies and standards, but they are increasingly adopting international (e.g., ISO 9000 (ISO 2008)), and industry standards in industries such as food, software, aerospace, medical, automotive and energy. Importantly, marketing managers play an instrumental role in TQM—it’s not the sole responsibility of operations managers!

TQM consists of guiding principles, but requires specific methods to implement it. I have used the Plan-Do-Check-Act (PDCA) process framework (made famous by Deming (Shewhart 1980)) for managing continual improvement using the Marketplace simulation product (Cadotte 2000). The following activities are included in a 2-year (8 quarterly decisions) simulation:

1. **Plan**—After the Year 1 introduction period, student teams develop a Year 2 business plan over a 2-week period. They analyze customers and competitors and devise a plan with the basic components: goals, target markets, products, pricing, promotion and distribution plans, manufacturing plan, and financial forecast for Year 2.

2. **Do**—Student teams implement the plan in weekly simulation (quarterly) decisions, and review the proposed quarterly activities with me in half hour meetings. Students introduce new products, create and run promotions, adjust prices, open new sales offices, staff sales and manufacturing operations, set compensation, set the production schedule for creating inventory and so on. Students must coordinate all the activities across functional areas, learn to manage to a budget and forecast expected outcomes.

3. **Check**—Students learn if their plans are working by comparing actual results against goals in various areas: financial and market performance, and marketing, sales force and production effectiveness. They use competitor and consumer research reports and balance scorecard metrics (Marketplace provided).
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4. Act—Students adjust their plans based on the deviations found in the above metrics to improve their position. Students learn how to diagnose specific implementation problems, and respond accordingly—perhaps simple adjustments for next quarter is called for or maybe entirely new strategies are needed.

The actual implementation of a plan is a critical experience for students, and it’s not easily incorporated into other teaching methods. Through simulation, they learn about making decisions which are coordinated across multiple functional areas, and about the consequences of their decisions—including bottom-line profitability. They find goals and metrics are useful and necessary. Importantly, they see how marketing plays an integral role in a firm’s TQM process, and how to relate marketing concepts to this process.

Several interesting research questions arise. Who well does simulation compare to other pedagogical methods in teaching implementation? How well do students understand the complete TQM plan-do-check-act role of managers? How confident are they in running a marketing operation? The use of metrics is central to the TQM process allowing for troubleshooting problems, making adjustments and understanding marketing ROI. Understanding how students troubleshoot problems and adjust would be interesting. How do successful teams traverse the series of metrics to determine root causes? Do teams that adjust their original plan more quickly outperform those teams that do not? When do students decide when to abandon the original plan and devise a new one?

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INTEGRATING CULTURAL LITERACY INTO THE INTRODUCTION TO MARKETING COURSE

Stephanie E. Kontrim-Baumann, Missouri Baptist University

POSITION PAPER

The Introduction to Marketing course is one of the first business courses that students take, and therefore presents a good opportunity to introduce or reinforce cultural literacy concepts, especially as they pertain to international and minority cultures. In the long run, this will help students to appreciate and understand different cultural perspectives, the outcomes of which are not only personal enlightenment but also helping to form effective business intuition regarding the marketplace.

While Hirsch’s strict definition of cultural literacy applies broadly to reading education, ie that children cannot attain reading comprehension fluency without the requisite cultural background, there is an application of the cultural literacy model in the business and marketing context. This becomes especially important in consideration of the vast array of products and services in the marketplace and how the marketing professional is better equipped to meet market needs with some degree of cultural, and, as an extrapolation, customer literacy.

As a basic introduction to the idea of cultural literacy in marketing, I present the traditional marketing paradigm of the 4Ps and then add the idea that only through cultural due diligence can we truly know the customer’s Perspective, and how Perspective can be our unofficial 5th “P.” DK Publishing has a phenomenal video modeled after “The Lost Generation” that has gained some traction on the web called “The Future of Publishing.” It was created as an internal promotional tool, but speaks volumes to millennial students as it uses a creative twist to change perspectives. I show it the very first day of class, and it “hooks” the students. We can then have a discussion about being able to see and understand that one person’s reality is really a perspective and how each of us has different perspectives derived from our cultures.

Throughout the course, we keep our so-called 5th Palive through textbook work, case studies, and application exercises. Most textbooks, ours included, have discussion questions that require critical thinking either from an ethical standpoint or global perspective, and these questions can further be explored to include how cultural references and perspectives infuse marketing decisions, especially consumer behavior and market research. During case study discussions, students are asked to analyze the problem from different perspectives and role play how the case might be handled or studies differently in a different cultural framework. Classroom applications for cultural literacy include various classroom exercises, including classic lifeboat survival scenarios and in-class simulations of real-world marketing problems. The most potent classroom exercise is the use Barnga: A Simulation Game of Cultural Clashes. I have used this exercise for several years in both my undergraduate International Marketing class and my global MBA courses, but have also found it to be a highly effective tool in creating basic cultural awareness in the Introduction course.

The challenges of using a cultural literacy type model in the Introduction to Marketing course are two-fold. One, students are sometimes resistant to being vulnerable in certain types of classroom exercises, especially those that call on them to either examine their biases. Secondly, many students of traditional sophomore or junior age do not have vast life experiences on which to draw as practical examples. Understanding these limitations, ie becoming literate in the perspective of the student, can help to manage expectations.

Moving forward, there is consideration of infusing the cultural literacy as customer literacy into our full marketing curriculum and further study and research is warranted to indicate whether this could be an additional field of study in our major classes.
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THE CONCEPT OF EMERGING ADULTHOOD:
A CLASSROOM APPLICATION

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POSITION PAPER

Emerging adulthood is defined as the socio-historically situated developmental period spanning the ages of 18 to 25. Introduced by Arnett (2000), it addresses the unique features of a life stage distinct from adolescence and traditional definitions of adulthood (Tanner, Arnett, and Leis 2009). Emerging adulthood is characterized by five main features: identity exploration, instability, self-focus, feeling in between, and a time of many life possibilities (Arnett 2004). It also provides a conceptual framework that can be utilized to better understand the unique challenges, experiences, and developmental tasks facing today’s young adults.

For many, beginning college is a major transition that accompanies the start of the emerging adult period of life. While a great deal of research has examined how college students experience emerging adulthood, no studies have explored what that experience could mean from a marketing perspective. Three years ago we began a longitudinal study focusing on the incoming class at a small central Pennsylvania college in order to examine how emerging adulthood, and how one experiences emerging adulthood, might influence consumer behavior. Specifically, we were interested in exploring brand attachment, the role brands play in identity formation, differences in shopping behavior, and other such concepts. Our primary measure of emerging adulthood has been the Inventory of the Dimensions of Emerging Adulthood, also known as the IDEA scale (Reifman, Arnett, and Colwell 2007). Our intention has been to examine how scores on this scale change over time and how they correlate with other scales (both those pertaining to development and those pertaining to marketing) as well as how they correlate to actual behavior.

While the concept of emerging adulthood and tools such as the IDEA scale were initially designed for other purposes, increasingly they are being used to better understand prosocial and antisocial behaviors, as well as to inform practitioners and caregivers as they assist those navigating the emerging adulthood stage. Given these changes, and based on initial data and feedback received from respondents in our own study described above, we were curious to explore whether the concepts underlying emerging adulthood, as well as the IDEA scale itself, could be used in a classroom setting. Specifically, we were interested in exploring whether the introduction of emerging adulthood, and a discussion of the concepts underlying it, could benefit students personally (by assisting them in better understanding their own behavior), as well as conceptually (as a tool to flesh out marketing-related concepts by applying them to emerging adult consumers). To test this we designed an experiment to ascertain whether introducing the concept of emerging adulthood into the classroom might influence student outcomes.

Three principles of marketing classes participated in this experiment. Group A, the control, received no intervention. Group B was introduced to the concept of emerging adulthood and the five characteristics that comprise it through class lectures (four across the semester). Group C received the same lectures as Group B with the additional requirement of writing weekly reports where they were to discuss the concept of emerging adulthood as it applied to class content, their overall college experience, and their professional development. Statistically significant differences were found across all three groups on a variety of measures, including grades, academic satisfaction, levels of anxiety, and future outlook (in all cases Group C fared better on these measures). In addition, Group C exhibited a better understanding of marketing concepts (most notably their understanding of consumer behavior, segmentation, and product life cycle); was better able to articulate a plan for their future (as measured by pre and post essays discussing their career and professional aspirations); and expressed more confidence in their choice of major and specific concentration(s). Students introduced to emerging adulthood concepts (Groups B and C) also had statistically significant higher ratings of the professor, the class, and the course content (as measured through traditional student
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evaluations). We believe these initial results demonstrate the value of integrating assignments and lectures related to emerging adulthood into the curriculum.

Given our limited sample, we are currently exploring whether our initial results hold across a larger sample of classes. Other areas of inquiry include whether different lectures, assignments, and/or projects would lead to similar results; whether incorporating this approach could benefit students in advanced marketing classes, students in other business courses, and/or students in courses outside the business discipline; how results might differ with different student populations (for example, do business students differ from liberal art students?); and finally whether those who receive intervention on emerging adulthood concepts benefit in their future academic and professional endeavors.

REFERENCES


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ACTIVE LEARNING STRATEGIES TO ENGAGE
STUDENTS IN SOCIAL ENTREPRENEURSHIP

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POSITION PAPER

We are continually looking for ways in which to actively engage students to enrich their learning experiences in courses that have a rigorous curriculum. One course in particular, Social Entrepreneurship poses the greatest challenge. It is an upper division business course that does not require a prerequisite and is open to students from all disciplines. The curriculum draws from skills and knowledge obtained through a broad spectrum of courses such as liberal arts, marketing, economics, public health, accounting, sales, management, writing, social sciences, women’s studies and others. It is a delicate balance to challenge the students to learn new skills without causing them to become overwhelmed by the rigor of the course. Another challenge is that this course does not use a prescribed textbook. Instead we pull information from multiple sources: books, journal articles, videos, and speakers. The curriculum is continually changing as the economic, political and social conditions change in the world around us.

In Social Entrepreneurship, students are charged with the task of creating a sustainable business plan for a product designed for use by individuals at the bottom of the pyramid, those earning less than $1 per day. Many of these people are women and children. As instructors, we choose the country and a few product options. In 2010, students focused on rural Uganda, in 2011 we chose Homa Bay, Kenya. Both groups partnered with Compatible Technologies Inc. (CTI), a local Minnesota non-profit, and selected a food processor product from their product offerings. The processor grinds nuts into paste or grain into flour. Most individuals in rural Africa use mortar and pestle to grind their nuts and grain. The food processor does not use electricity and it can be connected to a bicycle to increase the production capacity. Students meet with various subject matter experts throughout the semester such as researchers, marketing executives, accountants, micro finance organizations, sales professionals as well as political, cultural and religious experts from the country and region chosen. These experts help students understand the various components of their business plan. A local business executive mentors students to aid them in the development of the business plan. At the end of the term the students present their plan at a conference, along with students from ten partner universities, and receive feedback from the sponsoring corporation and partner non-profit organizations. In the spring of 2011, CTI began implementing portions of the plans created in the fall of 2010. They also invited several students to serve on their advisory board for Africa; many of those students remain engaged with CTI’s continuing efforts in the region. CTI continues to implement the plan; however, the political and economic environment in the region has delayed their efforts.

For the 2011 course, we partnered with an additional non-profit organization, the Sisters of St. Joseph of Carondelet. The Sisters and their consociates perform their ministry work all over the world. In particular, they work with the Grandmother’s Circles in Homa Bay, Kenya and were traveling to visit Kenya in September. The women of the Grandmother’s Circles are raising the children in their communities that have lost their parents to HIV/AIDS. These women are helping teach the children a variety of skills to help them support themselves financially, such as sewing, jewelry making, carving and farming. They women grind their grain by hand. The students asked the Sisters to bring a CTI grinder with them to Kenya. The Grandmother’s agreed to test the grinder and provide the students with feedback. The students were able to communicate with the leader of the Grandmother’s Circles throughout the term via e-mail and Skype. In return, the Grandmother’s sent jewelry and clothing back to our students to sell. The students raised over $2,000 from the sale of the goods and the Grandmother’s used it to purchase water catchment systems for all of the homes in one village. This partnership helped students understand the needs of the community better than the students had the prior term.
After observing the student presentations we noticed that students from other colleges who traveled to the country they were researching had a much deeper and richer understanding of the product and their target market. As a result we decided to add a short term embedded study abroad component which has created several new challenges. We have had to consider all of the various stakeholder perspectives, and constraints. Students have limited resources, particularly time and money, so we plan to travel during midterm break and we have secured funding to offset the cost of travel for students. We have investigated a variety of locations and target markets, areas that were attractive twelve months ago are now in turmoil, either political or financial, and thus are unsafe for student travel. Some target markets meet all of our criteria, but are too far away to travel to over a long weekend. We have also had to work within the constraints of our University’s administrative policies and practices. Ultimately, through networking and coalition building we have found a viable solution for all stakeholders. Students enrolled in the fall 2012 course will travel to São Paulo, Brazil to work with a non-profit women’s organization.

This course will continue to present challenges as we live in an ever-changing world. However, remaining flexible and adapting the curriculum meet the needs of the various stakeholders will keep the course vibrant and engaging for the students. Our students tell us that this is one of the hardest courses they have taken yet it is the most rewarding.

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FROM PRACTITIONER TO ADJUNCT: MAXIMIZING CLASSROOM SUCCESS

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POSITION PAPER

One of the greatest misnomers about transitioning from practicing marketing to teaching marketing students as an adjunct is that individuals with substantial corporate marketing experience will need minimal guidance. The underlying assumption by both academic institutions and the practitioners themselves is that their breadth of “real-world” experience will translate into both dynamic and compelling lectures that will resonate with 18-year-old. But this is rarely the case. Faced with the development and delivery of a 3-credit course, academic levels of students that vary by institution, and a plethora of administrative requirements, the transition to the classroom can be daunting. To mitigate these factors, the following four steps can be taken by department chairs: (1) Potential adjuncts can be asked to be guest speakers in classes that they might be hired to teach; (2) Adjuncts under contract can be invited to observe current faculty teaching the same course; (3) A seasoned faculty member can review their classroom lecture materials with the adjunct; and (4) An experienced faculty member can discuss test preparation and grading with the new adjunct. And in order to best identify the practitioners whose content, delivery and personality resonate with your students, step #1 should occur prior to an adjunct being hired.

Many marketing practitioners enjoy guest speaking as a way to give back as well as stay connected with the new generation of college undergraduates. Oftentimes, they approach academia with resumes that include positions at Fortune 500 firms, advertising agencies and/or entrepreneurial organizations and a multitude of real-world experiences that can illustrate textbook concepts. Guest speaking success, however, can vary based on the perceived academic level of the students, guidance provided by the full-time faculty member and the type of presentation (straight lecture, case study presentation, interactive exercise, or a combination). Adjunct faculty who guest lecture multiple times at the same institution and in the same class that they may be hired to teach will improve both their comfort level and their likelihood of delivering compelling content in a full-length course. Disseminating brief guest speaker evaluations which are then summarized and shared with them provide valuable feedback that allows the practitioner to hone their future presentations.

Once a practitioner is hired, it is critical that they are invited to observe multiple lectures by existing faculty who teach the same class. Given the content of the typical Marketing Principles course and the wide disparity in adjunct backgrounds (corporate marketers, advertising agency executives, entrepreneurs), there will be material in at least a few chapters that will be less familiar to them. By watching how it is presented by a full-time faculty member, they gain insight into one possible way that it might be covered.

In addition to providing a copy of the syllabus, the textbook and ancillary materials, it is advantageous to walk the new hire through the elements of each classroom lecture, providing insights into why specific cases, video clips or exercises are successful in introducing and/or reinforcing textbook concepts with the students.

Responses from a 5-question survey of four recently hired Lecturers who teach the undergraduate Marketing Principles course in the JHU Entrepreneurship & Management Program, revealed that preparing quizzes and exams that are challenging and learning how to grade papers required some guidance as well. Sharing sample exams and graded assignments from prior semesters and discussing both has also proven valuable. One important caveat: with multiple sections of the same course at different time slots and adjuncts drawing questions from the same test bank, care must be taken to avoid question duplication among faculty.

And while the sample size was small, two non-JHU adjuncts who took the same survey but were not mentored by a full-time faculty member at their respective institutions, provided comments like, “I was on my own, left to figure
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everything out.” and “I felt like an independent contractor.” This was also the experience of the author of this paper when she taught Marketing Principles for the first time at several Baltimore-area universities.

There’s no doubt that implementing this four-step process is time consuming, particularly on the part of the full-time faculty mentor, and especially if there are multiple adjuncts or turnover, however, the investment up front will pay off in the future in the form of adjuncts who are more self-confident and effective in the classroom, less likely to leave and more likely to be well-received by students as reflected in course evaluations.

Additional research drawing on input from a broader sample of department chairs and adjuncts that transitioned from industry to academia would be one way to determine how prevalent training programs for adjuncts are, what types of training are offered and the degree to which they are working.

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THE SHIFTING ROLE OF SOCIAL MEDIA IN THE
10–10–10 PROJECTS™ FOR SOCIAL
ENTREPRENEURSHIP

Jean Wilcox, Temple University

POSITION PAPER

The 10-10-10 Project concept was implemented first in spring semester 2010. At the time it represented a completely different approach to the class project for entrepreneurial marketing. 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 focus of the project must be on doing social “good” and on being productive citizens in their community. 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. To date, over five semesters, nearly 100 student teams have raised well over $70,000 in cash donations with at least as much collected as in kind donations, volunteer hours, and sponsorship funds.

The coursework of the 10–10–10 Project concept focuses on topics in the rapidly shifting field of marketing. The teams use social media as the core of their marketing campaign to promote and build awareness of their projects, to plan and advertise events, and to collect donations. They incorporate traditional marketing as required.

The use of social media is a core element of the coursework as well as the team project. The course has a full complement of social media including a web page, Facebook page, Twitter account, Linked-In group, and blog written by the students about their experiences. As part of the curriculum, students are asked to track their own use of a wide variety of social media tools.

During the two and one half years the project has run, significant changes have occurred in the social media landscape. Initially, in the first semester (Spring 2010), the focus was on the use of Facebook as a way of both promoting the activities of the project and of engaging others in that endeavor. Several of the student teams were able to attract over 500 friends or “likes” on their Facebook pages. Twitter was the second most discussed media at the time. Students were much less engaged with Twitter and those that did use it found that they had little, if any response.

One year later (Spring 2011, semester 3), activity on Facebook had seriously dropped. The numbers of “likes” teams were able to generate was much smaller. Facebook was turning out to be a very bad indicator of true interest. The number of people who had responded “Will Attend” to an event posted on Facebook and who actually attended was typically less than 50% and often times significantly smaller. At this time, Twitter was becoming much more active and several teams actually had significant numbers of followers. Organizations they were following were actually “retweeting” about their activities.

During the fourth semester, Fall 2011, the teams were not all creating Facebook or Twitter pages specifically for their projects. Rather, most student teams were using their personal Facebook and Twitter accounts to promote their events. The general consensus of the students was that Facebook was not effective at generating interest and had become too cluttered. Rather than communicate with friends on Facebook, many of them were now using SMS and Twitter almost exclusively.
In the fifth Semester, Spring 2012, though Facebook was still used, primarily for event pages, Twitter was a much more popular way of promoting activities and the number of followers and retweets grew significantly. These trends are echoed in the available usage data for both Facebook and Twitter. Facebook’s growth has slowed as expected for a maturing application. In a given month, the number of unique active users is only about 15% of their total user base. Twitter, on the other hand, claims rapid growth in users (Twitter does not publish actual data) with about half of their users actively engaged in sending tweets.

Additionally, a whole new set of social media tools were becoming more popular. One example is Pinterest, which saw phenomenal growth during this time. Consistent with the general statistics about Pinterest, the female students in the class were much more bullish on the use of Pinterest than the male students. What became apparent in this semester was the need for a more coordinated use of all the different types of social media to make sure that they address touch all their potential audiences and engage them in an effective way.

An informal survey of students’ personal use of social media tools showed some parallel trends. Using the Forrester Social Media Ladder as a basis, the class was surveyed on what social media they used and how often. Forrester characterizes users by the type of activity they do on line. The results for the latest two classes are shown below.

<table>
<thead>
<tr>
<th>Activity Level</th>
<th>Fall 2012</th>
<th>Spring 2012</th>
<th>Change in Focus</th>
<th>Increase in activity level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spectators</strong></td>
<td>Read on line material but don’t comment</td>
<td>38%</td>
<td>37%</td>
<td>-1</td>
</tr>
<tr>
<td><strong>Joiners</strong></td>
<td>Participate in one or more social networking sites</td>
<td>16%</td>
<td>21%</td>
<td>+5</td>
</tr>
<tr>
<td><strong>Conversationalists</strong></td>
<td>Post and respond to status updates</td>
<td>9%</td>
<td>16%</td>
<td>+7</td>
</tr>
<tr>
<td><strong>Critics</strong></td>
<td>Post ratings and comments</td>
<td>21%</td>
<td>14%</td>
<td>-7</td>
</tr>
<tr>
<td><strong>Collectors</strong></td>
<td>Use RSS feeds and tags</td>
<td>11%</td>
<td>9%</td>
<td>-2</td>
</tr>
<tr>
<td><strong>Creators</strong></td>
<td>Publish and upload material</td>
<td>5%</td>
<td>3%</td>
<td>-2</td>
</tr>
<tr>
<td><strong>Inactives</strong></td>
<td>Don’t participate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Numbers do not add up to 100% due to multiple responses

These numbers show that more students are more actively involved in more networks and more conversations. This increase in activity level supports the need to utilize a wide variety of social media to touch potential customers and to link them together in a conversational manner.

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THE ROLE OF SELF-EFFICACY IN SALES EDUCATION

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POSITION PAPER

The panel presentation will include discussion of our current research on the role of sales related self-efficacy in Sales Education.

In the 1990’s, sales practitioners commented on the lack of sales skills with which students left academia (Johnson 1990). Students were deemed unprepared to enter sales careers, in which 80% of undergraduate marketing majors and 50% of undergraduate finance majors will find themselves at some point in their careers (Bobot 2010).

According to Bob Kelly of the Sales Management Association (2011) “Hiring sales firms harvest thousands of new graduates, give them a bit of training, and deploy them into the sales force’s trenches. The bravest go over the top, many to be cut down in a hail of bullets. Call it the Anthem for Doomed Sales Youth.”

Currently, only a small percentage of U.S. colleges offer sales curricula to provide students with the skills to adequately prepare for this in demand career. Nonetheless, the biannual DePaul Universities and Colleges Sales Education Landscape survey (2011) identified that while in 2007, there were 13 universities with developing, mature or robust sales programs and 31 universities with emerging or embryonic programs, in the 2011 survey there were 47 schools with developing, mature or robust sales programs and 54 emerging or embryonic programs.

