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5. Papers must not have been published or accepted for publication elsewhere or be currently under any other review.
6. A self-addressed, stamped post card must be submitted with each paper or proposal.
7. For all accepted papers, at least one author must pre-register and attend the 2001 conference to present the paper.
8. Authors of accepted papers must agree to return the revised papers on a diskette to the editor of the Proceedings.
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TABLE OF CONTENTS

ACKNOWLEDGMENTS	iii
MARKETING MANAGEMENT ASSOCIATION OFFICERS	iv
MARKETING MANAGEMENT ASSOCIATION BOARD OF DIRECTORS	iv
CALL FOR PAPERS MMA SPRING 2001 CONFERENCE	vi
TABLE OF CONTENTS	vii
EFFECTIVE USES OF CASE STUDIES AND COMPUTER SIMULATIONS	
<i>Marketing Simulations in the Academic Setting</i>	
John Cherry	1
<i>Using On Line Computer Cases, Simulations and Other Games to Enhance Learning in Business Statistics</i>	
John E. Knight, Jr.	3
<i>Techniques for Using Case Studies in Strategic Marketing, Management and Entrepreneurship Courses</i>	
James R. Maxwell	5
<i>The Effective Use of Computer Business Simulations in Capstone Strategic Management Courses</i>	
Neal F. Thomson	7
POTPOURRI OF ISSUES: PLAGIARISM; PROFESSIONAL DEVELOPMENT; AND PARTNERING WITH COMMUNITY COLLEGES	
<i>Balancing It All: Teaching, Research and Service</i>	
Larry A. Haase	8
<i>Partnering with Community Colleges</i>	
Bert J. Kellerman	9
<i>Plagiarism Alert: Students' Use of Electronic Repositories for Research Papers</i>	
Mary Virginia Moore, Gary G. Johnson	10
CONSTRUCTING AN INTERNET MARKETING COURSE: "NUTS & BOLTS" INSIGHTS FROM THREE SCHOOLS	
<i>Constructing an Internet Marketing Course: "Nuts & Bolts" Insights from Three Schools</i>	
Hugh G. Daubek, Deborah M. Moscardelli, Carolyn F. Siegel	12
MANAGING GROUP LEARNING: TEAM PROJECTS AND SERVICE LEARNING	
<i>Team Project Plus Creativity Equals Positive Learning Experience</i>	
Melissa Burnett, Peggy Gilbert	14
<i>The Case for Service-Learning in Marketing Education</i>	
Timothy C. Johnston	16

<i>Students' Satisfaction with Teams</i> Sharon C. Wagner	19
ASSESSMENT AND CONTINUOUS IMPROVEMENT IN UNDERGRADUATE AND GRADUATE PROGRAMS	
<i>The Relationship of the MBA and Today's Accounting Student</i> Debbie Beard, Kenneth Heischmidt	21
<i>Five Classroom Projects to Assess Student Reactions to Class Activities, Assignments, and Materials</i> Steven B. Corbin	23
<i>Learning Outcome Assessment: A Logical Basis for Continuous Improvement in the Business Curriculum</i> Paul McDevitt	25
PRACTICAL TO RADICAL IDEAS ON TEACHING MANAGEMENT COURSES	
<i>Utilizing Marketing Concepts to Teach Human Resource Management: A Venture Into Two-Way Learning</i> Cindy Byrd	27
<i>Extremists as Guest Speakers: When White Supremacist Matt Hale Comes Calling</i> Tim R. Miller	29
<i>Practical Aspects of Teaching Leadership</i> Donald A. Vanover	33
<i>Assisting Teacher Responsiveness to Student Needs: Three Examples</i> Joe Wilkins	34
INTEGRATING THE INTERNET IN MARKETING AND ACCOUNTING CLASSES	
<i>Integrating the Internet in Marketing and Accounting Classes</i> Michael Russell, Darwin King	36
USING WEB-BASED COURSEWARE IN THE MARKETING CLASSROOM: LESSONS LEARNED USING COURSEINFO BY BLACKBOARD, INC.	
<i>Using Web-Based Courseware in the Marketing Classroom: Lessons Learned Using CourseInfo™ by Blackboard, Inc.</i> John Bennett, Michelle B. Kunz	37
INTEGRATION OF ETHICS IN THE BUSINESS CURRICULUM	
<i>Constructing an Ethical Database to Foster Class Discussion</i> Michael R. Luthy, Julie Toner Schrader	41
<i>Linking Students' Personal Ethical Standards to Corporate Behavior</i> Michael R. Luthy, Julie Toner Schrader	43
<i>Marketing with an Asterisk: A Principles of Marketing Consumer Awareness Assignment</i> Paul C. Thistlethwaite	45

<i>Integration of Ethics to the Business Curriculum is a Moral Imperative!</i> Neal F. Thomson	47
TEAM TEACHING—THE REAL STORY	
<i>Team-Teaching in a Cross-Functionally Integrated Class: Look Before You Leap</i> Timothy W. Aurand, Geoff Gordon, Carol DeMoranville	48
<i>Team Teaching: Is It for You?</i> Julie Toner Schrader	50
COMMUNICATION SKILLS IN THE CURRICULUM: COMMUNICATION STYLES; ADVERTISING CONTESTS; ROLE PLAYS; AND RELATIONSHIP SELLING	
<i>Determining Your Preferred Communication Style: A Self-Assessment Exercise</i> Roy S. Farris, Frank Chong, Marie Steinhoff.....	51
<i>Teaching Relationship Selling Skills</i> David O’Gorman.....	53
<i>Developing a Scenario Based Role Play</i> Charles Pettijohn	55
<i>Creating Collegiate Advertising Agencies-Winning Education</i> Michael D. Wiese	57
DISTINGUISHED TEXTBOOK AUTHOR PANEL: Michael d’Amico, Linda Ferrell, O.C. Ferrell, David Kurtz, and Bruce Walker	
<i>Marketing Textbooks: An Author’s Thoughts on Their Future Content, Format, Sales Strategies, and Related Intellectual Property Issues</i> David L. Kurtz	59
TEACHING STUDENTS SURVIVAL SKILLS: SELF-MARKETING AND PROFESSIONALISM	
<i>Developing Self-Promotional Materials and Preparing Students to Market Themselves</i> Melissa Burnett, Peggy Gilbert.....	61
<i>The Term Project: A Personal Marketing Plan</i> Peter McClure	62
<i>Professional Presence</i> Linda S. Pettijohn	63
BRINGING THE REAL WORLD INTO THE CLASSROOM	
<i>Channeling My Energy into My Favorite Course</i> Frederick B. Hoyt	65
<i>Ten Ways to Bring the Real World into the Classroom</i> David A. Kunz	67
<i>Strategies for Teaching Marketing Research Courses</i> Sanjay S. Mehta, Balasundram Maniam, Mark R. Leipnik	69

DOES THE NEW ECONOMY DEMAND A NEW BUSINESS CURRICULUM?

Technology, Communications, and Curriculum Integration

James W. Bovinet, Bruce R. Klemz, J. William Murphy, C. Robert Newberry,
Russell Smith, Jr., Mark Young 71

Does a New Business World Require a New Business Curriculum?

Kevin J. McCarthy, Judith A. Smrha 73

e-Commerce: Should There Be an MBA, Major, or Concentration?

Uday Tate 75

CREATIVE AND EFFECTIVE TEACHING TECHNIQUES

Informal and Incidental Learning: The Role of Movies in Management Education

Ram Kesavan 76

Workable Ideas for “Principles” Classes

Martin Meyers 78

“Great Ideas for Teaching Principles” STATS4ME – A Writing Assignment for a Quantitative Core Course