Research in progress defines the central role of development of student self-efficacy in the rapidly growing field of Sales Education. According to Bandura (1986), individuals’ expectations of personal abilities to accomplish certain tasks successfully mediate the construct of self-efficacy. Self-efficacy has been demonstrated to be an important determinant of salesperson performance and retention in industry (Anderson, Dixon, Jones, Johnston, LaForge, Marshall, and Tanner 2005; Ryerson 2008), but the construct has received little attention in the Sales Education literature. Given high turnover and low success rates for many sales employers of college graduates (Sales Education Foundation 2012), improving domain-specific (sales-related) self-efficacy would appear to be a critical task for sales educators. Bandura (1997) suggests that a primary goal of efficacy-based training is to increase the range of students’ experiences and promote contextual learning. Experiential and “real world” exercises are seen to be central to promoting contextual learning.

The hypotheses tested by the study include:

H1: Sales education will positively impact sales knowledge.

H2: Sales knowledge will positively impact sales related self-efficacy.

H3: Sales education will positively impact sales related self-efficacy.

H4: Experiential learning through the form of experiential exercises will positively moderate the impact of sales education on student sales related self-efficacy.

H5: Sales related self-efficacy will positively impact sales performance.

H6a: Sales related self-efficacy will positively impact attitude towards the sales profession.
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H6b: Sales related self-efficacy will positively impact intention to pursue a career in sales.

H6c: Attitude toward sales will positively impact intention to pursue a career in sales.

H6d: Attitude toward the sales profession will positively impact sales related self-efficacy.

H6e: Intention to pursue a career in sales will positively impact sales related self-efficacy.

An electronic survey, including 75 items, many previously validated, representing the above constructs was distributed by faculty to students at 19 of the 101 colleges and universities with Sales education programs. Five hundred thirty-three responses are received and will be analyzed through structural equation modeling (LISREL 8.8). Results will be presented in relation above hypotheses for the first time at this panel session, as well as recommendations for sales education teaching methods and further academic research.

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Position Papers

INTERDEPENDENT ELEMENTS IN ONLINE EDUCATION

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POSITION PAPER

The face of higher education is changing rapidly. The base of each course is common and management systems like Moodle and Backboard are great sources of delivery. The integration of facilities, systems and departments of a campus must be examined in order to allow for the university to cut costs and improve productivity. The integration of departments and systems is necessary to keep everyone in touch and information flowing smoothly. The Administrative Component of CSU may consist of the services traditionally offered by the following departments: admissions, counseling, student records, financial aid, bursars, and graduation. Under the traditional system, distant students would be at a disadvantage because of the physical separation. They would need to contact each office individually leaving messages and frequently being forwarded from department to department to have their questions answered. Systems and services need to appear seamless under the administrative component. Students need to be able to access their personal information on-line through some self-service technology. With self-service applications using the Internet and touch-tone phone technology, students can have access to their personal records and information 24 hours a day 7 days a week. This reengineering of service processes gives the student access to the right information quickly and efficiently. The Students Component of CSU consists of the interaction that happens amongst students in a class. In a traditional classroom environment, students at a distance miss out on the social interaction that occurs among on-campus students in the student union, coffee shop, or in special interest clubs. A virtual university needs to provide a student with a system that allows the student to interact with other students either in discussion groups or on an individual level. With the design of special interest groups, threaded discussions and chat rooms, new on-line communities can be formed which will help create a better learning environment. The Center for Teaching and Research Component of the CSU provides students and faculty members with library facilities and technical support. The distant student must have on-line or 800 number access to library material and services. This includes checking out materials, being able to access reserved materials and reference materials on-line. If the library performs research services and copying services for on-campus students, they then need to provide the same services to the distance learner. Access to database searches for books, journals, newspapers, encyclopedias, and other resources can be provided through Internet or telnet services. Technical support is also under the realm of resource services. This area encompasses technical question regarding access codes, connectivity problems, hardware specification, etc. In order for these services and resources to be effective in the virtual university environment, they need to be available to students 24 hours a day, 7 days a week. The Faculty Component of the CSU involves pedagogical issues and student services. The faculty member needs to be able to provide academic advising, mentor students, assess course work and facilitate discussions with students at a distance.

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**SHORT TERM STUDY TOURS: THE CASE FOR THE TWO WEEK STUDY ABROAD TOUR**

*Peter A. Reday, Youngstown State University*

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**POSITION PAPER**

University Business Schools continue to be under pressure to increase internationalization of their curriculum. This pressure may be coming from AACSB (AACSB 2009), from local international businesses or the pressure may be coming from students who see international exposure as vital for a 21st century business career. Many medium to large business schools already have a combination of classes in International Business, International Marketing, International Accounting and/or International Finance. Moreover, business schools are seeking ways of adding effective international experiences to the curriculum. This is especially the case due to the theory-practice divide in international business education (Mughan and Kyvik 2010). Potential employers want a student who has used his/her passport, has overcome the culture shock associated with visiting another country and has done comparative international research in his/her major.

The solution has been the study abroad program. International study programs have enjoyed increasing success in the past 13 years: 150% increase between 1995 and 2009, according to the Institute of International Education in its Open Doors Report of 2009 (Carley et al. 2011). However despite the increases, according to Sjoberg and Shabalina (2010), as recently as 1999, 96.8% of students did not travel abroad (Albers-Miller 1999). The traditional semester abroad was common in the past and is still appropriate for the right students but the growth appears to be in the shorter term programs. According to Garver and Divine (2007) a year abroad is done by only 6% of the participating students and 38% go for one semester. Carley et al. (2011), suggest that one of the reasons for the increase in participation is the development of short term study abroad programs (SAP). These may vary in length from 2 weeks to as much as 3 months.

There is a need to expand the international experience offerings in order to attract more students, while maintaining proper academic rigor. For example Garver and Divine (2007) segmented business school students at a mid-western university. They found there were 4 segments of students who would consider an international study experience. This is vital. Not every segment wants the same thing, nor does every segment respond the same way. For example, here are the segments they identified:

1. High interest in studying abroad, high tolerance for ambiguity, is willing to take risks – these people prefer Europe and Australia – message should focus on experiential learning.
2. Also high interest in studying abroad, high tolerance for ambiguity, is willing to take risks, and has foreign language capability – these prefer travel to South America and Australia, not Europe – message is similar except focus on experiential learning for South America.
3. Similar to groups 1 and 2, however this group has poor language skills, hence will only consider Europe and Australia. This is 40% of the sample. Concerned about the language, cost, and locations.
4. Least interest in studying abroad, least willing to take risks or tolerate ambiguity. They are most focused on as short term as possible, overwhelmingly preferred 2 week trips.

Garver and Divine (2007) mentioned that group 3 was 40% of their sample and group 4 is often the least targeted but perhaps has the most to gain from participating in a SAP. So, how do universities get the maximum number of
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students to take advantage of these trips? The first possible answer is location selection and the second answer is perhaps the 2-week tour.

For students who have never traveled, a ‘stair step approach’ to international studies is perhaps appropriate. The first location for international business students from American Universities who have never traveled or who have poor language skills is London or other major cities in and around the UK. This is because it is similar enough to America that culture shock will be kept to a minimum. But the dis-similarities afford the student the opportunity to actually see the differences in culture despite our similar histories. The differences between the two countries are significant but the quote attributed to George Bernard Shaw, “Two countries separated by a common language,” still seems to be true.

The next step location or the ‘second step in international study tour locations’ should be China. China is very important due to the amount of business done between America and China. Many, if not most, business students will do some sort of business with China after they graduate. If the first city visited is Hong Kong, the culture shock will be mitigated by the use of English language and British names everywhere. Another advantage resulting from first visiting Hong Kong and later visiting Beijing is that the people think differently. Hong Kong has many modern (and ultra-modern) buildings while Beijing has many large ponderous buildings reminiscent of Soviet influence. Hong Kong is strongly capitalist and Beijing still has remnants of big government bureaucracy. Other locations are important but not nearly as important as London and China.

The other challenges with the short term study tours are what are appropriate teaching methodologies during the tour, how to assess outcomes and lastly how to market the trips to the maximum number of students. Should the student take an international business course while in the foreign country, should she/he work for a local company, should she/he visit businesses and cultural locations? If the answer is a combination of all three, what is the appropriate balance?

The second challenge is for the student to get the maximum value from study tours. Schools are constantly wrestling with the difficulties of measuring outcomes from all courses, including SAPs. A good, universal assessment of SAP outcomes is not yet available. The last, and perhaps most important, challenge is how to effectively market the trips? All the preceding does not matter if students are not interested in participating in the study tours.

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STUDYABROAD AS AN EXTRAORDINARY EXPERIENCE

Newell D. Wright, North Dakota State University
Val Larsen, James Madison University

POSITION PAPER

“Just to let you know that the summer in Europe was the best experience of my life. People always ask me what it was like and I always start off with, ‘Best time of my life and definitely the coolest thing I have ever done!!’” – Unsolicited student comment.

Research on study abroad programs (SAPs) traditionally focused on logistics or the development of attitudes and skills. Less attention has been given to the subjective value of the participants’ experience. This study focuses attention on that neglected topic. Drawing insights from an evolving genre of graffiti data and autodriving interviews, the study identifies dimensions of the SAP experience that cause participants to describe it as life changing and the best experience of their lives.

Data show that the undergraduate study abroad experience has a stronger impact on participants’ lives than anything else they do as undergraduates (including coursework, athletics, student clubs, interaction with faculty, fraternities/sororities, etc.; Fry 2009). Schouten et al. (2007) suggest that such experiences might be described as a TCE, or “transcendental customer experience.” TCEs are “characterized by feelings such as self-transformation or awakening, separation from the mundane, and connectedness to larger phenomena outside the self. TCEs may also be marked by emotional intensity, epiphany, singularity and newness of experience, extreme enjoyment, oneness, ineffability, extreme focus of attention, and the testing of personal limits” (p. 358). Certainly, the data reflect awakening, emotional intensity, newness of experience, extreme enjoyment, etc., that qualify this SAP as a TCE.

A related and equally applicable theory frame may be found in Arnould and Price’s (1993) description of extraordinary experiences. According to Arnould and Price (1993), extraordinary experiences are “intense, positive, intrinsically enjoyable experiences” that entail “a sense of newness of perception and process” and are characterized by “high levels of emotional intensity” (p. 25) emerging from the dynamic interaction with other participants. Extraordinary experiences are spontaneous and unrehearsed, authentic, and lead to intense satisfaction and delight. They are life changing, self-defining episodes that are interpreted within the broader context of the consumers’ lives. Service providers share the extraordinary experience with participants in an authentic and spontaneous way. Thus, these are not fully scripted service encounters.

This article discusses an SAP involving junior and senior level marketing and other business students from a state university who participated in a semester-long experience in Europe. Approximately 46% of the students participating in the SAP were either marketing majors or minors, and two of the seven semesters were designed exclusively for marketing students.

The data for this study are unique: 200 graffiti left on a personal brick by departing students over the course of seven semesters. On the final day of the program, each student was allowed (but not required) to “leave a mark” on the program by decorating a brick in the stairwell of the residence hall using various colors of magic marker and paint. Two hundred students chose to leave a mark on the building and one student declined the opportunity. Each brick had been prepared with a coordinated theme by the faculty member in residence. Common elements included the semester, a background color, and artwork. Students had considerable freedom to include the most memorable elements of the SAP in their graffito. Limited space forced them to distill the essence of the entire experience into a few lines of text and perhaps
some images. The graffiti allowed students to become a permanent part of the SAP experience, to provide valuable feedback to program directors, and to directly influence the experience of students who followed them in the SAP.

The brevity of graffiti inevitably results in some messages being allusive and/or elliptical. To deepen understanding of the graffiti in the data set, thirteen depth interviews were also conducted with students who had participated in the SAP and left a graffito.

Three principle themes emerge from the graffiti data used in this study: travel, magic moments, and community. The emergent themes discovered in this study fit neatly into the framework provided by Arnould and Price’s extraordinary experience construct. Travel to new and different places is intrinsically enjoyable and, when properly structured, tends to produce a sense of newness and emotional vividness during intense, emotionally charged positive social experiences that are spontaneous and unrehearsed and that lead to extreme enjoyment and delight. These extraordinary experiences are formed by the dynamic interaction of participants with service providers who share the experience in an authentic and spontaneous way. The many students who make superlative comments similar to the one above are clearly interpreting the SAP within the context of their entire lives. In many cases, following Fry’s (2009) logic, the SAP has marked their lives more profoundly than anything else they have done as undergraduates.

The presenter discusses the implications of its findings for SAP program management and makes several recommendations on how to better structure the SAP to create extraordinary experiences.

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The evolution of social media as marketing communications tools demands that faculty engage in teaching proper uses. Teaching social media requires immersion for the faculty themselves. Nimble faculty can model good use of social media to cultivate effective and appropriate communications in the virtual world. The authors provide some background as well as a variety of social media uses to offer different approaches to student learning.

As Pat Galagan points out, formal learning in the historical perspective included a structured environment controlled by a teacher. Education as a conscious activity may not necessarily result in learning. Therefore, informal learning can seem “less tidy” but more effective. In some instances such as in healthcare the “more tidy” learning is necessary so the patient’s outcome is most favorable. As social media is applied to marketing or advertising education, this paper considers some of the informal but impactful ways for students to learn. The authors encourage you to start by exploring the Brian Solis and JESS3 tool called The Conversation Prism which can be downloaded at http://www.theconversationprism.com/

The contemporary social media analyst Brian Solis stresses that behavioral patterns rather than age are the crucial distinction between Gen Y and true digital natives. His focus is Gen C – the digitally connected generation. He warns that Gen C is so unique in attitudes and behavior that organizations must develop new models if they are to survive The End of Business as Usual (Solis, 2011). The implications are profound. “Work” (or college) is a state of mind not a place and Gen C is often using multiple digital devices simultaneously to work, to study, to relax (Forbes Insights).

The traditional lecture/textbook model can now be replaced by “inverted learning” that flips traditional class/study functions and allows students to control when they access and absorb content independently (Lage et al.). Learning by doing, or experiential learning, is boilerplate. The social context of learning, as noted by Dunlap and Lowenthal, fits with Web 2.0 tools such as social networks.

Students may find multiple diversions while immersed in social media. To alleviate this problem, an Electronic Performance Support System (EPSS) avoids unproductive information overload yet affords each participant the opportunity to access efficiently, contemporary, relevant and structured content materials (i.e., text-based and video). This allows learners to focus upon the latest developments in a subject area rather than rely on textbooks which become very dated quickly. The EPSS also allows learners to comment on all content provided, and benchmark performance with others, allowing for peer-instruction. The Live Chat discussion enables the student to obtain personalized supervision of their learning activity, and allows the instructor to offer such customization in a highly productive manner.

Northern Kentucky University proceeded to create a unique learning “ecosystem” based upon Web 2.0 (i.e., social media) technologies that combines formal and informal learning. The EPSS has been integrated with a growing number of mLearning applications such as cloud (e.g., dropbox) and social media networks (e.g., audioboo, blog, Delicious.com, Facebook, Linkedin, Pinterest, Twitter, Wikis and instructor’s YouTube channel). This ecosystem thus creates an open platform for a global network of lifelong learners. All members of this ecosystem can seek to engage anytime, anywhere, with anyone: this is “the Martini” approach to learning. Some are undertaking “formal learning” such as the current students, mainly Gen Y, based in the USA. Others are engaged in “informal learning”; these are former students mainly Gen X from more than 30 countries.
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At Drake University’s School of Journalism and Mass Communication, faculty use Twitter hashtags (#) to bring information or events to students’ attention with immediacy. For example, as students prepare for travel to Poland for an International Advertising course, the faculty use #Ad133 (the modified course number) so students read the tweet from Poland’s Consulate in Chicago posted on June 4 that reminds readers it is the anniversary of the first free election for a president following the communist occupation. The tweet also includes a link to a detailed article, and students are expected to follow the link and do the reading. Faculty direct the learning by “following” reliable and reputable sources on Twitter and students learn due diligence with follow-up. Additional opportunities for students include adding that same source to their “follow” list, adding more follows by checking who else follows the source, and responding to or retweeting items of note.

Lincoln University utilizes LinkedIn as a semester project; each student needs to achieve a 100% complete profile during the course. The interconnectivity of LinkedIn allows students to also include Twitter usage. In addition to LinkedIn and Twitter, Facebook, and Slideshare are studied as part of the curriculum in a Social Marketing class.

Research was performed at the University of St. Thomas to investigate student participation in and perception of social media and learning techniques. The screening condition was social media usage of a minimum of five hours a week. Participants were drawn from students registered for the Principles of Marketing Research required course. The study was introduced as an “opinion” survey and participants listed their membership and interaction with social media. Ninety four percent of the students spent the majority of their time on Facebook; sixty percent on YouTube, and fourteen percent on Twitter. Slightly over ten percent of the students comment about products, brands, and retailers (e.g., free burrito at Chipotle with Facebook coupon). Thirty seven percent of the students use social media to get information. Much data is available about other uses of social media not connected with learning as well.

Preliminary conclusions based on these descriptives lend support to the use of learning techniques whose focus is on collaboration, such as writing to learn, problem-based learning, project-based learning, collaborative work, inquiry-based laboratory activities, and technology integration and literacy.

In conclusion, faculty and students are participants in a world of social media change. Before using social media for educational purposes, it is important to know where students are in the continuum and where immersed faculty can use social media to continue the learning experience.

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TEACHING SOCIAL MEDIA: A CONTENT ANALYSIS OF SOCIAL MEDIA SYLLABI

Daradirek “Gee” Ekachai, Marquette University
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SOCIAL MEDIA: ADDRESSING CURRICULUM, COLLABORATION, AND STUDENT PRIVACY
PANEL POSITION PAPER

One cannot deny that social media has penetrated into every aspect of marketing communications. As the marketplace shifted away from traditional to digital and social, both employers and practitioners have realized that social media knowledge and skills are important and necessary in today’s professional practice. But are educators preparing students to enter the workforce with appropriate social media know-how? Fortunately, over the past few years, a number of schools started to integrate social media components into existing courses. Some schools have even developed a specific course devoted entirely to social media and related topics. However, since social media covers a wide realm of digital, new media and platforms, it is worth examining how social media is introduced, addressed and delivered to students.

Through a content analysis methodology, this paper examines 30 syllabi of courses on social media and/or related topics (new media, digital media, emerging media) offered in the U.S. communication or journalism departments. Syllabus content topics explored include: Social media definitions, roles, theories, history, literacy, tools, planning, strategies, measurement, analytics as well as legal and ethical aspects of social media. The paper also observes what textbooks, if any, were used for the course and what class activities were assigned or required. The findings will demonstrate how similarly or differently social media courses were taught and delivered in the U.S. colleges.

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USING SOCIAL MEDIA FOR COLLABORATION IN THE CLASSROOM

E. Anne Christo-Baker, Purdue University North Central

SOCIAL MEDIA: ADDRESSING CURRICULUM, COLLABORATION, AND STUDENT PRIVACY PANEL POSITION PAPER

Over the last two decades, there has been extensive discussion and debate on the efficacy and use of the Internet and online media both as vehicles for instruction and for supporting face-to-face classroom instruction. The rapid rate of technological advancement is leading to the development of numerous platforms and media that are being incorporated into course design. Moreover, as higher education institutions offer more courses in online and blended formats, faculty and administrators continue to search for solutions that will render interaction in these courses as effective as traditional in-class instruction. Consequently, more recently, the question being asked is not whether these various online technologies and media should be used in the classroom but how they can be used effectively to enhance instruction.

The focus of the current discourse is on using social media to enhance education, particularly in business schools. The presentation begins with a discussion on the pedagogical of collaboration and then explores how social media can be used to enhance collaboration. An examination of the pros and cons of using social media for collaboration in the classroom follows. Finally, the discussion concludes by proposing future directions and considerations for using social media.

The notion of collaboration in education is not new as is evidenced by the following dictionary definition of collaboration; “to work jointly with others or together especially as an intellectual endeavor” (Merriam-Webster Dictionary). As such, it should be noted that collaboration had been carried out effectively between individuals and groups in the classroom before the advent of social media. This raises the question – why should we engage in social media in the classroom? One response would be that in online classrooms, where the visual and verbal cues present in face-to-face instruction are often absent, it is necessary to find ways to make communication and interactions more meaningful. Currently, the primary tool used by instructors for interaction in online environment is discussion boards. Although online discussions introduce a degree of interactivity to the online classroom, it is a fairly static medium and does little toward facilitating knowledge creation, which is becoming increasingly important as educators adopt more constructivist and student-centered approaches to teaching. Social media provides tools not available in the traditional classroom (Lauron 2008) and involves the integration of tools that may go beyond the institutional online course platforms (Wong and Abbruzzese 2011) and discussion boards.

Another argument in favor of using social media is that the current generation of students has a preference for using social media in communicating with their peers. Hence, they may be expected to consider using social media more engaging than traditional lectures and other modes of instruction. Using social media is not, however, simply about catering to student preferences. It has implications for their future employability and careers. Organizations are increasing their use of social media tools for business purposes and collaboration. Additionally, they are utilizing online communities as sources of information such as evaluating product development ideas from customers (Ransbotham and Kane 2011). Moreover, Ransbotham and Kane (2011) noted that over half of Fortune 100 companies’ attempts at utilizing social media communities fail because of participants’ inability to engage in effective collaboration. Thus, a case can be made that using social media for collaboration in the classroom is equipping students with skills they will need in the workplace.

Online collaboration tools may also increase student engagement in a course. Possibly because it uses media with which they are conversant in other social settings. In a case study of nursing students conducted by Wong and
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Abbruzzese (2011) the researchers found that the use of collaborative tools increased student engagement and their participation levels in some instances exceeded course requirements. They concluded that it was effective in that it promoted cognitive processes and supported a constructivist learning approach by facilitating independent learning.

Using social media for collaboration is not without its challenges. First, issues associated with the technology such as cost and access by students, faculty and staff as well as the possibility of technological glitches need to be considered. Faculty understanding of the pedagogy associated with using these tools as well as their acceptance and comfort level with them is another possible hurdle that will need to be addressed. In one study of the use of online collaboration tools in the classroom, the main problem encountered was faculty inexperience in integrating Internet tools (Wong & Abbruzzese, 2011). Experience and comfort with using technology may also be an issue for non-traditional students. It is often assumed that because traditional students are of the millennial generation and considered to be “digital natives” they are proficient at using social media and thus do not need to be taught the mechanics of using these tools. However, most of these students are accustomed to using the media for personal interactions and may have to unlearn some of the habits they have developed such as the use of “texting language” and be taught how to use the tools for research and problem solving and not merely for communication. In other words, there has to be greater emphasis not just on social facilitation behaviors but also on task-oriented behaviors. The choice of which specific tools to use is another consideration. Not all tools may be equally effective in all contexts. Furthermore, using too many tools might not only be logistically problematic, it may lead to “technology overload.” Another challenge is that of maintaining privacy and security of data in the online environment. Jarrett (2008) cautioned that the despite its interactivity and promise of fostering creative capacity, the use of digital media is not without its downsides, notably possible infringements of privacy rights and control of data by others. The issue of privacy will be addressed in another paper in this panel.

In conclusion, it may be said that social media has potential benefits for both traditional and online instruction. They are not however without potential challenges and faculty and instructional designers should be cognizant of and deliberate on their limitations before incorporating them into courses. As use of social media increases, research on their use and efficacy may also assist current and potential users in making decisions that are informed by both theory and practice.

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Students in higher education enter class with varying degrees of social media experience, skill, and comfort. Traditional age students that grew up with technology, often called “digital natives” (Prensky) use the Internet and social media with the same facility their instructors have navigating the Dewey Decimal system. However, these same students bring a sense of infallibility regarding online safety and privacy. Nontraditional-aged students possess diverse Internet-usage skill sets, but I have found them to be more aware of privacy issues. In three years of teaching social media, I have yet to meet a student who’s actually read Facebook’s privacy policy.

The principle issue is balancing safety and self-promotion. Students must learn best practices of Internet safety and maintaining online privacy while harnessing the power of social media to establish their marketing expertise and find a job.

Marketing curriculum can address these issues by incorporating the following subjects: the fallacy that anything on the Internet is private, utilizing basic common sense when establishing online accounts, Internet anonymity, current privacy legislation, and social media for self promotion.

♦ First, students must learn that nothing is private on the Internet—a fact that is easily documented in litigation. Because nothing is private, no one ought to post anything that they might regret later. To limit exposure on the Internet, everyone should take basic precautions to preserve their anonymity such as using unique passwords and non-identifying email addresses when registering for online accounts, using non-identifying account names, and disabling Facebook public searches.

♦ Browsing privately is a popular topic in blogs and wikis. The easiest method is to individually adjust the privacy settings on each browser used. However, this can be cumbersome and easily forgotten to set each time since it renders the search experience superficial. Proxy servers, virtual private networks (VPNs), or private encryption services, such as Spotflux provide a more sophisticated and thorough solution for browsing privacy.

♦ Blogs can teach copyright and intellectual property rights through creative commons licensure, the Gutenberg project, and simply APA or MLA reference rules. Privacy legislation changes frequently. Students should be aware of SOPA (Stop Online Privacy Act) and ACTA (Anti-Counterfeiting Trade Agreement) in the United States and the EU Data Protection Reform (Reding) known colloquially as “the right to be forgotten.”

♦ Lastly, social media is a powerful tool for self-promotion. Students can maintain professional blogs to demonstrate their marketing, social media, and analytical expertise, as well as writing ability. Connecting professionally with fellow students, professors, and work colleagues on a professional social network such as LinkedIn aids job search and also establishes professional credibility.

Fortunately, I have yet to encounter a student who is unwilling to set-up any online accounts. When I require students to maintain Wordpress, Twitter, and LinkedIn accounts, I employ the concepts outlined above. Given that all of my students are business majors or are interested in social media, they are willing to open these accounts. If I were to have an unwilling student, my solution would be to create a random free email account and provide her access for the duration of the course as the basis for opening online accounts. This solution presents some risk to me since the...
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student could change the account password and I would lose access, however as long as the random account is not linked
to any of my email or online accounts, the risk would be minimal.

As presented, it's creditable that Internet privacy and copyright issues are an integral part of social media
education. By incorporating them into social media marketing theory and hands-on social media instruction, students
learn to both protect themselves and respect intellectual property in their own social media usage—personal or
professional.

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INTRODUCTION TO SECONDARY MARKETING RESOURCES AT THE LIBRARY: BREAKFAST CEREAL INDUSTRY RESEARCH

Hope Corrigan, Loyola University Maryland

BUILDING INFORMATION LITERACY IN CLASSROOM INSTRUCTION PANEL POSITION PAPER

Students taking the Marketing Principles course need to be comfortable using library databases and other reference materials to carry out the research required for assignments this semester (Emerging Industry Analysis and Comprehensive Marketing Plan) and in future business courses. When the topic of Marketing Research is introduced, each student completes an individual library resource assignment on the breakfast cereal industry.

The goals of this introduction to secondary marketing resources at the library exercise are for students to quickly find the following types of information:

♦ Company financial data and product information to understand the marketing mix;
♦ Economic indicators to learn about the external environment;
♦ Competitive data to characterize the marketplace; and
♦ Consumer behavior and consumption trends to describe demand.

Students are expected to use a wide variety of sources in their research projects in this course. Based on past experience, students need assistance navigating library databases to find company information and financial data, government reports, and statistics and industry publications and journals. They also need to be reminded about finding credible sources when searching online for information.

To begin this exercise students go to the library homepage to see the number of business databases that they can employ to find marketing information. The Loyola Notre Dame Library’s business databases are organized into the following four sections: Magazines and Journals, Newspapers, Company/Industry, and International (Country). This exercise has students visit two of the business databases, Business & Company Resource Center and Hoover’s Online; one government web site; and an internet source to find an online article/website about the breakfast cereal industry.

The first database students explore is Business & Company Resource Center. This database includes information students are asked to find on cereal production including industry codes, reports on consumption, and the top manufacturers in this industry and their U.S. market share. Students identify cereal channels of distribution and their relative share. They search for the Datamonitor report that includes a market forecast value and percent growth rate for breakfast cereal in the United States from 2008 to 2013. Using Excel, each student plots the data in a column graph. The x-axis is years and the y-axis is billions of dollars. A linear trend line and equation \( y = mx + b \) illustrates past growth and is used to make a projection for the breakfast cereal market value in 2014. The graph is attached to the assignment. Lastly, students use a key word search in this database to retrieve an article that lists the top ten breakfast cereal brands.

Next students investigate the Hoover’s Online Database to find company specific information for an industry leader in the breakfast cereal manufacturing business. Kellogg Company is a good choice for this part of the assignment. Students can locate historical financial data such as revenue, net income, profit margin, number of employees, etc. to
see growth trends. Students also use the interactive Stock Quote and Chart to compare Kellogg’s stock performance to the NYSE Composite for the past five years. Students then examine how different brands and product categories contribute to this global company’s sales. While using the Hoover’s Online Database students are also able to analyze key financial metrics for the top manufacturers in the breakfast cereal industry to assess the competitive landscape.

Students are then required to use a Government web page, prepared by the U.S. Census Bureau, to access the Statistical Abstract of the United States. Students search this reference for statistics on the per capita consumption for cereal products from 1980 to 2009. They are also able to discover consumer expenditures for cereal products by a variety of segmentation bases including income, race, region and size of household.

The last part of the library exercise gives students the opportunity to use the internet to locate reliable sources. The objective here is to have students critically evaluate the source of the information found. Using a web browser of their choice, students are asked to find out who will be driving the No. 99 Ford NASCAR in 2012 that is sponsored by the Kellogg Company – Frosted Flakes Cereal and Cheez-It Crackers. Students list the name of the driver and the MLA citation for the article/web site where they found this information. This emphasizes the skill of documenting sources for an academic research paper.

Demonstrating how the professor accesses industry information, identifies company financials, evaluates the competitive environment, employs government statistics and utilizes the internet to locate credible sources can help students become more thorough researchers. Knowing where to look for marketing resources can reduce the frustration that is often encountered when a student has little experience with library research. Helping students learn where to begin their secondary research and that a variety of databases will provide them with different publications, is analogous to providing them with a map (or in today’s technology a GPS device) for library information so that students won’t get lost, discouraged or overwhelmed.

A nice benefit of this information literacy exercise is that it can be demonstrated and discussed in class without a physical visit to the library. By using the library’s homepage and projecting the links, the entire class can follow the path the professor takes to access information. If the course is being taught in a computer lab or if students bring their own laptops, then each person can follow the links on their own through the databases, government web sites and internet searches.

This applied information literacy assignment gives students experience maneuvering through library databases to find business statistics while building research skills and confidence to find information that is transferable to future projects and assignments. Just like any skill, information literacy needs repeated practice so that students develop the competency to efficiently perform secondary marketing research on any company, product, industry or brand. Students in Marketing Principles soon get this opportunity to practice their newly acquired skills. Right after the Library Exercise has been graded, students begin work on the Emerging Industry Analysis where they are instructed to repeat these steps of using the business databases, government web sites and the internet to gather industry information and company data. When this first team assignment has been completed, teams begin research for the Comprehensive Marketing Plan. This hands-on practice throughout the semester reinforces the information literacy skills that students need to master for success in their academic and business careers.

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HELPING STUDENTS TO KNOW WHAT THEY DON’T KNOW: REINFORCING THE PURPOSE AND VALUE OF INFORMATION LITERACY IN MARKET RESEARCH

J. Charlene Davis, Trinity University

BUILDING INFORMATION LITERACY IN CLASSROOM INSTRUCTION

PANEL POSITION PAPER

Millenial generation students have grown up with technology that changes frequently and they adapt to those changes with relative ease. Millenial generation students have also grown up in a primary and secondary education environment where tests are the key metric and the amount of time spend researching and writing may be minimal. What we see as a result of these two environmental influences is students entering college who are often ill-prepared to undertake analytical thinking, research, and writing while also being overconfident in their abilities. How do we motivate students to learn or enhance information literacy skills when they believe they “know it?”

Students taking the Principles of Marketing course will complete one semester long research paper (marketing plan) and several shorter assignments (white papers on topics of their choosing and reports on a marketplace phenomenon of my choosing). In each assignment it is essential that students identify relevant sources of information, combine and use them in an ethical manner while also making a unique contribution beyond reporting others works. The single greatest obstacle students face in successfully completing the project is themselves. The explosion of information and its availability may convey a false sense of “it’s easy” and “it’s all available” and students may not begin the research portion sufficiently early to perform well. To counter this and introduce my library liaison colleague to class we now begin the semester with a baseline assessment of research skills survey. Students are given a set of questions (e.g., What is the current market share of Diet Coke in the U.S., identify all channels of distribution for Starbucks Frappuccino, what was the topic and date of Burt’s Bees most recent press release, how many brands does Sara Lee Corporation own, etc.), and asked to provide answers, along with a research log chronicling their research efforts. I tell them to spend no more than two hours on the assignment and that I will use the answers and research logs so that our in-class research session with the liaison librarian for business will be tailored to areas in which they have less experience or knowledge. The liaison librarian and I each read the research logs looking for common themes on what students know and do well and areas where they struggle.

When the assignment is handed in I spend about 30 minutes going over their answers – we often find wide variance, leading to a discussion of “what would happen if you were basing a business decision on your answer,” how can there be multiple “right” answers to some questions, and the need to have multiple sources and to consider the credibility of the source in all the work we conduct. It’s an ah-ha moment each semester.

Adding this brief assignment at the beginning of the term has made students much more receptive to the library/ research session since they’ve seen the same question get different answers from different sources and that some of what they consider basic information is very difficult to find. The research logs are used as well to identify students own research practices and provides a context to consider when it’s appropriate to use Google searches, Wiki sources, various databases, primary data, etc. The overall impact of the assignment can be seen in increased appointments and consultations with the library liaison, more balanced choices of information sources in individual and team papers, better integration of sources used in support of students’ own assertion or conclusions, and have introduced a phrase that students frequently employ in class “how do you know.”
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Whether it’s a course-based exercise such as building a grounded argument for opening a new business or an everyday life decision like selecting a pediatrician, understanding the nature, type, and sources of information is critical to making good choices.

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SUPPORTING INFORMATION LITERACY: A LIBRARIAN’S PERSPECTIVE

Jim Fisk, Morningside College

BUILDING INFORMATION LITERACY IN CLASSROOM INSTRUCTION
PANEL POSITION PAPER

Over the course of 11 years of librarianship and after answering 1000’s of reference questions, this librarian has developed a sense of what students might consider frustrating and difficult as they complete their research assignments. Additionally, the professional literature as well as informal assessments may also provide insight relative to knowing how students do research and how as educators, we might support them. With this knowledge, librarians together with classroom faculty can better assist students.

At Morningside College, activity at the reference desk is trending downwards. Survey results of second semester freshmen showed a general reluctance amongst this group to seek assistance from librarians (Fisk 2012). A plurality of students expressed a preference for their professors as their help-seeking choice. Perhaps we experience the dynamic noted by the researchers who authored the ERIAL Project: Ethnographic Research in Illinois Academic Libraries (Asher, Duke, and Green 2010). In interviews of students who do research, one student observed when asked if she ever asked for help: “Not really actually. I’ve never done that. I always assume librarians are busy doing library stuff, and it’s just not the first thing that pops into my head when I think of a librarian, like helping with papers or paper writing.” Students (at Morningside) in their senior year however are more inclined to seek out the assistance of a librarian. Although the sample is relatively small, nearly half of students enrolled in capstone classes would engage a librarian; most of these students were coincidently students of Professor Mickelson with whom I have collaborated often. A propensity and willingness to seek help is evidence of information literacy (Fisk 2011).

Of the students who seek assistance, many often exhibit difficulty in expressing their research interest, specifically in terms of succinct search terms, consideration of appropriate synonyms and search strategies. Additionally, topic choices do not necessarily clearly reflect a thesis statement or argument. Proficiency in this regard or in the terms Standard One of the Information Literacy Standards of the ACRL (2000), is lacking. “The information literate student determines the nature and extent of the information needed.” Outcomes ‘B’ and ‘C’ under Indicator Two of Standard Two are also applicable. “The information literate student (b) identifies keywords, synonyms and related terms for the information needed; [and] (c) selects controlled vocabulary specific to the discipline or information retrieval source.”

The research done by the ERIAL (2010) researchers validates this perception. They observe, “Almost without exception, students exhibited a lack of understanding of search logic, how to build a search to narrow/expand results, how to use subject headings and how various search engines (including Google) organize and display results.” Of note is this additional observation: “As one student mentioned while conducting a search of library databases, ‘apparently you don’t have much on rock and Roll,’ not realizing if she changed her search term (i.e., to rock music), she would have encountered excellent sources for her assignment.”

Although as a College Librarian, I “own” the marketing and promotion of library services to the campus community, my faculty colleagues are ideally positioned to “broker” those services in their classrooms. The ERIAL Project team (2010) articulates this perspective well. “Students routinely learn about librarians and library services directly from a professor’s recommendation, or through librarians’ in-class information sessions . . . Professors therefore act as gatekeepers who mediate when and how students contact with librarian as they are working on research assignments. In this way, the attitude of professors toward librarians is a key determining factor in developing student/librarian relationships.” The collaborative relationship that I have with fellow-panelist, Pamela Mickelson fits within...
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this model well. It is likely not a coincidence that close to 50 fifty of her Spring 2011 400-level Advertising students included contact with a librarian as one of their search strategies (2011).

I might also add that librarians are poised and ready to extend to you an entire portfolio of services including library instruction specific to one or more research assignments, assistance in the development of robust learning activities and assignments, development of resource guides, and support of your own research activities, and to your students, teaching expertise and a sincere interest in their learning.

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USING INFORMATION LITERACY BEST PRACTICES TO INCREASE STUDENT LEARNING IN ADVERTISING

Pamela L. Mickelson, Morningside College

BUILDING INFORMATION LITERACY IN CLASSROOM INSTRUCTION
PANEL POSITION PAPER

How can marketing faculty use Information Literacy Standards to design research assignments? What can faculty do to change their teaching to raise the level of student learning? The American Association of College and Research Libraries (ACRL) approved standards associated with information literacy in 2000. ACRL issued five standards and 22 performance indicators. Each performance indicator includes outcomes that can be assessed. Faculty should review the standards and performance indicators, enlist the help of their own “Jim, The Library Guy,” and evaluate every writing and research assignment to raise the level of student learning in advertising.

The Academic College Research Libraries (ACRL) division of ALA developed the information literacy competencies and standards for higher education. The standards were also endorsed by the Council of Independent Colleges. Performance indicators and outcomes for each standard provide guidelines for the information literate student. The information literate student:

1. Determines the nature and extent of the information needed.
2. Accesses needed information effectively and efficiently.
3. Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Individually or as a member of a group, uses information effectively to accomplish a specific purpose.

1. Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally (ACRL 2000).

Higher as well as lower levels of learning outcomes can be designed in any course and can articulate the addition of information literacy requirements. Specific competencies and performance indicators for business students were developed to coincide with the five standards (Cunningham 2003). Leigh and Gibbon (2008) however, believe assessment of information literacy is a challenging prospect with few affordable standardized instruments. They suggest using pre and post instruction assessment devices developed together by classroom instructors and librarians. In addition they recommend a number of learning activities (in addition to the typical research paper) such as call for a specific mix of resources to address student propensities to rely on the Web, using research logs, require a “critical” annotated bibliography as evidence of developing search strategies. By partnering with librarians and introducing activities that develop information literacy skills, less time will be spent on “counseling students on search strategies, basic research resources, academic references and citation issues” (527).

The author of this paper began working with Jim Fisk (another panel member) the college librarian affectionately known as Morningside College’s “Library Guy” by the students in the Fall of 2009. Fisk was seeking faculty collaboration to better understand information literacy (IL) levels of students at Morningside. The college was struggling with assessing the graduation requirement of the IL Proficiency, as was faculty. Two assignments from
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Principles of Advertising – the Advertising Ethics Essay and the Literature Review Essay – were submitted for evaluation. Fisk conducted a citation and assignment instructions review. He identified key outcomes associated with IL performance indicators.

After reflecting on Fisk’s assessment, a faculty survey of IL best practices was developed. In early spring, of 2010 a survey was conducted using Survey Monkey. The primary research objective was to determine how faculty were assessing information literacy of their students. Faculty were asked to take the survey twice, once answering the questions for a freshman/sophomore level research assignment, and a second time for a junior/senior level research assignment. Over 80 percent of the faculty participated, providing a baseline of faculty IL practices. Support of student research strategies, student research practices, and assignment parameters were assessed in the survey. Results of the question relating to assignment parameters revealed most faculty never or occasionally involved: (1) students in peer reviewing student writing, (2) write research logs or journals, (3) required outlines, (4) implemented annotated bibliographies, or (5) completed research exercises designed by faculty or librarians. However, most faculty used Turnitin.com to aid students in checking for plagiarism.

The author of this paper was one of the faculty who never or occasionally used the above mentioned assignments, but had been used Turnitin.com. The number of opportunities available to change research assignments in class was both exciting and scary. Fisk evaluated the citations of the Ethics in Advertising Essay assignments which led this author to make major changes in the mix of required sources and use of web sources. A previous reliance of popular business journals led to a narrow analysis to support the student’s research questions.

The purpose of the Ethics in Advertising Essay is to provide undergraduate students experience in exploring an ethical issue in advertising utilizing at least six sources, four of which are peer reviewed journals, and two popular or trade journals. Students will receive general instructions during an in class exercise on the first day of class on accessing and evaluating library databases to search for appropriate peer reviewed journals as well as other journals. During this exercise various search strategies and use of different search terms and various databases illustrates how to select the best search results to aid students in building skills to answer their research questions. When the Ethics Essay is assigned – almost a month later, students will use the research process previously learned. In addition, the first stage of the assignment after writing the research questions and ethics essay topic is to find and write an annotated bibliography plus an introductory paragraph. After the annotated bibliography is submitted to Turnitin.com, students will review at least two of their peer’s paper by using Turnitin’s PeerMark. Similar changes were made to a second essay in BUSN 342 Principles of Advertising, which is a Literature Review Secondary Research Essay related to the industry for a client project. Marketing Research and Advertising Campaign employ similar secondary research strategies.

After the assignment is complete and graded, the students are asked to journal about the search process. They are asked to write about: (1) the research terms that were most helpful, (2) how they determined the best search terms to use, (3) if they asked a librarian for help and what was helpful, (4) the most useful databases and journals that supported their thesis, (5) lessons learned by writing an annotated bibliography and (6) how completing a peer review assignment was useful. The reflection is completed as a five minute in class assignment. Depending on time during the period, students are asked to share their reflection. Students have repeatedly reported strong connection to the peer review and annotated bibliography assignments as those steps that aided in increasing their confidence to conduct research.

Designing assignments to reach higher levels of information literacy in the principles course has led to more confident and proficient researchers in subsequent higher level courses. Collaborating with our Library Guy has increased the level of student learning in advertising and marketing.

REFERENCES

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LEVERAGING TECHNOLOGY FOR ADVISING IN A SMALL DEPARTMENT

Nicholas J. Barnes, Nichols College

PRODUCTIVITY IN A SMALL OR ONE-PERSON DEPARTMENT
Panel Position Paper

Advising can be a joy or a burden to professors the world over. I relish the chance to sit down with students in my program, though I regret the loss of open office hours and free time. Teachers make these trades all the time. In the past two years of advising, however, I was able to counter the tradeoffs through technology.

When I became department chair of Information Technology Management (ITM) at Nichols College, it was in sync with an overhaul of the program. As the architect of the new ITM curriculum, I was logically the best person to advise ITM majors and minors. It is not uncommon for one to two people to be responsible for the majority of majors in a given program at Nichols. Two of the largest majors at Nichols, covering hundreds of students, have two or fewer advisors. Nevertheless, it’s hard to predict what it’s like being the sole advisor for a department.

There are advantages to having a limited number of expert advisors in a department or course of study. It helps give students a uniform message, which has a ripple effect when they subsequently consult each other before selecting courses. Fewer people advising also fosters expertise. Of course, there are disadvantages as well. For single-person departments, it can be an immense workload. It can also put a lot of pressure on a limited number of people to keep track of all the students, including those that don’t report to advising. In addition, meeting with many advisees and providing them the guidance they need is no easy task. This must all be balanced with the classroom preparation, committee work, and other duties that fall on chairpersons and full-time faculty.

Despite the clear challenges, an advisor can effectively meet the needs of many students through technology. One of the biggest tools in my advising arsenal was a digital flowchart that guided students through the program, course by course. It was easy to disseminate it over email, Moodle/Blackboard, or to simply pass out to other advisors. There are other ways to leverage technology to make advising more efficient. A chairperson can hold a virtual meeting, allowing students to ask questions, congregate, and hear the vital details they need to register for classes and plan their semesters. This simple forum provides a department with more “bang for the buck,” without removing the chance for students to meet independently as well. In my experience, students that do not show up for advising are more likely to attend a virtual info-session from the comfort of their dormitories.

It is still a daunting task for so few to be responsible for so many. Even the most caring professors can run out of time, or burn out from giving the same message many times over. Thankfully, technology creates some efficiencies that can prove vital to a professor in a small or one-person department.

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Students walk into my office at Montana Tech and marvel at the hundreds of books organized on six book cases and ask “have you read all these books?” My response is over 14 years of years of teaching, I have read most of them in preparation for the classes I teach. Working in a small department, means you may want to focus on marketing, and specialize in consumer behavior, but the reality is if the department is going to offer a marketing emphasis, you teach every class in the marketing curriculum.

However, working in a small department where one teaches all the courses within a specific area does not preclude you from teaching other classes the department offers. Teaching marketing related courses may be my specialty, but also included on my teaching schedule are classes in Macroeconomics, Human Resource Management, International Business, Strategic Management, and Introduction to Business. Most semesters involves teaching the normal four classes, 12-credit load, plus an extra fifth or sixth class so students are able to graduate on time.

When teaching five and six classes each semester, this also means five and six class preps as no course is repeated during the same semester. The MWF schedule may see teaching Human Resource Management, Macroeconomics, then Principles of Marketing. TH schedule may see teaching Market Research, Introduction to Business and Critical Thinking and Decision Making. This means not only are you wearing many hats, but also following each class one must immediately change the hat, your frame of mind, and be prepared to teach a different class in a different area of business.

Each of these classes comes with class preparation, and then grading. Several classes are writing intensive courses, meaning students are expected to write case studies, business and marketing plans, research papers, and more. There are no teaching assistants to assist in grading and students may recognize you are teaching many classes, but they still want their papers returned to them the next time the class meets, which means burning the midnight oil to grade papers and prep classes for the next day.