M. Diane Pettypool 80

GLOBALIZATION OF THE BUSINESS CURRICULUM

Globalizing the Marketing Curriculum

Peter J. Gordon 82

Globalizing the Business Curriculum

James R. Maxwell, Martie R. Kazura 83

Introducing Students to Customs and Business Practices Around the World

Charles H. Schwepker, Jr. 85

ONLINE TEACHING & LEARNING: POSITIVES AND NEGATIVES

Distance Learning and Testing

Ben Uzoaru 87

Teaching Web Courses

Gene C. Wunder 89

THE MARKETING PORTFOLIO: A MULTILEVEL ASSESSMENT TOOL

The Marketing Portfolio: A Multilevel Assessment Tool

Jane P. Wayland, Nancy D. Marlow, Sid C. Dudley, David Arseneau, Scott Preston,
Nanci Newstrom, E. Wayne Chandler 90

AUTHOR INDEX 93

MARKETING SIMULATIONS IN THE ACADEMIC SETTING

John Cherry, Southeast Missouri State University

The marketing simulation, when thoughtfully incorporated into the marketing management/strategy course, is a uniquely flexible tool. For students and instructors, it provides an element of challenge, realism, variety, and enjoyment. In this position paper, the topic of marketing simulations will be examined from two angles:

- ◆ The author's own experiences and practices, and
- ◆ Pedagogical issues in implementing simulations.

MANAGING THE SIMULATION EXPERIENCE

One of the first questions the instructor will ask him or herself regarding simulations is "Why should I bother?" The start-up costs associated with simulations – learning to use the software, familiarizing oneself with the web sites, reading the students' and instructors' manuals, preparing lecture materials – can be enormous at first. But like all teaching skills, once acquired, they are an excellent investment of your time. The best answer to the "why" question is that while students will become marketing experts listening to your lectures and preparing cases, only the simulation will let them actually DO marketing. From what we know about learning and memory, this is the kind of elaborated experience that students will retain long after the memorized lists of channel functions has faded.

Many students show some trepidation about actually making marketing decisions and will come to the instructor for help, in or outside class. Be prepared to help in a variety of ways. In class, I find that classmates are an excellent source of guidance and advice; it is usually the case that students are eager to discuss their experiences, and they are usually willing to take some time outside class (usually at the computer lab). Whether in or out of class, however, there is evidence that horizontal learning – information that travels from student to student, as opposed to the downward flow of information from instructor to student – is more credible and enduring.

About once a week, I set aside five or ten minutes for discussion of simulation experiences: success stories, problems (however mundane, and you will find these comprise a large portion of the issues students are concerned about), etc. It is more often the case, however, that

students will ask to meet with you privately. When this happens, you will probably want to "review" any number of marketing intelligence reports that most simulations provide. This creates extra work for you, though, primarily because you need to be able to interpret the varied and complex information presented in these reports, and then you have to give the student a kind of cryptic-yet-useful advice without giving away the game. Some instructors "charge" their students for this kind of consultation.

This raises the important question of causes and effects. I try never to imply to students individually or as a class that ". . . if you do this, then that should happen." There is no such luxury in the real world, despite consultants' ability to command a fee for essentially the same service. I stress to students that it is only a simulation, and that they should use their best informed judgment about marketing decisions. Uncertainties about competitors' responses, rational or otherwise (frequently the case), and economic conditions (which some simulations allow you to manipulate), help students to learn that in a stochastic environment, tolerance of uncertainty is a basic tool of the job.

Finally, I stress to students that I don't *teach to the simulation*, that none of the comments in class about marketing topics is intended to help students directly with the simulation. While a simulation can parallel ideas discussed in class, there will be times when the simulation seems to stand the Product Life Cycle on its head, for example. For this reason, I don't teach it, I just have them DO it, and I try to be as helpful as I can. Most students are satisfied with this level of emphasis, because as noted at the top, it's fun.

As to requirements and expectations, I am unaware of any consensus about what works best. Some instructors grade on the basis of performance, e.g., market share, ROI, stock price, sales volume, etc. Others ask students to select some subset of these as performance benchmarks. Most simulations require students to compete against each other, either individually or in teams, but it will be a matter of instructor's preference how heavily to weight competitive performance, if at all. For evaluative purposes, I choose to de-emphasize the competition in favor of a conceptual understanding of the simulation experience. Students are required to write a three-to-five page

paper at the end of the semester interpreting their experience. The paper should draw heavily on terminology and concepts from the class, should explain basic issues like how the four P's were directed at the target audience(s), and how the research reports were used as inputs to decision-making.