In addition to teaching multiple classes and having multiple preps, faculty are expected to advise students, perform community service, publish and present at conferences. In the past year I was the volunteer head coach of the Montana Tech Hockey Club, which in Montana means road trips to places like Washington, Utah, and North Dakota. I attended the MMA and AMA conferences this past year, and Montana Tech requires classes not be cancelled due to conference attendance, so class activities must be prepared before leaving to attend and present at these conferences.

Given the daunting task of fulfilling each of the courses in our department catalog, course offerings are now being pared down to offering many of them once a year, and some classes every other year. This also means larger class sizes when the courses are offered. As more classes are offered to satisfy student requests and department objectives, I will need to buy new hats and add more books to my library.
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THE VIRTUES OF TEACHING IN A SMALL DEPARTMENT IN A SMALL SCHOOL

Frederick B. Hoyt, Illinois Wesleyan University

PRODUCTIVITY IN A SMALL OR ONE-PERSON DEPARTMENT

PANEL POSITION PAPER

Having spent 25 years at Illinois Wesleyan University, I’m probably at a different position in my career than most of the others on the panel. I started as the only marketer, with a discipline that was, at best, a stepchild. Accountants could not take it as a result of the cap on the number of courses in the major, and insurance majors did not include it in the curriculum.

I was able to get our accountants to include marketing as an alternative to management, and eventually, build a program to include a course in services marketing and one in distribution, which is a surrogate for business to business. And I was able to build the program to the point where we needed a second marketing instructor, which has allowed me to transition to becoming the guru for strategy and for international business.

The benefits of a small school, small department, were personal growth and the ability to become an entrepreneur. I enjoy the big picture courses, and since my mommy never taught me to share, I have benefitted from being a “department.”

The drawbacks have been the lack of resources, whether people or money. Department chairs have been either accountants or lawyers for the most part, and their understanding or lack of understanding (or ability to obtain those resources) has sometimes spelled the difference between success and failure of ventures. The other drawback can be the lack of colleagues with whom to work, share ideas, and share the responsibilities for building a program. The MMA has offset this disadvantage to some extent, and I number my best professional friends as members of this organization. Membership (and officership) in the American Marketing Association has also helped me gain insights from practitioners, which I have to admit is my interest—what explains successful (and unsuccessful) marketing strategies.

There is another drawback to a small college, one which we’ve discussed over the years at this conference—and that is the sense of siege from the liberal arts, who frequently neither understand, nor appreciate what business contributes to the university.

If I were to summarize my own career at Illinois Wesleyan University, I might claim – correctly – with Frank Sinatra, “I did it my way.”

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NEW APPROACHES TO CAPITALIZING ON THE VALUE OF PRODUCTIVE NETWORKING

Stanley J. Osweiler, University of Indianapolis

ACTIVITIES TO PREPARE STUDENTS FOR THE JOB PLACEMENT PROCESS
PANEL POSITION PAPER

Colleges and universities throughout the country – and business schools, in particular – are facing an increasingly difficult set of challenges, which go far beyond student academic preparation, in effectively grooming students for successful entry into a commercial job market that has become ever more competitive, discriminating, restrictive, and selective. Continued uncertainties in the business community – with respect to legislative, regulatory, taxation, and general economic issues – plague and prevent effective, grassroots business planning for the future, and force business leaders to take an exceptionally conservative stance for the foreseeable future, with respect to meaningful investments in people and facilities. Those uncertainties are not driven by any failure of the business community itself, but, rather, by competing political forces at the highest levels which have thus far botched any effort to find negotiating space in the wholly unproductive mix that has unsuccessfully endeavored to stir together differing political philosophies with sharpened bureaucratic intransigence. The harsh realities are that students, educators and university administrators will continue to face an ongoing, increasingly difficult struggle in dealing with these factors in the near term, especially if their individual and collective efforts are founded solely on versions of the traditional job search/job placement initiatives practiced in most institutions of higher learning.

Certainly, conventional campus-based job placement programs and schemes will and should continue to exert varying degrees of influence on how students are brought into – and operate within – the job placement process. Traditional protocols, designed to serve the needs of students engaged in the placement process, appear to be well-entrenched in and across many/most of the country’s campus communities, and include adaptations and renderings of time-honored activities such as career services programs, campus recruiter events, internal and external job fairs, alumni outreach projects, resume preparation workshops, and formal and conversational interview training sessions. Student job-seeker networking – both internal and external, and in its various forms – is an important, common characteristic of the program initiatives noted above, and it remains high on the list of action paths to be developed and followed in the job placement process. But it is important that the networking component of such activities provides a forum for engaging job-seeking students in worthy, productive ways that go far beyond mere handshaking, resume/business card distribution, and interview rehearsals. That logic has (a) driven heightened interest, across most campus communities, in how to operate more effectively in an increasingly competitive job market, and (b) fostered the further development and/or planned pilot launch of the following four specific job placement preparation initiatives for students in the University of Indianapolis School of Business, all in support of carrying to the next level the principle of effective, productive, external networking and the strengthened marketability of its graduates.

Increased student engagement in real-world, class-wide, hands-on, outside projects not only aids in developing student skills in critical thinking – and in drawing meaningful connections between academic theories and practical applications – it also provides what has considerable potential to become an enduring professional relationship between participating students, the surrounding business community, and the sponsoring university. At the University of Indianapolis School of Business, three examples of this initiative include (a) the recent launch of the student-organized UInterprise Entrepreneurship Guild (UEG), (b) the successful completion of a fifth, semester-long outside strategic marketing project with prominent local business enterprises, and (c) the fall-planned launch of the UIndy ThInc Tank©, an outgrowth of the UEG that will provide hands-on assistance and counseling to local entrepreneurs in developing business plans and identifying/securing public and/or private funding sources for start-ups and/or growth financing.
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Class-wide projects also provide the added benefits of practical exposure and experience for students who may not have found an appropriate internship on their own, or through the engagement of traditional campus services.

Enhanced student awareness and understanding of current local, national and global business events – and their individual and/or combined potential and practical impact on various types of business operations – not only adds to the real and perceived value that graduates are able to bring to the job placement process, but it also responds directly to prospective-employer declarations that they are often most impressed with job candidates who demonstrate a clear understanding of (a) the uncontrollable nature – and very real impact – of such events, and (b) the need to develop strategies and tactics to deal with them. For the past three years, University of Indianapolis School of Business students in selected junior and senior-level courses have participated in semester-long, weekly exercises involving current business events discussions and exam activities taken from various local and national business publications. Among participating students, informal pre and post-semester assessments have shown a substantial increase in the level of student awareness and understanding of the varying degrees of direct and indirect influence of selected business issues on the personal and professional lives of students.

Specific-website showcasing of student talents and achievements provides both an employer-accessible - and “student-customizable” – forum for facilitating both sides of the job placement equation. For example, student members of the UINDY UInterprise Entrepreneurship Guild have developed a basic website, specifically highlighting the capabilities, accomplishments, and availabilities of participating students. During the academic year commencing Fall 2012, the site will be expanded and upgraded to include (a) specific course content in the entrepreneurship program, allowing prospective employers to clearly understand the range of practical skills imparted to students, and (b) examples and case histories of program outreach projects and activities with, to, and through the local business community. In addition, in October 2012, the site will pilot-launch the equivalent of individual student elevator speeches, wherein students will compose and present a three-minute, professionally-prepared video summary of their academic achievements, specific talents/interests, service work, outside project/internship experience, and contact information.

Tapping into the helpful, enthusiastic input of employed, recent graduates of the University of Indianapolis School of Business will help to identify unknown, unpublished job and internship opportunities among companies that have already shown a willingness to hire from the ranks of UIndy Business School graduates. The UINDY GradNet Works!© project is scheduled for a Fall 2012 semester launch, and will consist of six UIndy Business School graduates – all high performance scholars with enviable service, experience, and internship credentials – who will form the core, charter member alliance of the GradNet Works Advisory Group, and represent six prominent and diverse industries in the area. The Advisory Group will meet monthly – under the leadership of its faculty founder – and, in concert with invited local business leaders, set itself to developing and implementing near and long term strategies and tactics to (a) identify employment and internships opportunities both inside and outside their respective organizations, and (b) assist in the favorable public exposure and promotion of the talents of near term graduates of the University of Indianapolis School of Business.

If and as time and schedules permit during the September 2013 MMA Conference, it is the intention of this author to fully update interested educators on the challenges, changes, progress, and outcomes across these four initiatives.

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USING TWITTER AND TUMBLR TO PREPARE STUDENTS FOR CAREERS IN MARKETING AND ADVERTISING

Rita Dynan, LaSalle University

This panel position paper will discuss the successful use of social media as a teaching tool in Advertising and Marketing Principles courses at LaSalle University. The paper will develop a case for using social media effectively as part of course curriculum and will present benefits to students and faculty. Twitter is used by the professor to post marketing and advertising articles from the business news and it is used by the students to access the articles posted as tweets. The tweets can also be links to blog content or noteworthy video content from advertising and marketing web sites. Unlike Blackboard, the posted content is available to the student after the completion of the course. An occasional student will decide not to be a follower once the course is over but the majority of students remain followers on Twitter. This feature is beneficial to the students because they can continue to be engaged in the course and remain updated on current information in their field. Tumblr is used to teach students how to develop a blog. The Tumblr content is related to course material and the student is free to write about anything in relation to the course. The goal for the student is to have a blog that demonstrates their skill with social media as well as have a writing sample to use for job and internship interviews. The articles posted as tweets on Twitter become required reading for the courses and students are asked to read and analyze the content and then apply the content of two articles on each of three exams in the course. Grading of the blog is based on the number of posts with written commentary.

Use of social media in marketing and advertising courses is an effective way to prepare students for careers in marketing and advertising and help them acquire skills required of marketing and advertising firms. Marketing and advertising firms have been using social media as part of the marketing of brands for several years and a growing number of consumers have exposure to social media and are actively using it. Recent news from many brands indicates that their intention is to increase use of social media as part of their marketing plans. Social media provides a tool that allows faculty to teach new technologies required in the job market and gives students an opportunity to gain practical experience using new technologies to gain a competitive advantage in the job market. An added benefit of using Twitter to post articles is the ability to supplement course content with current and relevant information that is unavailable in a text book.

Knowledge of social media for the student planning a career in marketing or advertising and entering the job market in the next few years is vital. Twitter and Tumblr are useful tools in a marketing or advertising course curriculum and can be used to accomplish several learning objectives: (1) increase proficiency in use of new technologies (2) enhance competitive advantage of students entering the job market (3) provide students with a writing sample (Tumblr blog) for prospective employers (4) apply course concepts to real world business issues and problems through posted articles on Twitter.

There is some resistance on the part of the students to use Twitter and Tumblr because some students believe they will not need social media skills in their career. Some students in marketing and advertising courses are focusing their career path on a field outside of marketing and advertising and they believe they will not encounter use of social media. Students planning a more traditional brand management career path or traditional media career path (like television) or students preparing for a career in advertising production or web site design do not find social media skills relevant to their career paths. Some students are not convinced that social media is a sustainable trend and consider it more of
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a fad. In addition to some resistance, there are students that will not do the assignments in social media but that number is very low: less than one percent of the class. It is a mistake on the student’s part to dismiss Twitter and Tumblr as irrelevant and useless. The business news is reporting the significance of social media as a part of the marketing plan and the use of social media is not limited to brands targeting young segments. The news on social media consistently reports a growth in use of social media and forecasts an increase in social media usage. Of greater significance to the student planning a career in marketing or advertising is the recommendation from hiring managers that visit our university as guest speakers: they consistently recommend students become as familiar as possible with all social media options and consistently recommend students create a blog. In one semester (Spring 2012), all nine guest speakers representing internet marketing firms, advertising agencies, digital marketing firms and one auto brand recommended creation of a blog and proficiency with social media to students planning a career in marketing or advertising.

A successful implementation of Twitter into course curriculum requires regularly posting tweets of information that is useful to students. The supplemental course content that proved effective this past semester in three Advertising sections and one Marketing Principles section was content in the form of current articles from marketing, advertising, digital marketing and brand news. Requiring students to open and maintain a Twitter account during the semester and then assigning one or two discussion questions on an exam which applies the article content to course content proved effective. Giving the students the option to choose the content they will discuss on the exams was also effective. In terms of the grading, assigning a significant allocation of the exam grade to Twitter content communicates the importance of the learning experience.

Requiring students to write a blog using Tumbr with an assigned minimum number of blog posts related to the course works best if the required number of blog entries is small. The focus of this assignment is on learning the process and getting started with blog entries. Hopefully, the students will continue posting blog entries after completing the course. Students need direction on getting started and if they are instructed to write content that is useful information they would like to share with a potential employer the assignment becomes very productive. Additional guidance that was helpful to students was to encourage them to provide insights into their thought processes and ideas in relation to course content. According to our guest speakers from the business world, writing and maintaining a blog about the student’s area of study shows that the student is serious about their area of study and serious about working in the field. The most rewarding result for the student is having a blog that provides a writing sample to show evidence of the most important skill in demand in the work force: writing.

Using Twitter and Tumblr as a teaching tool prepares today’s students for skills required in the job market. Providing current content that is unavailable in textbooks increases the knowledge structure of students that successfully complete the course. In addition to these obvious benefits, students and faculty are having fun learning a new way of obtaining and applying course content. Students find using social media an enjoyable way to become engaged in the course. They now have easy access to content that was non-existent a few years ago like Mashable.com and searchengineland.com and supplementing a course with content like this is easy using Twitter. From the faculty’s perspective, it is very easy to link content to a course using Twitter. Linking standard business news from the Wall Street Journal and Advertising Age in combination with content from blogs like Mashable.com and searchengineland.com makes the course content and curriculum interesting and exciting. Social media makes learning fun for both the student and the professor.

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TEACHING WITH LINKEDIN, TWITTER, TUMBLR, AND BLOGS TO INCREASE CONNECTIVITY AND ENGAGEMENT

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THE ‘OTHER’ SOCIAL NETWORKS; USING LINKEDIN, TWITTER, TUMBLR, AND BLOGS AS TEACHING TOOLS

Social media and its significant growth as both a personal and a business communications tool has led to its increased usage in the classroom as a means of both communicating with students as well as helping to prepare them to utilize these key tools in the workforce. Although Facebook with its recent IPO as well as being the largest social media channel with over 901 million users as of May 2012 gets most of the attention, there are many other social media tools that actually have a longer history in the classroom and may be more appropriate for certain engagement strategies.

Social media tools also allow for ongoing engagement techniques. Unlike course websites or content management platforms, many students will continue to engage with the professor (and other new students) through these platforms after completion of their courses, even after graduation. This panel will focus on several tools that are utilized in the classroom providing examples, techniques, challenges and success stories; LinkedIn, Twitter, Tumblr, and Blogs.

Blogging has been used for several years by professors in the classroom. There are many blogging platforms that are available including WordPress, Blogger, Tumblr as well as many others. While WordPress used to be the number 1 blogging platform, recently Tumblr took over the throne as it passed the 50 million blog mark. This is mostly driven by millennials who have adopted the platform with zeal. There are several advantages that blog platforms have over other social media channels. Blogs are not limited in the length or size of the post allowing for more flexibility and the ability to cover a topic in more depth than other channels. Blogs have the ability to include videos, photos, links, graphs, charts, etc. that help ‘teach’ about the topic you are discussing.

Google+, although not specifically a blogging platform, has many of the features and advantages of a blog as well as providing additional benefits of assisting information in being found through organic search results on Google. With the ability to easily embed photos and YouTube videos and to share either publically or with individual ‘circles’ of separate classes, Google+ allows for easy management of your communications across multiple classes.

Twitter is a micro-blogging platform that has been one of the fastest growing social media channels in the past year with 11 new accounts per second being added. With over 500 million registered accounts (as of April 2012), up from 250 million in October 2011, Twitter is a platform that has the ability to provide short, concise, immediate communication. Individuals are not just joining Twitter – they are using it! On June 2, 2012, Twitter surpassed the 400 million tweets per day (up from 250 million in November 2011 and 140 million in April 2011). The record of 456 tweets-per-second when Michael Jackson died in 2009 has been eclipsed with 6,939 tweets-per-second four seconds after midnight in Japan on New Years Day. Twitter is also unique in that individuals are able to follow the communication on Twitter online without having a registered account.

Twitter is a micro-blogging platform in that you are limited to a maximum of 140 characters (120 characters optimum). What you are doing with Twitter is essentially providing a headline with a link to additional content. Through the use of link shorteners such as ow.ly or bit.ly, your web links, regardless of size, are reduced to a more
manageable 20 characters as well as enabling the incorporation of Google Analytics Tracking codes. Students are able to share information posted, provide their own contributions to the class discussions, and stay current and connected even after the course finishes.

There are some features of Twitter that make it ideal for classroom incorporation. By using lists (which can have up to 500 member), students are able to easily fins and follow the others in the class, creating a true collaborative learning experience. Hash tags (#) can be developed for an individual topic or class making it easy to follow conversations or topic discussion regardless of the size of the class by monitoring search functions. Ortsbo is a social media translation tool that provides real time, social media translation in over 50 different languages, which can assist with communication with a diverse, multi-national student population.

LinkedIn has over 161 million users of March 31, 2012 in over 200 countries. There are over 14 million students and recent (last five years) college graduates and has been adding two members-per-second as of March 31, 2012. LinkedIn is a professional social media channel, as opposed to Facebook, which is more of a personal social media channel. If students are hoping to find employment after graduation, LinkedIn is a critical part of their deployment. With 95% of all organizations using social media in their recruitment and hiring process, being found with a professional profile is key. Seventy percent of HR managers have rejected candidates based on what they find through a social media search. Eighty-two of the Fortune 100 use LinkedIn in their hiring process. In a recent application in an upper year undergraduate course, potential employers contacted five students within a week of their LinkedIn deployment with job opportunities and several other graduating students now have “careers with a company they love” when they were approached by the company.

Whether being used as central component of a Personal and Business Branding with Social Media course, or incorporated into other sales and marketing courses, LinkedIn should be considered a critical element of any students personal branding. It has recently been suggested that any organization in B2B sales require their sales people to use LinkedIn because of its potential for improving business sales communication. For students on the job market, LinkedIn’s hiring solutions and premium Job Seeker accounts enable an increased potential of being found by organizations. With the exception of having a personal domain, having a LinkedIn account is the most effective way of ensuring a top organic search result when an employer Googles your name.

Managing communications across multiple platforms is a challenge for organizations, professors, and students alike. Through a content aggregator such as HootSuite, you are able to track multiple accounts across multiple platforms include all those discussed in this panel session as well as Facebook, YouTube and other. With advanced analytical tools as well as scheduling features, HootSuite is an essential element of all classroom social media management for both professors and students.

Specific application and management techniques for these platforms will be discussed with each of the panel presenters providing their insights and lessons learned from several years of incorporating these platforms into the classroom. Additionally, some specific application on how a Professor can use these tools to enhance their own personal brand online.

The key with these or any social media tools that are incorporated into your teaching, is that as in the business world, the channel needs to ‘add value’ for the user. It is not sufficient to simply replicate the information in the classroom through social media channels, but rather to use the channels to extend the classroom environment in such a way as to ‘add additional value’ to the students. Technology for the sake of technology is a kiss of death in the classroom or the workplace.
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THE PROMISES AND PITFALLS OF INTERDISCIPLINARY INSTRUCTION: PRACTITIONERS’ PERSPECTIVES

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INTERDISCIPLINARY INSTRUCTION: REACHING ACROSS BUSINESS DISCIPLINES
PANEL POSITION PAPER

Heightening demand for employees equipped to compete in interdisciplinary corporate environments has fostered growth in functionally integrated curricula in America’s institutions of higher education. However, many colleges and universities struggle in their attempts to functionally integrate their programs that have traditionally been housed within well-defined, and often well-siloed, disciplines.

The following paper identifies key promises, and pitfalls, offered by cross-functional programs. Such interdisciplinary initiatives bring with them outstanding educational opportunities, and operational hurdles, that those involved in program development and implementation should closely consider.

Promises of Interdisciplinary Education –

1. A more diversified, comprehensive course brings with it inherent real world perspectives to problems facing business today.
2. Teamwork skills can be dramatically enhanced when teams consist of members from a variety of disciplines.
3. Students can better learn how to overcome issues by viewing problems from more diverse perspectives.
4. Faculty broaden their perspectives regarding their own disciplines by viewing them through the eyes of peers representing other disciplines.
5. Faculty can polish their teamwork skills by applying their trade in team-taught, interdisciplinary courses.

Pitfalls of Interdisciplinary Education –

1. Confusion regarding different answers to questions depending upon discipline perspective.
2. Interdisciplinary classes are typically more time consuming than traditional classes.
3. Scheduling of interdisciplinary classes can be difficult and confusing.
4. Integrative expectations are new to the students, and therefore, students must “learn-to-learn” how to approach an entirely new class with which they have no experience.
5. Faculty must:
   a. Accept a substantially increased workload
   b. Develop entirely new materials
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c. Be willing to work with a team, and relinquish some of their academic freedom
d. Grade work in a manner that is totally new to them
e. View problems in entirely new perspectives and with a broadened point of view
f. Be evaluated in a manner that is unique to their department, college and/or school.

Interdisciplinary educational programs can be challenging endeavors, but truly rewarding to both faculty and students if such programs are carefully developed. Students are exposed to “the big picture” will ultimately appreciate seeing how problems can be viewed through different perspectives. Faculty can benefit from the team teaching experience by being able to include additional disciplines into their teaching repertoire.

Cross-functional programs offer a host of promises that can better prepare the student for a successful career in any number of disciplines. But the pitfalls of any such interdisciplinary program must be closely considered prior to implementation.

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AVATARS IN MARKETING EDUCATION

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ACTIVE LEARNING INNOVATIONS

PANEL POSITION PAPER

Avatars are pictures, drawings or iconic virtual representations of humans that function in a three-dimensional virtual world. They are, for many, a unique cyber product that holds great potential for marketers because they provide consumers with various psychological benefits such as anonymous personalization and an artificial sense of well being (Lee and Shin 2004). For decades, this 3-D virtual world was dominated by the entertainment industry for use in film animation and high-tech video games. However, the contemporary virtual landscape has changed and the occupant list has expanded to include businesses as well as academic institutions.

Although the literature indicates that numerous businesses have been quick to embrace this new technology, the majority are casually waiting and wondering whether avatar-based marketing is the wave of the future for marketers or just another contemporary business fad. While it may be too soon to predict, most would agree that it is fascinating to watch as more and more companies are buying real estate in the virtual world populated by millions of residents and where the actions and interactions between the tenants is limited only by the imagination of their creators (Sipress 2006).

Avatars can have male or female characteristics (in terms of body, shape, facial features, race and so on) just like in the natural world. However, in the virtual world the creators dictate whether the avatar will be human or take other more creative forms. Abstract avatars use cartoons or fictitious entities while naturalistic avatars provide a humanoid form but with a degraded level of detail. Users can change the avatar’s appearance, even their gender, as often as they like. Many of the avatar’s attributes are determined by multiple producers such as interface designers, library developers, internal marketing and creative departments.