Some additional pointers are worth noting. For example, the instructor must decide how much of the student's final grade will be based on the simulation. Also, the amount of class time set aside (usually, the first one or two full class sessions) should be proportional. As instructor, you will also have to enforce the rules: what to do when a student or group has not input/turned in their simulation decisions, what to do about unbelievably inept or careless decisions, and other performance issues. My experience with marketing students is that they often don't appreciate the importance of accounting data: the simulation offers them a great opportunity to use their Accounting 101. Students should be able to interpret and act on a balance sheet, an income statement, and perhaps above all else, to submit a *balanced budget* from year to year. Violations of this last requirement present the instructor with yet another enforcement issue.

PEDAGOGICAL ISSUES

A very difficult issue in the use of simulations is whether students learn anything, and how do we measure this learning? It would be simple enough to include objective questions about the simulation in exams, but is this a worthwhile learning objective? Some of my students have expressed so much interest in past simulations that they urged me to make it a larger part of my course, with essay questions based on the simulation as part of their exam regimen. As with all complex performance, however, essays about simulated marketing decisions will draw

heavily on the writer's and reader's subjectivity, as well as anecdotal experience, presenting a significant grading challenge. If the student is performing well on the simulation, what does this imply for essay exam questions based on the simulation?

An especially difficult issue is that of motivating the student to take the simulation seriously. As with much of their academic careers, students can "wing it" all the way through, or they can read their market analysis reports, monitor competitors, and pursue their marketing objectives. An important question is how closely are effort and performance correlated, and if they are not highly correlated in simulations, is this good or bad?

A secondary issue is an empirical one in need of research: what factors contribute to success (assuming we have defined success)? Do students perform better following an "intuitive" approach, or by purchasing and studying the available research, or by some combination thereof? Are students proactive or reactive and how does this affect performance? What other variables affect performance? What lessons can be learned from the differing styles of students, and do these lessons have application outside the specific domain of marketing simulations?

Periodically requiring students to hand in some explicit marketing objectives or other evidence of planning might be a viable approach to ensuring students' engagement. Having students involved in determining their grade, in selecting their own performance criteria, or requiring them to continuously improve on their own performance may motivate them to become, and remain throughout the semester, more engaged in the simulation experience – not merely as a hedonistic experience, but as a learning experience.

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USING ON LINE COMPUTER CASES, SIMULATIONS AND OTHER GAMES TO ENHANCE LEARNING IN BUSINESS STATISTICS

John E. Knight, Jr., University of Tennessee at Martin

INTRODUCTION

For many years, courses in business statistics relied on the presentation of formulas and the calculation of small finite number sets to illustrate the basic concepts of statistics. This format reinforced several concepts of statistics that have labeled statistics as the “dismal science.” First, the presentation of formulas gave undue mathematical emphasis to theoretical constructs of statistics rather than the basic emphasis of detecting and evaluating repeatable patterns in uncertain information. Secondly, the actual calculation of the number sets lead to the notion that statistics is boring and laborious, which in fact is true if one has to use hand calculators or other related, non-computerized means. Additionally, the repeatability and reproducibility of multiple calculations of realistically large data sets is almost zero. Thus, the emphasis was on developing a repeatable answer of finite size that matched the answer book. In this environment, the excitement of statistics is totally masked.

POSITION

The excitement and understanding of statistics can be greatly facilitated and enhanced by the integration of on-line statistical cases, computer programs, games and demonstrations via a web based delivery system.

OBSERVATIONS

The combination of these techniques has greatly enhanced the students' perception of statistics at the University of Tennessee at Martin. Students routinely comment on how statistics can be practical, is a realistic tool in business, and how the course material has greatly enhanced their computer knowledge and skills. Additionally, some of the computer games and demonstrations teach them some valuable managerial lessons that were espoused by Dr. Edwards Deming.