As one of the pioneers in the 3-D virtual world where avatars rule and “anything is possible,” Second Life has set the stage for a new frontier in marketing and become a digital chimera visited by millions daily (Galagan 2008). However, the virtual landscape is constantly changing and competitors like Google have delved into 3-D environments where users can create characters and decorate virtual environments for free threatening to disrupt established business models where users pay for many virtual items (Nutall 2008). According to Nutall, Google also allows users to make their new cyber identities and environments portable so they can be embedded into blogs and other websites. This is an extremely important development for marketers and educators because it provides another opportunity to reach consumers through social networks such as MySpace, Facebook and Second Life. Many believe that this pixilated world may offer marketers and educators the opportunity to interact with the cyber identities as well as their creators.

According to Mikropoulous and Strouboulis (2004), “education is a domain where virtual reality seems to be a powerful and promising learning tool.” Although there is a tremendous amount of buzz about the use of avatars and the 3-D world, there are a number of concerns that educators must consider when delving into this virtual world. These include avatar design, expectations for what can be accomplished in the virtual learning environment (VLE), students’ skill sets and organizational culture. Although avatars can be used in hybrid or distance-education courses to enhance student engagement, not every educator is sold on the virtues of these virtual learning environments.

Proponents of this virtual world laud the success stories of numerous businesses, while others express concern about whether today’s businesses are overvaluing the virtual rather than the power of physical presence. Others question whether the technology is viewed by students as a form of entertainment rather than an innovative way to engage today’s tech-savvy students. While the use of avatars in education shows promise, additional research is needed to better understand the technology and how it can be best utilized.
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YOU CANNOT GET EMOTION FROM A TEXTBOOK

B’Ann Dittmar, Clarke University

ACTIVE LEARNING INNOVATIONS
PANEL POSITION PAPER

How does a teacher create a learning experience that will take students through all six dimensions (Foundational Knowledge, Application, Integration, Human Dimension, Caring and Learning to Learn) of Fink’s Taxonomy of Significant Learning? Each of these levels can be achieved by creating a project that injects the student into a real life, active learning experience.

To address all six dimensions of learning, a project was created for a Sales Management course that was ultimately a win-win-win; for the student, instructor/university, and the local community. Students were paired with experienced community partners to visit local businesses and request a donation for the university’s annual scholarship fund campaign. The student was responsible for making two prospect appointments and delivering the presentations to the prospective donors, with the community partner along for support, and assistance, as needed.

The text and course content covered the foundational knowledge (first dimension of Fink’s taxonomy) of sales principles, while the sales experience allowed students to apply that knowledge. By allowing students to go through the challenges salespeople face, they analyzed situations and integrated the learning from the classroom (second dimension of Fink’s taxonomy).

Students came into the project with a great deal of self-doubt and gained confidence as they gained experience. This achieved the third level of Fink’s taxonomy, which is integration, as students connected ideas and contexts and made new correlations. One of the biggest surprises for the students was how the sales experience can be an emotional roller coaster. Things do not always go smoothly and there are always challenges. Prospects may be polite or rude, and one becomes personally invested in the success or failure of their sales attempt. Lesson learned; “you cannot get emotion from a textbook,” which relates to the fourth level of Fink’s taxonomy, regarding the human dimension. Students learned about themselves by interacting with others and changing, as needed, to be successful.

Students kept a weekly reflective journal to detail their experiences throughout the process to evaluate what worked, what did not work, and why. Through the journal, and in-class with each other, students evaluated themselves and their classmates through a sales manager’s lens and critiqued their work, then evaluated what they would do differently next time. Students shared their experiences and encouraged and motivated each other, which built relationships, an interest in the subject, and a desire to achieve. This addresses “caring,” the fifth level of Fink’s Taxonomy.

The final step in the project was to do an overall reflection paper and presentation (Fink’s sixth step, learning to learn). Students revealed that they had developed stronger critical thinking skills and had drawn on internal motivation through the self-directed aspect of the project. As they reflected on this, they were grateful for the experience and felt that the experience helped cement their knowledge of the concepts, as they applied them. One student’s presentation opener summed it up best when he said, “Have you ever sat in class the first night and after reviewing the syllabus, wanted to quit? That was me and I’m so glad that I didn’t. I’ve learned more about myself and the subject matter in this class than in any other course I have taken.”

The challenge for instructors is develop an active learning activity that puts students inside the subject matter. Doing this allows higher levels of significant learning and ultimately retention of knowledge as new correlations develop. The risks of an active learning experience are ultimately worth the reward.
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ASSURANCE OF LEARNING AND STUDENT INTERNSHIPS

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Donald R. Bacon, University of Denver
Nancy Murray, University of Wisconsin – Stout
Greg Wagner, University of Denver

ASSURANCE OF LEARNING AND STUDENT INTERNSHIPS PANEL POSITION PAPER

Internships can be an important part of any marketing program. To date, however, little has been written about assurance of learning, or assessment activities surrounding internship programs. In this session, several perspectives are presented on the assessment related to internship programs.

Drumming up Business

How do we find internship opportunities? What’s the best way for us to network on behalf of our students? Greg Wagner will discuss the techniques he has discovered in his three years as Marketing Internship Director for the Daniels College of Business at the University of Denver, including networking via other professors and professional colleagues (he was 30+ years in the advertising agency business at Leo Burnett and so has a nice base of ad people and client contacts). Networking with business organizations, on-campus business clubs, guest speakers, friends and family who own or work for companies, campus career services, marketing departments for the university, the university sports department, at career fairs, and even with our campus chaplain will also be discussed. When asked about the subject, it’s funny how many company representatives will say: “You know, we could use an intern or two this summer.” Hot leads can come from anywhere. The system seems to be working in that we’re posting 5-10 new internship opportunities a week.

Effective Assessment with Internship Programs

Internships would appear to be the ideal place to assess learning outcomes as they provide the opportunity for students to apply in an integrated manner, the content and skills acquired in an academic program. The standard is for employers to evaluate the interns’ performance and often, students evaluate how the work opportunity helped bridge the gap between the classroom and the business world. Though students may be assessed by employers regarding their skills (e.g., communication, problem solving), knowledge, character traits (e.g., attitude, initiative), and performance (e.g., quality of work), it is important to be cognizant of the alignment with student learning goals. Dr. Askim-Lovseth will discuss how direct assessment regarding employer evaluations and the indirect assessment done with students can complement one another and can drive curriculum and pedagogical change in order to improve student learning.

Assessing Student Performance and Employer Needs

Don Bacon will present work that has been done at the Daniels College in assessing student performance in the internships. At Daniels, after the completion of each internship, each internship supervisor (the intern’s employer) is invited to complete an online survey evaluating the intern’s performance on the job. This survey includes questions directly related to the broad learning outcomes of the marketing program, including knowledge of marketing concepts, critical thinking skills, oral communication skills, written communication skills, and teamwork skills. Five-point ratings scales are used, anchored at poor (1) and excellent (5). The internship supervisor is also asked to identify which of these areas would be the top priority for improvement in the intern. From these data, and following methods
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suggested in Bacon (2012), it is possible to identify which learning goals are in greatest need of additional work in the marketing program at Daniels. Specific results from a sample of 49 completed forms will be discussed in the session. One of the main challenges with this approach has been in getting a large enough response rate to conduct a meaningful analysis. Other challenges will be discussed in the session.

Student Learning in Online Discussions During Co-Ops and Internships

In the past, students who participated in a full-time co-operative educational experience or internship off campus felt out of touch with their college or university. Previously, students had unaddressed questions and concerns about how to handle a situation, and did not know what to expect from their co-op experience (McKendrick 1987). Implementation of on-line discussions at UW-Stout with peers and a faculty advisor during the students’ off-campus cooperative work experience was an attempt to lessen these anguishs for students. Dr. Nancy Murray will briefly discuss her research study that examined how on-line discussions played a role in students’ cooperative education work experience and in their lives. This study captured a rich narrative descriptor of the co-op students experience in an online learning community as it happened and the students’ retrospect of the occurrences. Thirteen different themes were emerged from a content analysis, which were then clustered into one of three different dimensions based upon the literature review. These three clusters were: community, identity and practice.

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STEP IT UP: MAKING THE TRANSITION FROM STUDENT INTERN TO PROFESSIONAL

Mary U. Henderson, St. Catherine University
Lynn Schleeter, St. Catherine University

MAKING THE TRANSITION FROM STUDENT TO PROFESSIONAL
PANEL POSITION PAPER

Introduction

To support effective transition from the university environment to professional workplace students need to learn to deliver performance at a higher level and at a different pace. They have to practice, know the language, and understand the appropriate actions in an organizational context. It is a movement forward into their career.

Business students at St. Catherine University enroll in Business Practicum and receive the guidance and direction of their academic faculty advisors and their corporate site supervisors while also learning how to move forward and be successful in their internships and in their early careers. They develop a learning agreement to establish professional and academic goals, and action steps.

Step to the Left . . . Communicate Effectively

Understanding appropriate messaging is critical to the success of a student’s internship experience. It is important to learn the language, acronyms, and norms of the company’s culture for student interns to understand how to communicate effectively within the organization. Do conversations occur via email? In-person? Is it appropriate to send text messages? Is it acceptable to communicate via instant message (IM)? Through positive, professional communication, a significant amount of work can be accomplished. Students should review their communication to check for accuracy and tone before pressing “send” on the computer.

In the Business Practicum course, student interns learn the importance of effective business communication. They should understand their own respective communication style. This may be learned through an assessment tool. For example, it is critical for them to know how they most effectively take in information. Do they need to take notes to remember the information their manager and work colleagues state to them? They should also observe the communication style of their manager and learn how their manager wants to receive communication.

Students who establish a regular system of communication with their manager do better in the overall learning experience. Arranging a weekly appointment with the site supervisor to review recent work and receive feedback on it is key to ongoing skill development. It is also the meeting in which to get questions/concerns addressed and to discuss future projects. These can be invaluable work sessions to ask questions and clarify expectations. It is expected and understood that students will have questions during their internships. They should be encouraged to ask them and to take notes on the responses. Advise students to “save up” their questions to ask at their regular weekly meeting with their site supervisor unless it is a time-critical question, which requires immediate direction. The weekly meeting is an appropriate time to ask for feedback – “What am I doing well? How could I deliver better results?”

Step to the Right . . . Be a Team Player

Students should be aware that the internship organization’s management is observing their work style. They should always treat others with respect and as professional peers. Instructor coaching helps students to realize that there may be difficult dynamics within teams and project work. However, students can excel when they realize it is not about them
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as individuals working on a project, but that they are part of an overall team contributing for the organization. Sometimes, they may need to “step it up” and do work beyond that which they were originally assigned on the project so that the work can be completed on time. It is a team effort.

In addition, students need to recognize how to access and leverage resources to work on projects. They need to learn who in the company has authority and power to support their work. Not all information is available on Google and students need to learn what is confidential within the organization and what is available to them.

As tempting as it may be to take all the credit, students should remember that usually work is done as a department or within a team. It is wise to acknowledge the work of others. It is a delicate balance to earn personal credit and to shine as an individual while also remembering to work as a team player. Some projects end up requiring more work than was originally expected. Students should be ready to step in and do the added necessary work needed to get the job done on time and on budget.

Step Forward . . . Add Value

Students need to seize the opportunity to learn and contribute in the organization by being proactive. If time is available, they can read about the company, competitors, industry, trends and business to be informed. Since many corporations have training modules available online, students should inquire about access to continued learning about products and processes. Scheduling multiple informational interviews both internal and external is key to exploring career options. Adding value in an internship role is to go above and beyond – to do more than is expected.

Conclusion

Students have the opportunity, through internships, to not only step it up but to also begin their professional career with great momentum. Through guidance in the Business Practicum course and by following these aforementioned steps, they can start their careers with momentum!

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PREPARING FACULTY TO SUCCEED IN CHALLENGING ENVIRONMENTS THROUGH EFFECTIVE EVALUATION STRATEGIES

Henry C. Roehrich, Park University

USING TEACHING EVALUATIONS EFFECTIVELY
PANEL POSITION PAPER

The competitive environment of higher education has motivated institutions to look for creative and effective ways to deliver courses to students while maintaining budget objectives. Offering distance programs through online delivery has allowed higher education to reach target markets that in the past have been ignored due to excessive costs. With the workload for full-time faculty reaching capacity, adjunct faculty are utilized in order to meet cost objectives and provide students with the opportunity to reach their educational goals (Langen 2011). The institutions of higher education that are using adjunct faculty should develop an effective evaluation process so that expectations are communicated and results are assessed for future improvement.

A strategy using an evaluation team that is a virtual workgroup composed of full-time faculty members to evaluate online adjunct instructors can be beneficial to an institution in higher education. Benefits can include a positive learning experience for students along with improved online course delivery. In order to implement the virtual workgroup strategy, the evaluation team should have complimentary skills and be committed to a common purpose with an approach focused on accountability and results (Katzenbach and Smith 1993). The evaluation team strategy requires a charismatic leader that has strong communication, motivation, and organizational skills in order to maintain a collaborative problem solving atmosphere for the virtual workgroup.

Standards that are set for evaluations should be accepted by the institution and refined so that the adjunct faculty member will have a clear understanding of what the process will involve and the expectations. Evaluation topics such as facilitation, grading, and instructor response time are critical to student learning and should be addressed in the same context for every online adjunct faculty member in order to avoid confusion and reduce ambiguity. The leader of the evaluation team should ensure that the process and communication of the results are organized, professional, consistent and timely. This can be addressed through regular meetings that include problem solving and scholarly discussions of evaluation issues encountered by the virtual workgroup. A characteristic of effective virtual workgroups is that they have the ability to respond to different situations, face different problems and adapt to change (Hersey, Blanchard, and Johnson 2007).

Online instructor evaluators that work in the virtual workgroup should communicate to the online adjunct faculty the timelines and the process used during the evaluation. The communication effort requires clarity and timely delivery through available technology in an attempt to eliminate confusion on the part of the adjunct faculty member being evaluated. There needs to be enough time to allow for interaction between the evaluator and the faculty member in order to discuss any concerns and standards that comprise the evaluation. Once the evaluation period begins, the evaluator will want to follow a consistent approach to conducting the evaluation during the assigned timeframe (Langen 2011).

The review of the evaluation with the online adjunct instructor following the observation period provides the stage to discuss strengths, weaknesses and opportunities. The instructor’s perception of the performance may disagree with the evaluation results that are submitted by the evaluator (Te-Sheng, Huei-Hsuan, and Mei-Mei 2011). When this occurs, it is important for the evaluator to communicate the reasoning for the performance results and what efforts could
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lead to an improvement for the areas of concern. Continued disagreement would result in the evaluation leader or similar institutional representative providing mediation in a congenial and open manner.

Evaluations can be more effective when online adjunct instructors receive the information with a positive attitude. A knowledgeable evaluator with a passion for the process can be a motivating factor for online adjunct faculty. The evaluator presents the evaluation to provide the instructor with a learning experience that contributes to their future success. The real assessment of effectiveness for the evaluation will be when the online adjunct instructor can successfully implement the discussed teaching strategies in a real world environment.

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STUDENT EVALUATIONS OF TEACHING EFFECTIVENESS IN BUSINESS AND LEADERSHIP COURSES

Paul E. Kotz, St. Catherine University

USING STUDENT EVALUATIONS TO IMPROVE TEACHING PANEL POSITION PAPER

Teaching evaluations are a valuable tool for transforming the teaching and learning environment for a new generation of students. To the teacher, evaluations provide evidence of instructional effectiveness. For the student, evaluations provide a chance to be heard. Ask any teacher to describe the challenges faced with reading student responses to teaching evaluations, and you will find their greatest joys and deepest regrets. There is no doubt one student evaluator may not like how you present material, organize the course, handle discussions in class or provide negative feedback because of a personality style difference; you’ll hear praises and encouragements about the difference you made in their lives, that they learned more than they thought themselves capable, have continued to take more classes in the subject matter, and improved their ability to learn and contribute in the classroom. Designing an evaluation form based on the intended uses of the feedback improves the utility of the student perspective. Still, we need to be open to hearing about the good, the bad, and the ugly.

With such a disparity among responses, how can faculty evaluations of teaching be useful? Do these evaluations matter? One response is that by understanding what your students value in your teaching, you can highlight success, illuminate gaps and set benchmarks for your own or the departments’ professional expectations. Through the lens of the student, you can effectively measure your communication style and abilities, and if you have been successful conveying information meaningfully so that each student might reach their full potential. According to Mathers, Oliva, and Laine (2008), “The research clearly shows a critical link between effective teaching and students’ academic achievement.”

Designing evaluations of teaching begins by asking about student learning to provide a useful (and free!) tool to excel as educators. As a faculty member of high school, undergraduate and graduate students, I have learned how teaching evaluation results – both closed-ended and open-ended responses – can impact plans for teaching a course effectively. I will review different kinds of questions and responses, and how I have utilized them to understand the students better, and to improve as an educator.

For instance, graduate students respond to teaching evaluations by saying that they: prefer real projects to case studies; learn and retain more when the subject matter applies to their career; appreciate accessibility, encouragement and mentorship; desire structure in the classroom and flexibility outside the classroom; dislike bad group dynamics and unclear expectations of assignments.

Similarly, undergraduates appreciate feedback; appreciate timely and relevant feedback; dislike changes to the syllabus or expectations. When undergraduates are asked why, ‘learning I did in this course is/is not important,’ students comment that they get a better understanding of principles in management, and these principles give the foundational base for them to build on future classes and apply directly to their workplace. They like that connecting concepts learned in marketing, management, planning, decision making, organizing, and leadership with current uses in organizations. Some students say prior to taking this course that they had no background or interest in management – and now they do. They let you know if what you teach is relevant to them and if they have developed the varied and specialized skills to be a good manager. Finally, some students say that the evaluation allows validation, both personal and professional that resonates within them, and allows them to apply this to other situations. Closed-ended feedback
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questions provide valuable comparison information across multiple terms and instructors and also provides specific feedback on pedagogical methods.

The content of a thoughtful evaluation form can coach us to reach best practices as teachers and educators. If approached with formative intentions, an evaluation form can be an honest assessment of classroom performance that can be used to modify delivery, content, and even help us to curb personality attributes and habits that interfere with student learning. Although these examples provide insight into the validity and honesty of student evaluations of teaching, there are factions of teachers and professors who believe student ratings should be discredited. Faculty members argue that if you grade leniently or students have the impression you will, then evaluation scores will be higher for the instructor (Bain, p. 172). According to research from the IDEA Center, evaluation biases are not affected by variables such as faculty age and experience, research productivity, gender of the instructor, and personal characteristics; rather, such characteristics as faculty expressiveness and enthusiasm produce higher student ratings and higher student test scores (Benton and Cashin 2010, pp. 6–7). It has also been shown that general requirement courses tend to give slightly lower ratings versus elective courses (Bain, p. 171). Behind this finding lurks the possibility that students may not have acceptable notions of what counts as good learning in order to accurately rate faculty performance (Bain, p. 165). If this is the case, we have to think beyond the rankings and ratings and strive to be better teachers – our colleagues, our students and our desire for excellence depend on it.

There is no doubt that teaching, research and creative activity, serve to attract and retain accomplished faculty and students for an institution, as well as contribute to scholarship and service outside the organization; professional development for the faculty is an essential component to develop accomplished scholars (Fink, p. 212) capable of meeting the demands of institutional faculty tenure and evaluation standards in the post-secondary environment. When it comes time to evaluate faculty work, the administrative evaluators in essence say: “Thank you for doing all that, but for now, just show me how many publications you had this year and what your student evaluation scores are” (Fink, p. 209). My passion lies in seeing teachers excel in the classroom, because this is our ultimate mission, isn’t it? Fink (2003) goes on to say that we need to rethink two fundamental questions related to faculty work: What does the institution really need faculty to be doing? And secondly, how can we encourage faculty to do that, in a way that meets the institution’s needs and faculty needs at the same time? (p. 209).

Having a lasting impact (regardless of whether students “like” one or not), keeping the classes on schedule and on topic accomplishes another vital piece to effective teaching and learning. Finally, continuing to empower young people to believe that they can make a difference with those around them, in their communities, and in the world has impact. One of the major aims of education is to provide knowledge. But, as Herbert Spencer astutely remarked: “The great aim of education is not knowledge but action.” This analysis shows that student evaluations can serve as a possible springboard for instructors to examine and improve teaching skill and pedagogy.

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BUSINESS ETHICS: CLASSROOM EXERCISES WITH PERSONAL APPLICATION

Susan Deege, Culver-Stockton College
Amy R. Rodie, University of Nebraska at Omaha
Larry Ruddell, Belhaven University
Barbara Ross Wooldridge, University of Texas-Tyler

This position paper summarizes information shared in a panel presentation and discussion about classroom exercises used to increase student understanding of business ethics. Learning ethics in a class at 18 or more years of age, when personal values are well-established requires that students to empathize with, or adopt the role of one of the participants in the ethical dilemma and/or experience the results of the decision. This can be approached in a variety of ways including classroom exercises with personal application. Below, each panelist describes one or more classroom activities, including the goal(s), typical results, and student learning and responses.

Susan Deege: An effective way of engaging students is to ask “what if” questions. Scenarios are developed, each one posing one or more ethical dilemmas for the decision maker/student. For each scenario, students are asked, “What is the ethical action to take? Why?”

Issues presented span business functional areas. For example, management students grapple with situations involving falsified resumes, inappropriate reimbursements or unfair bidding processes. Marketing students face questions about a marketer’s responsibility for using the highest quality (e.g., healthiest) ingredients, pricing issues or whether a company should serve customers in an area with more crime.

It is valuable to raise awareness by emphasizing ethical decision making outside the classroom, too. Culver-Stockton College “celebrates” Business Ethics Week during Homecoming week. One activity that focuses attention on ethics is to display in the departmental lobby the student responses to business ethical dilemmas.

Amy Rodie: This classroom activity, adapted from Pride and Ferrell 1993, helps students recognize that other people make choices that differ from their own and that are based on multiple factors including desirability of the outcome and importance of perceived fairness. It also demonstrates the benefits of organizational “Codes of Conduct.” In this exercise, students assume the role of a manufacturer’s transportation manager with a large contract out for bid. This manager is offered a variety of gifts from salespeople representing competing shippers. The gifts are diverse and include such gifts as a pen embossed with the shipper’s logo, a bag of groceries delivered to your home every week, $500 cash, and a sports vacation in Aspen, Colo. For each gift named, students anonymously and individually answer the question, “Would you accept this gift?” The survey closes with “yes or no” reflection questions: Would your decision be affected if others in your firm accepted the same types of gifts? Would your decision be affected if you could accept and no one would ever know? Would a company “Code of Conduct” help you make your decision?

Percentages responding “Yes” to each question are presented at the next class session. Some students audibly gasp they see the results and the decisions others have made. The results, along with the invariably high percentage that indicate yes, a “Code of Conduct” would help them choose what gifts to accept, makes salient to students the value of a Code of Conduct for guiding employees’ ethical decision-making. Other issues also emerge, e.g., terminology. For example, does calling a $500 gift “a signing bonus” make receiving it more acceptable?

Larry Ruddell: Four themes build students toward effective utilization of business ethics in organizations: knowing your own ethics, knowing the ethics of others, knowing how to solve ethical problems and knowing how to
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set up and implement an effective ethics program. Students need to see themselves as leaders who have an impact on those they work with, particularly when they are in charge.

Working in teams to develop an ethics handbook for a new organization serves to teach students the four themes and leave class with a deliverable that they can use in the future. The project mirrors class material. Students first consider and write their own ethics statements. It is important for students to know what they believe since this serves as their foundation for ethics. Then students (in their teams) share their ethics statements so that they can clarify the statements of others (to understand) and compare and contrast with their own. Then teams come up with an ethics statement for their new organization (after studying good examples in class) that should show a “common ground for doing business” (Ruddell 2004) based on each other’s ethics statements. Then teams come up with “steps for solving ethical problems” (Ruddell 2004) and use those steps to identify five common ethical problems in their market (based on the type of new organization they form) and recommended solutions based on their ethics statement. Finally, students come up with an ethics program with detailed steps on how they plan to move their ethics into the organization culture so that it “sticks.” All of this material is captured in an “Ethics Handbook” that teams build throughout the semester and then present the last week of class.

Barbara Ross Wooldridge: Much has been written about “millennials” and the need to engage them in the active learning; yet the typical marketing professor faces the too real challenge of balancing teaching and research. The solution is to combine classroom engagement with research. Originally “deshopping” was used as the starting point, as students found this topic fascinating for the class exercise. Students became the researcher using critical incident techniques to gather data; this data was independently analyzed for the professors’ research. After the data was collected students come back to class to discuss their findings. Students naturally took sides in the discussion about the behavior which led to the next phase, role playing. Students were divided randomly into groups that deshopped and did not deshop. Students needed to think of why or why not someone would do the behavior (based on their research) then act it out in the role play. The next challenge was to have the students take the role of manager trainee (a job many will take after college) and face the challenge of preventing deshopping for a specific retailer. Students that were against deshopping were given the role of consumer in challenging circumstances (such as needing a suit for a job interview but not having the money for the suit). The role plays were followed by class discussions (MER 2010). Students become actively engaged in the class, as they did research and played roles in different scenarios; they developed strong opinions and wanted to share them. Originally we started with deshopping, but other topics of interest are FLASHROBS, illegal downloads, cheating, or shoplifting. Though the topics are controversial, the behavior is removed directly from the students’ actions allowing full participation without consequence.

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Sustainability development entails using current resources such that resources are not depleted or destroyed in order to minimize long-term effects on the environment. The world’s ecosystem is under stress due in part to economic activities. Therefore, as business students move into the corporate world, many of them will be faced with decisions surrounding sustainability regulations, industry performance measures, and external forces such as government acts and regulations. For example, the Environmental Sustainability Index (ESI) and Current Competitiveness Index (CCI). Moreover, new standards of development are increasing to meet the needs of the environment such as the new Carbon Pollution Standards for New Power Plants. Business owners, executives, and employees in most industries are now at the forefront of addressing these issues and instituting sustainable practices within their organizations. Therefore, preparing business students as good corporate stewards for today’s and tomorrow’s business environment is a significant part of a faculty member’s professional obligation. This panel position paper illustrates how a number of different technologies can be integrated into courses and how this can enhance sustainability.

Net Generation or Millennials’ (born between 1980–2000) are somewhat different from the previous generations. There is an agreement across many educators, marketers, and policymakers that digital technologies are the facilitators of the Net Generation as students, consumers, and citizens. These technologies influence their view of the world and their approach to education, work, and politics. “Our students have changed radically. Today’s students are no longer the people our educational system was designed to teach,” argues Marc Prensky in his book Digital Natives, Digital Immigrants. Although technology usage may be a hallmark of the Millennials’, generalizing is impractical. Professor Michael Wesch, who pioneered the use of new media such as Facebook and Google Docs in his cultural anthropology classes at Kansas State University reported being skeptical about the actual tech skills of his students. He further explored that “many of his incoming students have only a superficial familiarity with the digital tools that they use regularly, especially when it comes to the tools’ social and political potential.” It was evident that only a small fraction of students may count as true digital natives . . . “ (The Economist, 2010). Thus, using technology as a tool for sustainable benefits comes with the need for training on the part of faculty and students to overcome complications while using technology from being a cog in the wheel of sustainability.

The integration of the different types of technologies in educational programs has seemingly become a natural part of instruction in business schools. The student uses the technological instructional elements the educator provides them with and enhances it with their current understanding of other technological media and networking breakthroughs. Thus, seemingly dissimilar in each program, the continuous integration of up and coming instructional technology assists the student in becoming a greater expert in his or her field of study. Further, the student then becomes a “Green Guru” when completing academic tasks and submitting them for review to their identifying institution. The “Green Guru” is that student, which takes their assignments one step beyond the instructor’s integration of technological design elements and improves the discourse by submitting work that is enriched with green curricula, such as, the utilization of Search Engine Optimization (SEO) and other online research materials at large, as well as multiple social media outlets. This sort of personal brand building (Cole and Mehraban, 2012) is recognized as greening the students’ identity. The actual acquisition of the knowledge and its utilization within the course context as an enhancement to the current technological learning practices creates the student learner and brands them a “Green Guru.” One example of the utilization is through features like My Yard, where students’ and facilitators can post comments, ask questions, and
so forth. The Black Board software in which My yard is apart, allows for attachments to be sent via email and links to various articles or videos to be posted as well. Often, students can be seen interacting with others’ by posting comments or threads to current videos that a professor may add to the course content via social media resources such as, YouTube! The integration of social media outlets such as YouTube! Allow for professors to even display welcome messages via video to their students. Some programs even allow live streaming of the courses, as demonstrated in podcasts. Software programs such as Webex provides live seminars regardless of the physical location. The introduction of live seminars for mentoring purposes is also demonstrative of the movement toward a constant need for communication and sustainability.

Students often announce live events, speaking engagements and the like through avenues such as Twitter and Facebook. By students using Internet tools and transitioning to live feeds, buzz marketing about courses and events, as well as learning through e-books, they are reducing the dependency on typical resources such as the paper and pen. Many students rely on ratings of professors at ratemyprofessor.com to determine if they feel they would be a good fit with a professor teaching a specific course at their university for their following term. Students engage in blogs, interest groups, and even remain current on important events through asynchronous communication. While the traditional classroom, as a stimulating learning environment, cannot be dismissed, the integration of these technologies is an enhancement and supplement to common learning and simulative practices.

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SUSTAINABILITY IN ENTREPRENEURSHIP

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TEACHING SUSTAINABILITY ACROSS THE BUSINESS CURRICULUM

Panel Position Paper

Business students are taught the principles for running a business, but often students have problems coming up with innovative ideas for new products and services. On the other hand, engineering programs offer courses rich in technical concepts, but they often lack the business principles necessary for commercializing new ideas. Students in both majors benefit from knowing how to create and operate environmentally-friendly sustainable businesses that are viable in a global village.

Therefore, one solution to this problem is to combine student experiences from several countries in an interdisciplinary entrepreneurship course that promotes cross-fertilization of engineering and business ideas. A course that encompasses these criteria has been developed and is in operation. In the Sustainable Energy Entrepreneurship course, students from engineering, business and law programs at schools in Norway, France and the United States study entrepreneurship in an intense two-week program. Peer tutoring is important to the success of this course and thus student teams create a synergetic learning experience for students in different fields and from different cultures.

This system of interdisciplinary and international cooperation leads to a greater range of ideas for business plans, as well as a greater understanding of how to work in teams with people from other countries, particularly with people who speak different languages. For the students whose native language is not English, working in cross-cultural teams and making presentations in English provide an opportunity to practice communicating in English. None of this would be successfully completed without the strong relationship between the business and engineering faculty involved in the Sustainable Energy Entrepreneurship course. Through relationship building, the number of potential problems in the design and delivery of the course were reduced. This interdisciplinary cooperation and the ties between the three schools (including strong administrative support at each institution) are all keys to the success of the course. The greatest challenges are those related to the international aspect of the course, especially logistics. For example, students in Norway cannot begin summer courses until June, at which time the local students are already involved in summer jobs and there are few students or services on campus. These challenges have been recognized and accounted for in providing this valuable experience for students around the world.

The overall theme of the course revolves around a triple bottom line--people, planet, and profit – and case studies of organizations that engage in social entrepreneurship are conducted to give students an understanding of the different ways companies can combine these factors. These include case studies on a clothing manufacturer that uses only recycled materials and employs people with special needs, a fair trade organization that operates retail stores, and an ice cream manufacturer.

With social entrepreneurship as a backdrop, students are introduced to engineering concepts related to sustainable energy. For example, in a module on energy efficiency, students learn about energy auditing and conservation with hands-on activities. These activities serve not only as themes for product development, but also for services that assist consumers in efforts to become more energy-efficient with their homes and businesses. The feasibility of businesses using various types of sustainable energy, including wind power, solar photovoltaic, solar thermal, hydroelectric, micro-hydroelectric, geothermal, bio-fuels and ocean energy is also assessed. Active learning is emphasized so that students from business can understand the engineering concepts without previous coursework, while engineering students develop an understanding of business concepts in a context that is relevant to them.

Today’s students will face global challenges--technological, environmental, human and economic. In order to innovate new ways to meet these challenges in a way that is sustainable and does not rob from future generation, they
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will need an entrepreneurial orientation, including the capacity for creativity, a propensity for acting proactively and a willingness to take strategic risks. They will also need to look beyond themselves to consider the world’s people and the planet in addition to profit. The Sustainable Energy Entrepreneurship course; therefore, teaches students to solve current problems and, moreover, prepares them to solve unseen future challenges.

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TEACHING SUSTAINABILITY BEYOND THE CLASSROOM

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TEACHING SUSTAINABILITY ACROSS THE BUSINESS CURRICULUM
PANEL POSITION PAPER

Being prepared to teach sustainability often means that faculty must proactively engage in learning and sharing knowledge to students, other faculty, and the surrounding community. Action steps to nurture a climate of sustainable impact include: proposing a set of sustainability competencies for students; incentivizing incorporation of sustainability concepts in faculty curriculum, service, and research; collaborating with non-academic entities to provide resources for potential class projects; and establishing multiple means of assessing sustainability initiatives. An active commitment to sustainability enhances the capacity of a university to undertake unique educational missions, while teaching students the skills and values necessary to create a healthier, more equitable future. This panel paper describes the sustainability initiatives and learning opportunities that involve faculty, students, and surrounding community.

At many universities, the drive for sustainability on campus is student driven and students can be a powerful force in promoting sustainability initiatives across disciples and in the surrounding community. For instance, at a medium sized university in the Southeastern United States students organized a service organization, “Love Not Litter,” dedicated to cleaning up their community and raise awareness of recycling. A significant number of sustainability initiatives at the university was shaped after the Love Not Litter program kicked off, such as a campus wide recycling pilot program. The “Go West, Go Green” committee, a campus wide sustainability initiative, was launched in fall of 2011 and currently the idea of university wide Sustainability Council is being discussed.

Past few years, “Shades of Green” event at a small liberal arts university in the Southeastern United States has grown by overwhelming popular demand to an entire week of activities such as a panel of speakers and green product demonstrations. “Shades of Green” event was established to inform, educate, and engage students about sustainability from a number of different perspectives. For instance, the faculty member discovered that many students were frustrated with “green washing,” even though they were not aware of the term itself. Shades of Green even began through the connections of a faculty member with an expert on sustainability from the U.S. Air Force. The following year, a live feed discussion between the Air Force expert and a professor in Canada who specializes in sustainability took place and again the event was received as a value-added experience for students. It soon became apparent that there was a powerful interest on behalf of the students’ and community, whereby the university further enlisted additional assistance from faculty members, college staff, and the career services office. This sort of green collaboration initiative led to a Founding Board inclusive of a renowned journalist in sustainability.

The founding Board decided to create a panel discussion that would speak directly to careers in sustainability. Due to the overwhelming response for participation in the Shades of Green across the campus, the next semester overflowed with speakers from the previous event; a more solidified panel was then formed. The panels’ dedication was then soon exemplified in a viral campaign, where buzz marketing allowed for university wide participation and local firm interest to take on a new level of enculturation. Following suit, additional events were formed, and the magnitude of the sustainability initiative took interest by storm far beyond simply the College of Business.

Although very much still a faculty led initiative, students were also encouraged to make Shades of Green their own. Thus the next event was hosted by members of a few registered student organizations who participated as guides for guests, introduced speakers, and funded the refreshments. Chair panel discussions driven by student volunteers were
measured by feedback surveys to determine how to further expand this project, as well as the positive attributes of teaching sustainability on campus. The weeklong event drew in major corporations from across the United States, from which sponsorships of future events were promised.

In previous years, the campus marketing efforts of Shades of Green had included a Facebook site, a website, fliers, television ads on the internal channels, ads in a campus radio show, articles in the school newspaper, and, obviously, a word of mouth. Student and community attendance, awareness, attitudes, intentions were all measured during and after the event with surveys. Those who participated in the events during Shades of Green week reported positive attitudes and intentions to share what they learned about sustainability. Although Shades of Green event has been successful at many levels, one of the weaknesses lies in on overall student participation on campus.

At a medium sized polytechnic university in the Midwestern United States, collaboration between community stakeholders and university classes has resulted in beneficial projects such as developing a food waste composting network. The interdisciplinary team teaching experience, between business and biology faculty, started with an identified need, and institutional support for making students’ learning a hands-on experience. Choosing community involvement came naturally, as both instructors were involved in environmental sustainability projects, and other universities have had success team teaching about sustainability (Hoare et al., 2008). The class project involved teams of environmental science and business students analyzing industry stakeholders interested in participating in the development of a community composting network. The interdisciplinary experience utilized problem-based learning to integrate theory, knowledge, and practice from business, social and natural sciences to explore current environmental issues and strategic challenges of varying types of organizations. The focus was on sharing relevant and applicable knowledge to help organizations contribute to the triple bottom line of strong profitability, healthy communities, and a healthy environment within the context of a food composting network. The following learning goals were established before the semester began: Students would (1) demonstrate an understanding of how the environment is impacted by business activities, (2) exhibit enhanced critical thinking, reasoning, problem-solving, and presentation skills, (3) think strategically about an organization and the competitive challenges and ethical dilemmas of a market environment, and (4) be environmental “agents of change” in their upcoming careers.

The research team has puts forward the above examples of faculty and student lead green initiatives. These are highlighted as doable and feasible depending on university resources. These examples should be examined by a university as to the feasibility of these green initiatives in moving their stakeholders beyond their green paradigm.

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FIRST-GENERATION STUDENT RESEARCH ENGAGEMENT: WHAT ARE THEY LEARNING AND WHY DOES IT MATTER

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STUDENT LEARNING IN UNDERGRADUATE RESEARCH PANEL POSITION PAPER

Clearly, research engagement extends classroom learning. Through research projects, student inquiry is further stimulated and student knowledge is expanded. Among other benefits, research engagement affords students an opportunity to examine topics aligned with their passion and to improve much-needed problem-solving skills in preparation for future careers. Numerous opportunities abound for students who participate in faculty-mentored research (see Sims, Le, Emery, and Smith 2012 for a sample summary of research engagement benefits offered from students’ perspectives). However, with federal programs (i.e., McNair Scholars, etc.) and university aims devoted to increasing degree completion among first-generation students, this position paper offers insights on the involvement of research engagement from the perspectives of two first-generation students who have made conference presentations, secured on-campus grants to fund their research interests, and earned research assistantships in compensation for their efforts.

Before offering insights, it might be helpful to know that the University of Central Oklahoma has made a significant financial commitment to increasing the amount and quality of student research engagement. Through the university’s Office of Research & Grants, university students, regardless of classification and undergraduate/graduate status, are able to apply for an on-campus grant to fund their research, creative, or scholarly activity project. Funded grants include a maximum budget of $500, a partial tuition waiver, and a paid research assistantship. Grant proposal deadlines are in mid-February of each academic year and two on-campus faculty members review each proposal to make funding decisions. A faculty mentor is responsible for overseeing each student’s research project and for supervising their assistantship during the grant funding year.

So what are first-generation students learning from research engagement? From their own perspectives, these students are learning to be role models of the educational enterprise. Their engagement is a symbol not just of their student status, but of their abilities at thriving as active participants in the academy. This is important, because as the “first” from their families to pursue a degree, this group of students is well aware that others in their families are either looking up to them or are critical of their decision to pursue a degree. Whether emulation or outcast and often with and without support, first-generation students are learning to model the best versions of themselves through research engagement.

First-generation students are also learning to be more persistent through research engagement. The process of being punctual and on time for regular meetings, the commitment to securing research participants for completing a study, and the desire to follow through on every aspect of the research experience have prompted the students to have greater tenacity in pursuing their goals, both academic and non-academic. They are more relentless at overcoming daily challenges and more determined when faced with conflicts that could impede their progress. From their own perspectives, first-generation students view their repeated success at research engagement as evidence of their abilities to enjoy future success in their pursuits.

In addition, first-generation students are learning to have greater confidence in themselves. The development of self-efficacy is important for all students, but even doubly so for students who are pursuing a degree with no previous
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exposure to or inclination of what the pursuit actually entails. Through a series of completed tasks that culminate in a conference presentation or funded grant, the students begin to view themselves as individuals who are talented and who possess distinctive skillsets of value. They learn that they are teachable and coachable, which stimulates a greater belief in their ability to achieve.

The three themes offered above (learning to be role models, learning to be more persistent, and learning to have greater confidence) were distilled from recorded conversations with the two first-generation students. Table 1 below offers key quotes from the students that might be useful in understanding what the students perceive they are learning from research engagement.

Table 1. Two First-Generation Student Responses to the Question, “What Have You Learned from Research Engagement?”

<table>
<thead>
<tr>
<th>Student One (has secured one funded grant)</th>
<th>Student Two (has secured two funded grants)</th>
</tr>
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<tbody>
<tr>
<td>“If you want to know something, do the research to find the answer.”</td>
<td>“I know what it takes, where to go get it, how to organize it, and what [research] entails.”</td>
</tr>
<tr>
<td>“I know [research] can be done.”</td>
<td>“I’m not afraid of the unknown anymore.”</td>
</tr>
<tr>
<td>“Before doing [research], I thought it was overwhelming, but you have to be consistent and persistent.”</td>
<td>“Hard work pays off.”</td>
</tr>
<tr>
<td>“What you put in [research] is what you get out of it.”</td>
<td>“[Research] is a tool for me to use on my way. It’s a helpful tool and a means to an end.”</td>
</tr>
</tbody>
</table>

The responses above are not offered as the results of empirical inquiry, nor do the conversations meet the rigors of qualitative inquiry. However, they do serve as an example of what first-generation students are learning through research engagement with the goal of initiating a conversation that can be continued among scholars. While research engagement is beneficial for all students, research participation among first-generation students might better facilitate degree completion more than any other university program including for example, athletics, club engagement, and fraternity/sorority pledging. This is important because through mentoring first-generation student research, faculty members not only assist students, but they also can positively impact university retention rates.

In summary, engaging first-generation students in research exposes them to a meaningful activity that changes their mindset of their own capabilities. Along with improving their research and problem-solving skills, the students learn to become better role models, to become more persistent, and to become more confident. Through research engagement, goals become more attainable and students garner a renewed satisfaction from research success. This propels a greater resolve toward degree completion, which is an academic outcome desired by federal programs and universities from this particular student population.

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A FRAMEWORK FOR ENHANCING UNDERGRADUATE STUDENT RESEARCH OUTCOMES

Michael E. Ricco, Kalamazoo College

STUDENT LEARNING IN UNDERGRADUATE RESEARCH PANEL POSITION PAPER

Undergraduate research is often the first experience with completing an organized, significant, individual research project. This paper seeks to share observations and suggestions for enhancing formal undergraduate research effort practices and outcomes. The framework involves perspectives for the students and their faculty mentors. Undergraduate research projects are intended to develop and reinforce skills that may be applied in graduate programs, as well as future practitioners in their professional/vocational areas. Thus, research training now leads to improved value as future researchers, or users of research. Successful experiences at this early level is hoped to nurture subsequent research success. Yet, if the undergraduate experience is not accomplished in a positive and productive manner, this weak foundation does not bode well for subsequent efforts. Student satisfaction in this important process is critical to ensure that indeed it was a learning experience of significant value. To that end, the proposed framework includes (a) project management, (b) topic selection, (c) research process/methodologies, (d) writing, and (e) presentation.

Kalamazoo College is a highly selective, private, four-year liberal arts college. The degree program encompasses a combination of rigorous standards for learning, international experience, and a culminating senior thesis research effort. The senior independent project (SIP) is grounded in the student’s major (or majors if more than one). The SIP is evaluated on a pass/fail basis, and is required of every student in order to graduate. The research effort may begin as early as the summer before their senior year, and must be completed no later than the final quarter of their senior year. The majority of students generally complete it by the end of fall quarter in their senior year.

Multiple research options are available to the students at our institution, and this paper will be grounded in the author’s experience within the Economics & Business Department. Students may elect to complete a one course (“one unit”) equivalent, or a two course (“two unit”) equivalent research project. Only two unit projects are eligible for honors within the department/major. One unit projects have two structural options to select from. An Experiential SIP is based upon a summer internship experience, connected to theory, concepts, and degree-long learning . . . and vice versa . . . to provide informed insights from their intersections. A Research SIP is purely based upon doing an extensive literature review on a topic/problem and presenting derived insights. A two-unit SIP is essentially a master’s level thesis. Research projects that are done during the academic year (as compared to a summer project), is worked on in lieu of a regular course during that given quarter or quarters, as extensive time and effort are required.

To start right is to end right. Project management and understanding the research paper process is necessary. That means that some structure must be provided to the student (such as a handbook with formatting guidelines), student self-management and project management skills are practiced, expectations/outcomes must be clear, and accountability is accepted. So in short: research projects are managed. Academic departments need to provide clear guidelines and expectations of majors in their department. Timetables need to be specific and communicated well ahead of the time that students are declaring the project topic and which research model option they are pursuing, etc. Evaluation rubrics have been found to be highly beneficial to students understanding the components of their project, quantitative/qualitative expectations, specific guidelines, and what constitutes a pass or fail outcome. Rubric inclusions should be: reasonably detailed, organized by each section of the research paper, define writing style requirements, minimum standards such a page count, reference expectations, and qualitative measures. Rubrics that are too brief often turn out to be of little value. Well structured rubrics keep the student and advisor in alignment, plus serve as a consistent process for advisors to assess the project. Additionally, rubrics can be used to assess the collective quality across the
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department/major, providing pedagogical improvement insights via detected trends/patterns. Clear deadlines need to determined, and benchmarks should be identified. Undergraduate students it seems, often get into a pattern of doing their classroom assignments very close to their due dates. This approach/habit does not bode well for research efforts, and for many students it becomes one of their most significant adjustments to make. So, defining “what will be accomplished when” in reasonable increments is important to determine. The author always requires the student to develop the benchmark components and timeline, to be approved by the advisor. This provides natural points along the way to communicate, determine progress, and make adjustments as necessary. For students working over the summer on their project, it is important that the advisor stay engaged to prevent an “end-of-summer unpleasant surprise” of a poorly developed/written project. Communication and other expectations can be incorporated into a mentor/mentee contract addressing all appropriate factors.