First, the cases provide the student with a real world perception of the process of statistical analysis. Rather

than a simplistic, one stage solution process, the cases allow for the analysis to follow not only a system of statistical analysis but also a system of deductive logic that illustrates how one PDCA cycle leads to another PDCA cycle. The cases illustrate additionally how apparent data can lack representativeness and randomness and thus moderate the dogmatism given to answers generated by the computer.

The computer program for statistical analysis provides the student with an ease of calculating repeatable answers to statistical questions that are posed. The program obviously negates the necessity to be limited by relatively finite data sets and allows for the analyst to truly search for patterns in data sets that are more realistic in size.

The computer games and demonstrations are also related to the understanding of statistics. The games center around the quincunx (both analog and digital), the red bead experiment, the funnel experiment, and the throughput experiment with reduced variation. These games are quite famous and provide the student with an appreciation for how statistics can be practical in managerial thinking and not just calculation sequences. Additionally, strategically located web based pictures supplement understanding of issues of importance, such as operational definitions and their impact.

Finally, in an effort to maximize the students' usage of the computer, the course is completely served over the web. First the course uses the course management system from Blackboard.com for communications, on line testing and grades and then uses the traditional web and web page to serve up all of the student notes, cases, computer programs, and demonstrations.

Statistics may never be the course of choice for all students but the system incorporating all of the elements listed above has added a new dimension to the course that has students anticipating some relevant learning – both using statistics and the computer and the web.

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TECHNIQUES FOR USING CASE STUDIES IN STRATEGIC MARKETING, MANAGEMENT AND ENTREPRENEURSHIP COURSES

James R. Maxwell, Berea College

ABSTRACT

In most strategic marketing, entrepreneurship and, management courses, students use cases about actual companies to practice strategic analysis and to gain some experience in the tasks of crafting and implementing strategy. A case sets forth, in a factual manner, the events and organizational circumstances surrounding a particular managerial situation. The purpose of this paper is to look at why case studies are used and recommendations for using them.

WHY USE CASES IN STRATEGIC MARKETING, ENTREPRENEURSHIP AND MANAGEMENT COURSES?

The case method is an effective avenue for sensitizing students and faculty to the complexities and structures of business organizations. Business cases are one of the most effective and convenient ways to introduce practice into the classroom, to tap a wide variety of experiences, and involve students actively in analysis and decision-making. Cases are not intended as examples of either weak or exceptionally good management practices. Nor do they provide examples of particular concepts. Faculty that utilize case analysis methods are up-dated as to current techniques, successes and failures of business allowing them to stay current.

The case approach to strategic analysis is, first and foremost, an exercise in learning by doing. Cases help substitute for on-the-job experience by (1) giving you broader exposure to a variety of industries, organizations, and strategic problems; (2) forcing you to assume a managerial role (as opposed to that of just an onlooker); (3) providing a test of how to apply the tools and techniques of strategic management; and (4) asking you to come up with pragmatic managerial action plans to deal with the issues at hand.

RECOMMENDATIONS FOR USING CASES

There are many ways to use cases. Some instructors prefer to generate open class discussion. Others prefer to assign cases to student teams for oral presentations. Most like to

have students write an analysis of the case, often as a final examination. Some other techniques and methods follow.

CLASS CASE DISCUSSION

One approach is for the instructor to lead the discussion with penetrating questions and answers. Many strategic management, entrepreneurship and marketing professors like to begin the analysis with a few key questions and hope to get the students to take over the discussion. Some suggested steps for class case discussion:

1. Read the case over carefully before class. Review financial data, adjusting for inflation.
2. Define your objectives before entering the class. Identify key points. Organize the class into teams and have them role-play or analyze certain parts of the case and present them to the class.
3. Begin with basic information. Have a student identify the facts of the case. Request students to describe the firm.
4. Outline in the black or white board key material or points. Under each identify alternatives with pros and cons for each. Force the class to make a decision. At the end of each class, sum up the discussion and to point out the key learning objectives of the case discussion.
5. Do not to carry a case over to the next class meeting. Students will forget and it will eliminate valuable time for t your next class gathering.
6. Explain what the outcome was to the students at the end of the case.