The topic! The importance of developing an idea or topic to research is often the biggest cause of consternation for students. Students may become emotionally challenged at this point. Whatever “it” is, students need to be sure to have a passion for the topic. Challenge the student to select a rigorous topic to keep the quality high and the research rewarding, yet be supportive of their choice. Students should start shopping for a topic early. Students should be exposed to upperclassmen/women research projects beginning in their freshman year, and each year thereafter. This provides not only some insight to the complete project/process, but also how others had selected their topics and developed them in a research context. Enlightenment does happen, and the sooner the better! By having multiple possibilities in mind, as the students take more classes they can see how their potential topics could/could not fit into a given subject matter. Since so much of research involves making/observing connections of some kind, introducing the topic nuclei early may attract connections well before the research effort begins. Refinement of the topic then becomes the last step prior to beginning writing, yet there needs to be some flexibility to adapt the topic after the research effort has begun.

The research process is the third core theme to deal with effectively. Advisors need to be especially engaged in this step as this helps to minimize wasted effort and time. Let the student talk about their research topic, interests, and intentions, and then offer suggestions as to the research approaches that they may consider. In the end, always let the student decide which way to go. Sharing examples of prior student research projects often provide a model, as well as those from peer-reviewed journals. A respectful and effective coaching relationship is a necessity.

Writing the research project is a hurdle that can be partially addressed well before it starts. In talking with students, it has become evident that students that have written significant (read: “long”) papers earlier in their studies, this gives them the experience and confidence to tackle this culminating project. Early samples of project writing being submitted to the advisor can lead to writing coaching before the paper is completed, preventing a major editing effort based upon writing style/logic. Also, participating in symposiums and peer review groups are a great practice to initiate for both the research and writing steps. Students can read each other’s work-in-progress and provide feedback while also learning in an informal context.

Presenting the research effort often is one of the most memorable aspects of doing research. Opportunities (required or not) must be provided for students to present and represent their study as a researcher. Personal and professional growth are expanded, and presenting often establishes a “learning reference point” of pride. Presentations also provide some relative measure of which projects really were exceptional among peers. It leads to learning outcomes for advisors as well, as to “what went right there,” can be shared with colleagues to help enhance supporting all future student research efforts.

Enhancing undergraduate research efforts and outcomes should be a commitment to both learning and skill development. By ensuring that the five step model of project management, topic selection, research process, writing, and presenting are planned, supported, and engaged . . . undergraduate students will achieve a critical step in their learning. The end result of managed undergraduate research experiences may lead to better critical thinkers and leaders for the future.
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COMPARING ACADEMIC AND CORPORATE WORK CULTURE

Jennifer Grant, Augsburg College

CAREER CHANGE: FROM CORPORATION TO THE CLASSROOM
PANEL POSITION PAPER

Making a career change is a challenging endeavor. One of the major challenges of career change is managing the transition between leaving a familiar, stable position to engaging in a new territory where the rules, expectations, and norms have changed. Despite what one thinks a job will be like it is rarely the case that everything turns out as expected. Making the transition from a corporate job to academia is definitely something to think thoroughly about before jumping in. This paper will share my personal experience of transitioning from working in the corporate sector to becoming a full time academic as well as highlight three key differences I noticed between the two work cultures.

Many of my past experiences have helped prepare me for a career in academia. Prior to becoming a full time assistant professor I was working in a variety of corporations from Fortune 500 companies to small consulting organizations. My professional career began in software engineering, designing and developing software applications. After a few years of this I specialized in web applications and internet technologies. I found I enjoyed working with people more than technical work and moved into roles demanding stronger communication skills such as project manager and eBusiness analyst. I was fortunate enough to be exposed to a variety of industries including financial, retail, manufacturing, education, legal, and consulting. Throughout this time I also was involved in teaching in corporations including teaching coding, diversity appreciation, and providing technical training to clients in addition to my primary job responsibilities. At Metropolitan State University I became an adjunct teacher in the Information Systems and Computer Science department. This position was the closest thing I experienced to being a full time academic but really did not quite give me the full picture of life in the academy. In 2010, I accepted my first full time position as an Assistant Professor. Collectively, these experiences allow me to bring a rich perspective to the classroom, and my understanding and interpretation of industry practices continues to inform my teaching.

All organizations have a distinct work culture whether they are in corporations or in academia. However, I found three key differences between working as a corporate professional and working as an academic. These differences include: team involvement, amount of structure, and performance feedback.

In most corporations employees are part of a team or several teams. These may be organized by project or by job function. Employees are generally dependent on each other for information or services to get things accomplished. There is someone else who knows how to do your job if you are on vacation or sick. You tend to spend a lot of time working with other people, coordinating events, and having discussions in meetings. In academia these things also happen, particularly the more involved you are with faculty governance or administration, however, the role of the full time academic is more isolated and autonomous. Expect to spend more time alone with little interaction from your colleagues unless you solicit it. Academics also automatically assume a strong leadership role in the classroom.

Both corporations and academia have structure but it manifests differently. In corporations the daily structure is set with typical working hours, meetings, status reporting, and project plans. In academia the structure is set with the teaching schedule. There, of course, are meetings but fewer of these. In business, managers tend to like metrics so regular reporting processes and systems of organizing information are continuously demanded and reviewed for process improvement. There are more standard operating procedures and processes, formal rules, and required deliverables. In academia, professors must design and develop this structure to best serve their needs. This may mean organizing student files, classroom files, and institutional information, as well research, service, and scholarship work. The daily, weekly, and monthly schedule may vary quite a bit depending on immediate needs. There is a larger degree
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of autonomy in academia and more flexibility on a daily basis. Due to the teaching schedule there is less flexibility during times when class is in session for anything longer than a day or two. New academics may need to experiment with various structures and schedules to determine what will work best for them. For many new academics, time management can be a challenge.

Finally, performance feedback and recognition in academia differs from practices in corporations. In corporations employees receive feedback more often and it is generally positive. Projects are rewarded with incentives and bonuses. Reviews are often conducted more frequently with regular one-on-one feedback sessions with a manager, quarterly, midyear, and annual reviews. In academia reviews are conducted at regular intervals, typically at one year, three years, and six years. The review candidate must prepare materials for the review and demonstrate effective performance on the job as well as discuss a plan for how the candidate intends to contribute to the organization in the future. The position of the candidate can be thought of from the perspective of defending their work. Feedback is often given that will strengthen the candidate’s position for the next review. Academics can also decide whether or not they want to try for promotion. If an academic feels ready for promotion, he or she will prepare a portfolio and follow the steps in the promotion process. Recognition for work in academia is generally received less often than in corporations.

In addition to teamwork, structure, and performance feedback, there are many other differences in work cultures from corporation to the classroom and different institutions can vary quite a bit. These three factors were ones that I noticed and for which I made adjustments in order to be more productive and focused in my work. I also found that any factor could be both positive and negative. I was fortunate enough to have very good mentors and other colleagues to help manage the transition and share their best practices with me. If you are considering making the career change from corporation to the classroom I would recommend talking to a variety of academics in your field from different institutions to get a broad perspective on their experiences. This will be helpful as you navigate the job search process and try to find the best institutional fit. Good luck!

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PANEL POSITION PAPER

I experienced several areas of frustration early on in transitioning from approximately twenty years of working in the sales departments of companies in various industries to working as a full-time member of the faculty in the business college of a major university. The toughest hurdle to be cleared was trying to understand, accept, and help implement the methodology employed in evaluating classroom performance and ability. I remembered completing instructor performance surveys as a student, but never realized how much influence they could have. I also suspect their importance has increased quite a bit since then, given heightened accountability expectations and perpetual budgetary concerns of higher education these days. The approach taken is in diametric contrast to any appraisal system I experienced while in industry; regardless of whether I was on the giving or the receiving end. The impediment to worthwhile and constructive evaluations exists for both parties involved: faculty and students.

The appraisal process outside of academia consisted of subordinates being evaluated by their managers, who in turn were evaluated by their supervisors. Customer evaluations of performance were inferred from sales histories and market share. Evaluations were based on goals that were established and agreed upon in advance by sales managers and salespeople. They were primarily objective criteria (measured) and secondarily on subjective criteria (perceived). Objective measures tended to be financially-oriented: units moved, profits generated, new accounts brought in, or budget issues. Subjective criteria included items such as external and internal relationships, customer comments, completion of administrative duties, and so forth. Appraisals in academia are not based on objective data such as how much material is covered during the term, how many students pass (or graduate or obtain jobs in their major), or anything quantifiable. Instead, they are grounded almost exclusively on the subjective – student perceptions of instructor preparedness, subject knowledge, availability to meet, interest level, and such. These career-impacting assessments are further handicapped by having the evaluations completed by students with, at best, limited work and life experiences; much less any understanding of how much time and effort went into designing and preparing each class meeting. Oddly, the sole objective aspect of evaluations is found in the instructor’s evaluation of the students (read: grade), which can consequently impact how he or she is evaluated. Unlike industry, academia doesn’t allow for an adopted 80/20 approach, whereby only “A” and “B” students evaluate their teachers. The correlation between grades and evaluation scores has been well published over the years (Cohen 1981; Gilmore and Greenwald 1995; Clayson and Halley 2005). Johnson (2003, p. 48) reported that lenient grading is likely to result in instructors gaining student approval and thus be, “positively rewarded on course evaluation forms.” This risks pandering instead of teaching and excusing instead of educating. This seemed to me to be incredibly imbalanced, unreasonable, way too empowering, and a poorly thought out process.

So, I did what I used to do in industry – talked it out with my staff; students in this case. They didn’t think that evaluations were taken seriously, so they rarely did them. When they did, they did so half-heartedly, unless they had a negative attitude toward the instructor. I discussed this with my then-department chair, who told me of a time when he actually banned a tenured faculty member from teaching a particular course after three consecutive scathing student evaluations (following a warning after the second review). He suggested that too many professors treat undergraduates like high school students instead of the adults they are; reinforcing the idea that people act as they are treated. He added that I should emphasize they use the comments section to tell what they felt and thought. This is when I began to learn the difference between managing and teaching. I then shared this story with my students when it was time for them to share their opinions and thoughts. They needed to know that it did matter and that as limited and incomplete a system as it is, it’s still the best way for administration to hear from them collectively. From that semester on, my classes consistently had the highest percentage of completed evaluations to student enrollment. Further, I am proud to be able
to state that in my last year as an Instructor, before beginning the doctoral program, I earned the highest student evaluation score among my fifteen fellow departmental faculty members. My first semester as a full-fledged Assistant Professor brought me the highest student evaluation scores not only within my department, but for the entire College of Business Administration as well.

Of course, there are always challenges. Not every student is going to respond to the survey. Not every response will be positive (one even commented about how my then-smoking habit was bad for the students even though it took place outside in a designated area 50 yards away from the building). But the important thing was that even if the Likert items in the instrument didn’t disclose much in the way of pertinent details, the opportunity still existed for them to vent, complain, praise, and provide first-hand insight into a teacher’s style, approach and abilities in the classroom. A more qualitative than quantitative method than I was used to, but we won’t really know if we’re successful in the long-run until there has been a long-run.

Although it is a flawed process that does not provide for an accurate representation of an instructor’s capability or performance, it is one way that the students can collectively and consistently inform administration as to how well a faculty member – be they a part-time adjunct, tenure-track assistant, or fully ordained professor – is doing at communicating with them. Many schools offer incentives to students to complete these assessment surveys. Perhaps if students were involved in redesigning the process of how faculty classroom performance is evaluated – such as updating the wording and phrasing of the items on the survey – they would not only be more likely to participate, their responses would be of greater value. I have concluded that the students could provide a great deal more insight into what helps them to learn the material if they were allowed to evaluate not only the instructor, but the overall course as well.

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A SHORT VISIT ABROAD FOR THE INTERNATIONAL MARKETING CLASS

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INTERNATIONAL TRAVEL: DESIGNING EFFECTIVE STUDENT LEARNING EXPERIENCES
PANEL POSITION PAPER

More than 20 years ago Beamish and Calof (1989) called for the internationalization of business school programs on the undergraduate level by creating experiences for students to facilitate the interchange of ideas between academe and business. Answering this call, Cameron University, School of Business designed an undergraduate class in international marketing as a upper division elective for Spring 2012 where the multicultural composition of the class (U.S. citizens with no international exposure as well as some who lived or visited overseas (Puerto Rico and Germany) and foreign nationals from Nigeria, Grenada, and Italy) could be harnessed to explore the cultural environment in which international marketing takes place and the implications thereof for marketing strategy (Cateora, Gilly, and Graham 2011).

A short visit (13 days over spring break) to South Africa was incorporated into the curriculum to illustrate some of the practicalities of cultural influences on international marketing. South Africa was chosen as the location for the short visit because of its inherent multicultural character and the fact that its dualistic economy (U.S. Department of State 2012) affords the opportunity to easily observe and interact with an economic system that at once rivals other developed countries as well as struggles to provide the most basic infrastructure.

The program included a six hour sightseeing foray into Paris, France on a lengthy layover, visits to three South African subsidiaries of European and Asian multinational enterprises (i.e., Heineken Supply Company [HSC], Toyota South Africa Motors [TSAM], and Marley Pipe Systems [MPS]), a visit to a South African company preparing to expand into the African market (Consol Glass [CG]), one private, for-profit educational institution specializing in import and export, training, education and consultation (International Trade Institute of Southern Africa [ITRISA]) and two campuses of a public university (University of Johannesburg [UJ]). Three days were also allocated to cultural and nature experiences by visiting a cluster of more formal and informal cultural markets, cheetah research and rehabilitation center, elephant sanctuary, national park and a renowned paleontology / archeology site. Students were consistently encouraged to sample local foods and dishes and two restaurant visits were incorporated into the program to specifically introduce students to authentic local cuisine including exotic dishes of crocodile, kudu, and springbok.

At UJ, students were afforded the opportunity to interact with local students and entered into facilitated round table discussions (based on a presentation and response format) on two international marketing related topics. Cameron students attended a contemporary marketing topics class with UJ honors students where an industry expert shared about qualitative marketing research experiences in Africa. UJ students also invited Cameron students to participate in class presentations during the contemporary marketing topics class.

Class discussions during the visit as well as upon return were enriched on a number of curriculum related topics (see Table 1) by interactions with nine senior executives of the organizations visited. These executives ranged from Managing or Executive Directors to Senior Vice Presidents, Supply Chain Directors, and Marketing and Communications Managers. Students also experienced plant visits to HSC, MPS, and CG facilities.
The logical question to ask after such an intervention is whether the experience added any value to student learning. Vande Berg, Paige, and Lou (2012) forward six recommendations to improve the gains of participants in such international educational visits. These include: to be clear about learning outcomes, design programs to facilitate meeting of learning outcomes, rely on research to inform program design, facilitation of the learning experience before, during and after the visit, training of the interveners and assessment of student learning.

The objective of this short visit was to illustrate some of the cultural complexities of international marketing in a multicultural, dualistic economy setting. The program facilitated the objective through interactions with senior executives from South African industry and a for-profit educational organization, students and faculty of a public university and cultural and nature experiences. Students were prepared for the visit through meetings to discuss travel practicalities and expectations, while discussions during and after the visit enforced curriculum concepts illustrated during the visit. One of the trip sponsors provided a cultural bridge for students and student learning were subjectively assessed post-visit through completion of a questionnaire to measure satisfaction with, inter alia, the academic program and social and cultural experiences. Students were also required to write a paper to explore the international marketing curriculum concepts illustrated during the visit.

The inaugural Cameron University international marketing class short visit to South Africa satisfied the majority of Vande Berg et al.’s (2012) recommendations. Refinement is, however, required to sharpen the focus in setting learning outcomes, facilitating the pre-visit learning experience and assessment of student learning.

REFERENCES


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MOREHOUSE COLLEGE SPRING TOUR: AN INTERNATIONAL LEARNING EXPERIENCE

Teloca Murdock-Sistrunk, Morehouse College

INTERNATIONAL TRAVEL: DESIGNING EFFECTIVE STUDENT LEARNING EXPERIENCES

Panel Position Paper

Founded in 1867, Morehouse College is located just outside of downtown Atlanta, Georgia in the historic West End area. The all male, liberal arts institution consists of approximately 2,400 predominantly African-American students and has a reputation for noteworthy alumni such as Spike Lee, film director, Samuel L. Jackson, actor and film producer, Edwin Moses, Olympic Gold medalist, Dr. Louis W. Sullivan, former U.S. Secretary of Health and Human Services, and the Rev. Dr. Martin Luther King, Jr., Civil Rights Activist and Nobel Peace Prize Laureate. The College has three divisions: Economics and Business Administration, Humanities & Social Sciences, and Science & Mathematics.

The Division of Economics and Business Administration consists of five areas of study: Accounting, Economics, Finance, Management, and Marketing. In 1982, the Spring Tour (herein after referred to as the “Tour”) was started and is currently one of several student learning experiences sponsored by the Division of Economics and Business Administration. Originally only open to Accounting majors, the Tour gave these young men an opportunity to visit financial institutions, accounting firms, and graduate schools during the College’s spring break. In 1985, the Dean of the division saw the importance of all students gaining global business exposure and changed the Tour’s focus to an international one, while at the same time opening the learning experience to every discipline in the division. Since its inception, the Tour has consisted of 16 to 20 students and 5 to 7 faculty and staff chaperones.

In addition to classroom instruction, all students in the division are taught the social and interpersonal skills necessary to navigate their way through life personally and professionally. The Tour provides an invaluable opportunity for this select group of men to utilize these soft skills in a more challenging, international setting. Six weeks before the trip, student ambassadors meet on a regular basis to be briefed on business matters, to work on their language skills, and to learn the acceptable social and cultural norms and practices of the host country, among other things. Four weeks after the Tour, these young men fill out a questionnaire and write a reflective paper that focuses on what they have learned from their trip abroad.

This brief full-immersion learning experience is a life changing one that can never be replicated through a textbook, classroom discussion or an Internet link. For some students, it translates into international career opportunities that otherwise would never have been imagined.

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GLOBAL EXCHANGES: PARTNERING WITH FOREIGN COMPANIES AND EDUCATION INSTITUTIONS

Ken Heischmidt, Southeast Missouri State University
Eliane Karsaklian, Universite de Sorbonne – Paris
Kristy McManus, University of Wisconsin – La Crosse
Chad Milewicz, University of Southern Indiana
Nadia Novotorova, Augustana College

GLOBAL EXCHANGES: PARTNERING WITH FOREIGN COMPANIES AND EDUCATION INSTITUTIONS
PANEL POSITION PAPER

Business schools have been influenced by competition and AACSB accreditation to provide extensive international business curriculum and student experiences across North America and throughout the world. An overseas study experience can be viewed as the best approach for business students to learn about the international dimensions of commerce. Schools have developed opportunities for students to study for a semester or school year at another school outside of their home country. An abbreviated opportunity is a shorter term program for students to travel internationally to visit and experience businesses and cultural sites. Various approaches to the delivery of international business study opportunities are provided in this position paper. Starting this discussion will be Kenneth Heischmidt with a general overview of benefits and difficulties of planning a short term study program.

If travel opportunities are limited, what are effective methods for building rewarding global partnerships in education? Chad Milewicz will share tips related to the implementation and benefits of co-teaching courses and conducting research with colleagues, students, and businesses in foreign countries using Skype, social media, and other web-based tools. His experiences highlight how global partnerships can evolve in situations where travel opportunities are limited. Chad’s discussion draws from ongoing experiences with colleagues and students in Osnabruck, Germany and Shanghai, China.

Is there congruence and redundancy in faculty exchange and teaching? Eliane Karsaklian will share experience and opportunities about institutional partnership in teaching abroad. Is it worth it to have foreign teachers teaching the same courses or must the courses always be about complementary disciplines? Eliane’s discussion will be based on her teaching experience in partnership with foreign institutions in the U.S., Australia, Lebanon, and Egypt. She will highlight the beneficial impact of those enriching partnerships for both students and faculty as the director of the Trilingual Master Program in International Negotiation which she runs at Sorbonne.

In the summer 2012, Kristy McManus lead a group of eleven students from my University to Bratislava, Slovakia as part of Ohio University’s Global Consulting Program. This program differs from typical study abroad opportunities for students in that it gave the opportunity to work with actual businesses instead of just receiving an overseas classroom education. In this program, students broke into teams of 2–3 American students paired with two Slovakian students. Each team was assigned actual, real-world consulting projects for a particular company. These projects incorporated the skills that students have learned thus far in their educational careers. The program lasted for two weeks, and culminated with a full presentation of their business solutions for their assigned firms.

This was Kristy’s first time to participate in this particular program, but she has also planned a similar overseas study Executive MBA students. At that time, it was critical to find relevant businesses that were willing to open their doors and share their detailed business knowledge with our students. These students were much older and had far more business experience than the students Kristy will be working with this summer, so their expectations for business partnerships were much more demanding.
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Kristy thinks this past summer’s trip was far different from a planning perspective because she was traveling with undergraduate students, and many of them had never been out of the country before this trip. In addition to their limited travel experience, many of these students were never employed in a real job so these experiences will all be very new for them. Therefore, Kristy was working closely with the University of Economics in Slovakia to determine which companies work best for this exchange. There was a desire for this to be a mutually beneficial relationship where students learned as much as possible about real-world business situations, while contributing useful business advice to the companies with which they are partners. While there was a desire for the projects to encompass as many business aspects as possible, it was also planned for the projects to remain specific enough that the students can handle them in a professional way in the specified time period.

Another program at Augustana College offers a wide range of study abroad programs in over 20 countries, including trimesters abroad, summer study abroad and on-campus courses with 2-3 week immersion or field experiences. One of the latest additions to the catalog of programs is a faculty and student exchange program in Russia. This program, discussed by Nadia Novotorova, is based on an agreement between Augustana College and Nizhniy Novgorod Institute of Management and Business (NIMB). The purpose of the program is to provide Augustana students with a deeper understanding of Russian culture, history, politics, economics, and consumer behavior.

Established in 1992, NIMB is one of the major private schools of Privolzhskiy federal district in Russia. The institute is state accredited and a member of the Russian Association of Business Education.

The model for student exchange program consists of two steps:

1. A group of NIMB students accompanied by NIMB faculty would come to Augustana College for 2–3 week study program during the 2012–2013 academic year. Russian students in the U.S. would take courses through NIMB faculty with Augustana College providing guest speakers and tours.

2. A group of Augustana students accompanied by the Augustana faculty would come to NNMB for 2–3 week study program during the 2013–2014 academic year. American students would take a course from an Augustana professor with guest speakers and visits organized by NIMB.

While each visiting group is on campus, the hosting institution is responsible for providing classrooms, classroom technology, access to campus computer labs and libraries, and administrative support (copies, etc.) for courses. At the beginning of the program or at least until we know each other better and can agree on common courses, the above commitment of not using the other school’s courses would benefit both schools in terms of transfer issues and control of curriculum. The program schedule and specific events would be proposed and agreed upon by the American and Russian coordinators prior to the arrival of the group.

Another promising opportunity for Augustana College from collaboration with the Russian business school is potential internships for students through such companies as Deere & Co. This US-based company, with world headquarters minutes from Augustana College, has built a large plant in Domodedovo, in the suburbs of Moscow, and has recently announced that it is planning to double its facilities in Russia by investing over $40 million in that region. It is a great opportunity for Augustana students not only to gain experience through the internships with John Deere Co. but also to develop professional relationships and continuing interactions with local executives and alumnus.