STUDENT ORAL PRESENTATIONS

Another approach commonly used with case studies is student oral presentations. Place the students into teams, each composed of three to five people. Each team is the assigned a case to present during the semester. This approach may be used during the second half of the

semester instructor chooses to lead open discussion during the first half. It may also be used during the first half instead of open class case discussion if a simulation or project is planned for the second half of the course.

WRITTEN CASE ANALYSIS

There are at least three approaches to use with written case analyses. One is the comprehensive student report that covers all the issues in the case. A second approach is the short report prepared in response to a specific question. A third approach is the strategic audit that is only a three- to five-page outline for expediency.

GRADING OF WRITTEN COMPREHENSIVE CASE REPORTS

The grading of a written and oral comprehensive report is often aided by the use of a case evaluation forms. Items to be addressed in the form or legibility, length of report, organization of report, spelling and use of grammar, effectiveness of writing style, use of references and exhibits, environmental scan assessment, achievement of goals and objectives, strategy formulation, implementation and audit assessment and recommendations. Written assignments can easily be developed using discussion questions and teaching notes for each case.

CATEGORIZE CASES BY LEVEL OF DIFFICULTY

It is often beneficial to categorize cases by their level of difficulty. Cases to use early are generally easier to analyze and tend to generate a good level of student interest and enthusiasm. Quantitative analysis is minimal. Cases to use at mid-point are a little more complicated and involve more quantitative analysis. Cases to use late are generally complicated and difficult to analyze. They generally require a lot of quantitative analysis.

There is no “correct” answer to any case. There may be several “good” answers and many poor ones. The purpose of strategic management, marketing and entrepreneurship course discussions should be to help the student to understand the nature of “better” answers, what to look

for, how to analyze alternatives, and how to see through the complexities of arriving at and implementing solutions in real organizations. The total number of variables in a real strategy situation is typically beyond the capacities of any one person or group to control them all. Hence, the students should be warned that they should not rely on what a company actually did to be a thorough guide to action. The company may be succeeded or failed – not because of its specific decisions – but they are in the right place at the right time currently. We all know that in a dynamic environment that their continued success will probably be challenged.

ADDITIONAL GUIDELINES FOR PREPARING CASE ANALYSES

We never have all the information to make decisions because of unavailability, cost, or time constraints. So, be practical and make assumptions based on the information available. There is no one best solution to a case study. The justification for the students recommended strategies are what are important, not the actual solution or decision that they came up with. No organization can possibly pursue all the strategies that could potentially benefit the firm. One must be realistic. Estimate how much capital will be required to implement what you recommend. Never make generalizations about cases. Be specific by telling what, why, when, how, where, and who. Encourage students to be open-minded and be creative and original. Do not necessarily recommend the course of action that the firm plans to take or actually undertook, even if those actions resulted in improved revenues and earnings. Some additional recommendations in structuring your course:

- ◆ Categorize your cases by strategic decision-making process.
- ◆ Establish strategy formulation in the beginning of the course, implementation, evaluation, and control toward the end of the course.

There are other types of case studies that will be presented, but the majority of different case study methods are variations to the above methods.

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THE EFFECTIVE USE OF COMPUTER BUSINESS SIMULATIONS IN CAPSTONE STRATEGIC MANAGEMENT COURSES

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Business simulations are a popular enhancement for Senior level capstone courses in Strategic Management. However, if not carefully used, they have the potential to be more of a distraction to the course than an actual enhancement. Many students will view the simulation as a “game,” rather than a simulated business, and will attempt to “massage the numbers,” instead of attempting to apply the business knowledge that they have acquired during their degree program. In order to avoid this problem, it is necessary to keep the focus of the simulation on running a business, rather than “winning the game.” This can be accomplished by focusing on the development of a coherent mission and strategy, the use of analysis tools including ratio analysis and profiling of competition and the use of annual, or quarterly objectives (used to explain each decision).