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A CLASSROOM BUILT FOR MILLENNIALS

Nora Ganim Barnes, University of Massachusetts Dartmouth

MEETING THE DIVERSITY OF NEEDS IN LEARNERS TODAY
PANEL POSITION PAPER

Millennials were born after 1981 and began arriving on college campuses in 2000. In the fall of 2012, 13.3 million Millennials will be enrolled in college, making up 75% of the college population (National Center for Education Statistics 2002).

It is not only their numbers that make them different, however. These students have probably been using technology since they were toddlers. Their preferred method of communication is texting and they maintain a constant connection with others through Facebook or other social networking sites. They are wired 24/7 and believe others should be too. They have been raised in a media-rich environment full of color, speed and movement.

Our college classrooms need to change to reflect this reality. Ultimately, creating a more dynamic learning environment will help our students become more effective learners. To that end, this paper suggests five ways to change a traditional classroom into a fast paced, multi-medium, engaging experience for the millennial student.

1. Integrate Technology.

In this case, technology refers to tools and platforms like Skype, Twitter, blogs and podcasts as well as using technology as a facilitator for submitting assignments. Making an assignment due on a non-class day via electronic submission can save class time and allow for situations where expediting communication can be essential for a project.

Substituting a video podcast for a class presentation is an easy way to integrate technology and update a traditional class. Instead of having students stand in front of the room and present a chapter, a reading or an assignment, have them create a video or podcast that can be shown. Have students create a blog where they post once a week. Those posts can include questions about the material, their favorite class moments or suggestions. Blogs can be pulled up in class and serve as the jumping off point for discussion. Guest speakers can join in class discussions via Skype or Twitter Chats.

2. Use the 10 Minute Rule (or 12 or 15)

Think fast, fun and change. The 10 Minute Rule essentially says our brain can only focus for that amount of time without a break. Consider mini-lectures, separated by personal vignettes, demonstrations, experiments, games, challenges and short exercises.

Think of your class time in smaller chunks. Switch between activities, lecturing, demonstrations and student involvement. The key is making class a multi-faceted presentation rather than a lecture. The end result is better attendance and students who buy into the class and its value. It’s simply more fun to be there and more comfortable for the millennial learner.

3. Add Group Work/Collaboration/Field Work

Millennials like to congregate, network and be part of a team. Use teams in your class. Encourage the teams to communicate through wikis or other technology that allow for easy collaboration. Allow them to evaluate
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their team members and provide feedback on group progress. Millennials want to participate in all aspects of the class, even grading.

Incorporate fieldwork whenever possible. Taking a walk to the campus center to conduct surveys or visiting a local business provide a change of venue that supports the concept of the open classroom.

4. Rethink the Student/Professor Relationship.

Millennials put great emphasis on collaboration with others, including their professors. They prefer equalitarian leadership to hierarchies. Be relational.

Encourage their communication with you either by email, text or both. Email them. Ask their opinion about class related issues. Position yourself as their facilitator, collaborator, mentor, partner as well as their professor. Their success in your class is very much tied to your experience teaching the class. If you are approachable, you will know more about how they see the class and what they need to be successful.

5. Rearrange the Furniture.

Get out from behind the podium, the table or the computer. Let them see you as a focal point. This helps get and keep their attention. For students raised and living in a media rich environment with rapid screen changes, a real life person out in front of the class engaging them directly is far more compelling than listening to someone read PowerPoint slides or lecture from behind a podium.

Let’s think about expanding the speed and tone of the traditional classroom to meet the challenges of young learners. This could include bringing in outside influences via Skype, Twitter chats or webinars as well as sending students out into the field. Due dates, via electronic submission, make classes transcend the typical boundaries and speed up course coverage. A class like this is one that is exciting to be a part of because it moves through a series of hands on or real life exercises that culminates in the feeling of being submerged into a specific topic and consumed by it. Lectures are replaced by experiences and term papers are replaced by useful deliverables. Change, speed and action-oriented learning would be the keys.

The end result is an experience that both the millennial student and the professor can benefit from.

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TEACHING EFFECTIVE COMMUNICATION STRATEGIES TO TECHNOLOGICALLY SAVVY STUDENTS

Stephanie L. Jacobsen, University of Massachusetts Dartmouth

MEETING THE DIVERSITY OF NEEDS IN LEARNERS TODAY
PANEL POSITION PAPER

Though many articles have been written depicting the current generation of students as unmotivated or self-centered, the fact that these students really have a lot to offer in a classroom has been overlooked. They work well in teams, are motivated to have an impact on their organizations, favor open and frequent communication with their supervisors, and are at ease with communication technologies (Myers and Sadaghiani). It is important for Millennials to be heard, and they like to look at positive, creative options in solving problems (Kersten 2002; Zemke et al. 2000). In the classroom, we need to start using these strengths in a way that highlights and advances their skills to make them more marketable. Our teaching style needs to change to adapt to this new type of student to give them the best advantage in today’s tough job market.

It is important to highlight these topics in a classroom so students can be more prepared to enter the job market and succeed in all aspects of their lives:

1. Appropriateness – Though these students are technologically advanced, technology has deprived them of their ability to communicate clearly. They spend so much time texting and Facebook messaging, that they now have difficulty holding a face-to-face conversation, or sending an appropriate email. Teaching students that formal writing is still important is key to their future success. All emails, just like hand written or typed letters begin with a greeting and end with a salutation and signature. There should always be proper capitalization and punctuation. Just as they would a project or paper, everything should be spellchecked and proofread before being sent. Students need to understand that by not formally setting up a simple email they can appear uncaring or scattered as well as unprofessional. Email, the internet, and social media can be used in formal and informal ways. Current students use and understand these tools informally. It is an educator’s job to show students how to use communication tools professionally. Many companies are looking to hire students to run their websites and their social media. Students cannot succeed in these positions with only the experience of using their own Facebook account. While teaching students how to use these tools professionally may mean training professors, it is important for the students to understand the benefit businesses can get from the appropriate use of these tools.

Appropriateness is important when it comes to appearance as well. Not only do students need to dress appropriately for all job interviews and for an actual job, but they also need to appear to be appropriate. This means they also need to gain a basic understanding of body language. How they speak and interact gives a strong impression. Play charades or spend a class in silence while having them complete specific tasks. Many students do not realize all of the messages that they send without saying a word. Helping them to get more in touch with their physical actions, whether it be arm movements, or facial expressions can help them to understand their behaviors and present themselves appropriately.

2. Creativity – Millennials like to be treated as individuals, and appreciate creativity. As business professors, creativity is not usually a main priority in the classroom, but it is another important tool for students to have. When having them research a topic or plan a presentation, encourage creative topic options. How many papers have students written on Apple and Nike? How about sustainable farming? Forensic accounting? Students will be more motivated to write and speak on a topic that interests them and that they can relate to, and professors will be happy to not read 17 more papers on Apple. Creating a creative environment in the classroom is an important part of getting students to think differently. Have them sit in a circle, hold
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discussions on current events that are both interesting and relevant, or assign projects where their interests and creativity can take center stage. These students are in the process of securing employment and forming future career goals. By emphasizing a focus on what they are interested in, and what their strengths are, students will be better prepared to make these decisions.

3. Public Speaking – Standard public speaking tools are essential: Don’t speak too fast, breathe, don’t say “um,” use your hands appropriately, do not turn your back on the audience, control your tone, keep the audience engaged etc. All of these are important and can be practiced as long as students have the opportunity to speak often. By having students start small and present short fast pieces of information, they can and will get more comfortable. Ways to practice this are: have students teach the class how to do something (tie their shoe, make a paper airplane etc.), or share a story about their favorite book or movie or first job. These activities are simple to do. They do not take a lot of preparation or thought so that students can focus on their speaking, breathing and control. Give them fun ways to improve their presentations and the audience’s experience. Remind them that they can ask questions and survey the audience.

Body language is important here as well. They need to pay attention to the feedback that they are getting from their audience. Are they losing interest? Is the current topic familiar to them? Once they learn how to clearly share their information, they can learn to adapt their speeches to appeal to their audience. No student should ever need note cards. They shouldn’t need to read everything off of their PowerPoint slides. The idea is that once a student knows their material, the presentation is all about conveying that information in an interesting way. With enough practice, every student will appear to have been a natural from the start. Just by practicing it is amazing to see how much students can improve their skills. Public speaking and reading your audience is not only important for business class presentations. Students will be using these skills on every job interview, on every date, and in every social and business setting for the rest of their lives, whether they are an accountant or an HR manager.

These tools are very valuable for our current student population. If we highlight these topics, we have the opportunity to help students who normally converse better virtually than face-to-face. By giving them the confidence to present themselves well and the ability to use both their personal communication tools and technical communication tools professionally and effectively, they will have the opportunity to succeed in every aspect of their life. These basic skills are important for everyone, but especially for students who interact less with people in person than they do over the internet. Today’s economy calls for students who understand both worlds and can speak both languages. If our students can utilize their technological skills and improve their personal communication skills, they will be a strong force in the job market.

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IN DEFENSE OF LECTURES

Lori L. Lohman, Augsburg College

MEETING THE DIVERSITY OF NEEDS IN LEARNERS TODAY

PANEL POSITION PAPER

Lectures are the ugly duckling of pedagogy, often considered by students to be a necessary evil and by instructors as an easy way to relay material. The stereotypical lecture class scenario looks something like this: Hundreds of students are enrolled in a class, yet the lecture hall is strangely underpopulated. Only the students in the front two rows appear to be paying attention to what the instructor is saying. Those further back are surreptitiously texting their friends, while students in the back rows are taking a nap.

This is Learning?

Unfortunately, generations of college students can relate to this scenario. Decades of poorly-planned lectures delivered by uninspiring instructors have contributed to giving this pedagogical technique a bad name. Not all lectures/lecturers are deserving of this bad reputation, however, and this style of teaching should not be abandoned for a variety of reasons. First, simple logistics make the use of lectures a primary way of relaying information to a large group of people. Second, it is one of the most efficient modes of delivering material when the instructor is facing a time crunch. Third, students respond positively to lecture-based pedagogy accompanied by supplemental materials and exercises (Covill 2011; Jackson, Helms, Jackson, and Gum 2011). Fourth, Millennial students crave structured learning activities, and a well-designed lecture provides such structure. Finally, students disagree with the notion that lectures detract from their engagement with and retention of course material (Covill).

When properly constructed and delivered, lectures can and do motivate students. The key is to find out what works and what doesn’t. Here are some tips for engaging all students, not just Millennials:

1. Summarize the book, but don’t read from it

Even though this advice seems self-evident, it is amazing how tempting it is to have the book or notes open in front of you. Unless you need to refer to it to check a fact that you intend to use as a test question, do not bring the book up with you! Ironically, while students may accuse you of repeating what they’ve already read, you cannot assume they have actually done the reading. The lecture should include new and different material, not just repeat what’s in the book.

2. Ask questions and encourage participation

If you are fortunate, there will be at least one student in the class who asks engaging, thought-provoking questions. Use these questions as an opportunity to get other students to contribute to the discussion. Be sure to watch out for conversation hogs; make sure to get other classmates involved. International students, in particular, bring a wealth of knowledge about their countries and culture to the classroom and should be encouraged to participate. Their experiences can be used by instructors as examples for future classes as well.

3. Have a variety of activities available in your tool box

It’s pretty easy to tell when students are losing interest in the material. Brainstorm a variety of activities that you can use at a moment’s notice, such as websites, Twitter feeds, surveys, etc. For example, I have used live chats with Lands’ End customer service representatives to illustrate how they are using technology to connect with their customers.
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4. Relinquish the role of “Sage on the Stage”

Face it – Millennials know more about technology than most instructors. Engage them in the role of teachers. If a technology is not working, ask a student to help. Have them show the class their favorite new technology and how to use it. Students are eager to share their knowledge and flattered when asked to do so, plus it contributes to collaborative learning. This applies to students of all ages, not just Millennials.

5. Break it up

Effective lectures are no longer (and never should have been) marathon talking sessions. After approximately 15 minutes, students will “zone out.” Burke and Roy (2008) tested the use of four techniques (truth statements, student-generated questions, guided reciprocal peer questioning, and think-pair-share) in re-establishing concentration levels. Any of these techniques could be used to stimulate more engagement with the material.

6. Avoid “Death by PowerPoint”

Research with students, including research I have conducted with my own students (Lohman, 2011), indicates that there is plenty of potential for PowerPoint to be abused, including: overuse of pictures, instructors reading off slides and fumbling with technology, too much material included on slides, and relying solely on PowerPoint to deliver material. PowerPoint should enhance the lecture, not detract from it. I have found PowerPoint to be most useful in introductory courses, when students are unfamiliar with the marketing discipline.

Instructors should remember that students are ultimately in control of what and how they learn and whether they are motivated to do so. Lectures can and do play an important role in this process.

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SIMULATIONS AS VEHICLES FOR TEACHING MARKETING PLANNING AND PRINCIPLES

Lynda Andrews, Queensland University of Technology
Christie Nordhielm, University of Michigan
John Talbott, Indiana University
William Wellington, University of Windsor

There are a variety of ways in which marketing principles and the planning process can be effectively communicated to students including: lectures, readings, cases, and videos. Practical experience in the development of marketing plans can be obtained via projects, cooperative education, internships, and student exchanges. However, the means by which students can experience the dynamics of markets and the iterative nature of implementation, evaluation and control in marketing planning is limited. Marketing simulation games are offered as a vehicle for this purpose.

Author Andrews draws on her experience with using Markstrat over the past five years in a capstone course and her membership in a five-partner university’s program collaboration involved in developing a good practice guide to capstone courses. She observes that simulations effectively facilitate student learning related to consolidating and applying prior knowledge and skills, for solving authentic problems, and for developing students’ professional identity and capacity. She argues, however, that student outcomes are not the only consideration when using simulations. An educator’s philosophical understanding of teaching and learning to facilitate good practices in simulation-based courses is important too. Andrews proposes finding a philosophical nexus that grounds the course in a suitable pedagogy for a supportive learning environment with a transition to an andragogical approach that enables students to take charge of their applied learning experiences in preparation for the work environment. She argues that applying this nexus to guide the implementation and assessment activities in simulation-based marketing education provides a learning environment that facilitates students’ transition to self-directed and independent learning while also encouraging collaborative efforts and team work.

Author Nordhielm comments on the pitfalls that teachers may encounter when adopting simulations including: (1) Simulations based on fixed models with specific outcomes may allow sophisticated students to quickly “game” them, thus subverting the learning process. (2) The learning curve for new simulations can be quite steep for both faculty and students, particularly with regard to understanding the interface. 3) Simulation content can become dated leaving faculty with the painful decision of either sticking with an “old” case or investing even more time to learn a new simulation. Nordhielm believes that systems-dynamics (Sterman 1994) based simulations can deal with these pitfalls using computer-based models comprised of a set of cause-and-effect linkages intended to represent real-world systems ranging from bees in a hive, to ecosystems, to markets. This approach does not offer a predetermined “answer” to a marketing case. Instead, the simulation developer sets parameters for the specific impact of elements in the environment, (e.g., impact of advertising spend on awareness, impact of price on repeat purchase, etc.) without knowing the final outcome of the interaction of all these linkages. The simulation is thus developed and “tuned” to represent the market environment, and then users experience the impact of their actions given these relationships. The author has worked with Forio online simulations and several partners to develop a number of systems dynamics based marketing simulations which provide a number of important benefits for educators and student including:

♦ Realism: The Big Picture simulations use 50,000 cause-and-effect links between different marketing elements making it virtually impossible for students to “game” the system.

♦ Updateability: The core framework of the marketing simulations is fixed; however, the case content for the simulations can be easily updated allowing new cases to be added without substantial programming work.
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♦ Interface: Several cases currently exist, so students can transfer their experience with the interface from one case to the next thus spending more time on case content and less on learning how the simulation works.

♦ Flexibility: Faculty can create new cases within the simulation framework quite easily and make adjustments to the simulation to reflect specific teaching needs.

Author Talbott has used Markstrat, a marketing game to teach accounting MBA’s. He reports that the use of a marketing simulation by finance and accounting students enables them to understand how marketing is really responsible for value creation in the firm. The application of the analytical tools typically employed in accounting and finance situations to marketing oriented simulations highlights the integrative nature of marketing as a business function. In particular, when marketing simulations are used as part of executive education programs they are quite useful for helping financial managers understand the role of marketing. Simulations present students with a problem solving environment with a lot of uncertainty. Many instructors tend to offer a lot of guidance but a hands-off approach can be a valuable learning experience. This closely models the experience they will have with firms which are likely to have a myriad of proprietary information systems many with archaic interfaces and very little hand holding to get them up and running. Making mastery of the simulation game part of the learning allows students to become more comfortable with technology engagement. Talbott reports that in his experience, the winning teams are the ones that dive the deepest into the tool and figure out how to use the information to win.

Author Wellington has used Stratsim a strategic marketing management simulation based on the automotive industry as part of a strategic marketing class because it provides students with a full range of marketing management decisions including: product management, new product development, and market development. Palia (1991) reports on his use of the COMPETE marketing simulation to enable his students to undertake marketing planning with fifteen planning tools including: Situation Analysis; Market Opportunity Analysis; Sales Analysis; Segmentation Analysis; Product Lifecycle Analysis; and Product Portfolio Analysis. Palia (1991) assessed the use of the tools and their relevance to planning, implementation and control reporting that while many tools had dual uses, no single one enabled managers to assess all three of these phases. Teach (2007, p. 57) discusses the value of forecasting accuracy as an important skill and measure of management effectiveness reporting “a strong positive relationship between the product-level forecast accuracy and the product’s contribution margin and the firm-wide forecast accuracies and the firm’s profitability.” Wellington has his students manage in teams and requires them to make sales and profitability forecasts each period as well as develop strategic marketing plans in concert with their decision making. Wellington has noted the teams which undertook the most thorough market and competitive analysis in their plans tended to be both the best earnings performers and the most accurate at forecasting.

In conclusion, the authors contend that marketing simulation games provide an excellent vehicle by which students can both learn and experience the dynamic process of marketing planning and decision making.

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MENTORING JUNIOR FACULTY: EXPECTATIONS
PANEL POSITION PAPER

Do I Have Junior Faculty Syndrome? 10 Tips for Junior Faculty. Advice for Junior Faculty. The role of junior faculty has seemingly become one best rendered in a blog post for Google-search navigation of what not to do or a checklist to complete, easy as 1-2-3. The headlines circulating about the lackluster, laborious job into which junior faculty opt are largely a decade past their prime. The absence of current discussion amplifies the editorialized status authenticating junior faculty appetites for mentorship. However, this mentorship demands a marketing intervention. Mentorship needs a repositioning – a brand repositioning – to enable junior faculty to more highly prioritize leading through the role of the mentor instead of as presumed mentee. Junior faculty mentorship ought to centralize those institutional stakeholders junior to the junior faculty. These are the stakeholders who are engage in the classroom, during office hours, at ad hoc events, and through the emerging technologies. These stakeholders are the students.

In order to reposition the mash-up of junior faculty and mentorship, assumptions and definitions warrant address. Junior faculty take on diverse demographic categories: tenure track, non tenure track, research advisors, curriculum advisors, and service committee members. The differences between junior faculty responsibilities also merit comparison between public institutions and private institutions. For example, in terms of teaching loads and course preparation, the workload of an Assistant Teaching Professor at a public, land-grant university may be quite similar to a Clinical Professor or Lecturer at a private, liberal arts college. Therefore, like consumers marketers serve, educators have formed an eco-system of psychographics further complicated by comparison across departments, disciplines, and hierarchical systems. Job requirements are not mutually exclusive. The competing forces across all demographics of junior faculty become the balance of research, teaching, maintaining qualifications, and service. The repositioning must be derived taking into consideration the competition amongst these responsibilities and how the various faculty demographic segments prioritize. Nonetheless, the common denominator between and junior faculty demographics and this competition is students. As the brightest marketers know, a repositioning strategy starts with an understanding of how the product is viewed in the minds of consumers when compared to the competition. A CPG marketer sees this as the core of the marketing strategy, and a marketing educator should see the students as the core of a mentorship strategy. Students take center stage on the perceptual map of mentorship.

In 2001, Cathy Trower posited that institutions are trending to absorb more non-tenure track positions. In “Negotiating the Non-Tenure Track,” Trower confirms non-tenure track positions increased from nineteen to twenty-eight percent during the last fifteen years of the twenty-first century. Assume that these non-tenure track faculty take on a perceived “junior” ranking compared to the scholars running the rigors of required research publication. Given this renaissance in the value non-tenure, junior track positions add to the university experience, the role of this junior faculty might be reformulated to put students’ learning outcomes at the center of the academic experience. The non-tenure junior faculty have the mentorship capacity to execute this objective. Non-tenure junior faculty might reimagine their core target market not as journal editors and potential co-authors but as the students which populate their classrooms. Daniel S. Hamermesh’s “10 Tips for Junior Faculty” fails to mention the students who will benefit from the emerging theoretical underpinnings from junior faculty research. Hamermesh’s first and second tips are to “send your thesis and post-thesis off to journals quickly” and to “work on several papers at once.” Assuming a tenure-track faculty appraisal equation of one-third quality research, one-third quality teaching, and one-third quality service, his list pushes junior faculty to engage in mentorship relationships based only on the need to publish, based on the prerequisite for the faculty member to be the end consumer of sage wisdom from a mentor. Greg Mankiw’s “Advice for New Junior Faculty” states, “Your focus should be on getting papers published in refereed journals. Everything else is second.” With lacking focus on the students to ultimately mentor into research or professionally into marketing sectors, graduating classes will have little involvement as alumni and contributory citizens to the greater society.
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This repositioning of non-tenure junior faculty expectations to be mentors will accordingly allow for the junior faculty to exhibit leadership that may not otherwise come from exclusive focus on research. In The Economist’s 2010 “The disposable academic,” the oversupply of PhDs taking on teaching roles is described as interjecting to the growing “ugly underbelly of academia.” Those faculty now actively choosing the non-tenure junior faculty track need to go head-to-head with that stigma through cultivating meaningful relationships with the students. A university exists to seek truth, and non-tenure junior faculty need to share that truth first with the students who crave the mentorship and who expect to interact with professionals and experts who will shape their truths. Non-tenure junior track, with higher teaching loads, have the captive audience. The expectation to mentor will not come without uphill battles: digital natives are “switching between media platform on average twenty-seven times an hour” (econsultancy.com). To mentor this media-thirsty audience, non-tenure junior faculty should devote time allocated for research to showcasing evolving pedagogies, enhancing student experiences with experimental technologies, hosting more time in office hours to discuss timely headlines, chartering new student organizations, connecting students with professional contacts for internships: in short, be a mentor. When promotional appraisal discussions are conducted with department chairs and deans, the conversation will be of leadership within the student body instead of a count of how many students were enrolled and how many credit hours were awarded. The title of Bruce B. Henderson’s 2012 Chronicle of Higher Education commentary alludes to the synergy to be had with mentorship repositioning: “Just because we’re not publishing doesn’t mean we’re not working.” Just because non-tenure junior faculty aren’t research focused doesn’t mean they’re not mentoring.

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