Having used business simulations for several years, and also experienced them at both the undergraduate and graduate levels from a student perspective, I certainly see the value of these simulations to the education process. However, I have also experienced the problems associated with these tools. Primary among these is the overemphasis of the numerical ratings assigned by these simulations (which may be due largely to luck, or manipulations of the numbers), rather than the process of developing strategy and implementing it well. The temptation to allow the software to assign a grade to the students, based on quarterly, or yearly, financial results, certainly has its draw. It appears objective, requires little work on the part of the instructor, and is difficult for students to contest. However, in my own experience, the financial results of the simulation, if looked at by themselves, have little relation to student knowledge or effort. I have seen student groups that had no clear mission, strategy or direction, succeed through the manipulation of the num-

bers, particularly since I switched to a simulation which includes a forecasting model (the Business Strategy Game, by Thomson and Stappenbeck). While the forecasting tool can be very useful, many students use it to replace real strategic planning. For this reason, I base part of their grades on their development of a business mission and strategic plan.

In addition to the use of strategic planning, I find that it is useful to require that the students use the financial and management tools that they have learned. Therefore, they are graded on the calculation of financial ratios, for their own company and their competition. They also are required to profile their competitors using matrix analyses, in order to assess their competitive position.

The last major evolution to my use of these simulations has been to begin grading individual decisions, by requiring an annual (quarterly) objective to be turned in with the decisions. This is graded for consistency with the overall mission and strategy, as well as consonance with the actual numbers turned in on their disk. This requires the students to be able to explain their decision, using common business terminology.

The above mentioned safeguards can minimize the problems inherent in the use of business simulations. By focusing on the process by which they made their decisions, as well as the outcome, the learning process is enhanced. The Mission and Strategy, the use of ratio analysis and competitive profiles, and the development of annual objectives, are all graded, and weighted at least as highly as the financial results of the simulation. This results in a simulation which enhances learning, in ways that lectures and cases could not, rather than a distraction from the course.

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BALANCING IT ALL: TEACHING, RESEARCH AND SERVICE

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PROFESSIONAL DEVELOPMENT PLANS DEFINE THE BALANCE

Assuming a department uses the professional development plan concept, each faculty members' professional development plan will reflect the individual's distribution of effort for that professor's time and energy. While the various individual's plans will have some common structure, such as, requiring goals and accomplishments in all three areas (teaching, research, service) the distribution between these will be tailored to the specific professor.

A fairly common example of how this tailoring might change over a period of years is to contrast the efforts in the service area for a new inexperienced instructor verses the involvement in service for a tenured full professor at the same institution. The non-tenured, inexperienced instructor should be devoting more time and energy to developing their teaching and research abilities. They also do not have the experience at the institution to provide a high level of effective service on major university, college or department committees.

In contrast, the full professor will be better prepared to be a significant force in service and committee assignments and should shoulder a heavier load in this area while the less experienced faculty concentrate on developing their teaching and research.

FACTORS INFLUENCING THE PROFESSIONAL DEVELOPMENT PLAN

The individual's professional development plan will be influenced by the long-term goals of the university, the

college, the department or discipline area and the individual.

At the university level, long-term missions and goals will have been established that may stress that the institution is a teaching institution rather than a research institution. Such decisions have a definite influence on the faculty person's basic long-term goals. At the college level, basic long-term goals will also play a major role, but probably at this level, decisions on accreditation issues would provide a critical influence. At the department level, the desire to revise the curriculum and add new courses in an area, such as e-commerce, could put pressure on that department's faculty to change their emphasis for a couple of years, away from research to support the development and offering of the new classes. It is certainly possible that such changes would not effect all the department faculty equally. Therefore, only selected faculty might choose to stress the teaching area and others continue with a greater focus on research.

Finally, the personal goals of the individual faculty member will be the primary guiding force for determining the right balance of effort for that individual. It is important to recognize that the individual's goals may change over time, but their goals need to be compatible with the goals of the university, college and department.

Achieving a successful balance over an individual's professional career requires that there be a clear communication of goals and a mutually supportive working relationship established between all the participants. The individuals professional development plan, which has been developed, discussed and agreed to between the faculty person and the department chair is the foundation for this mutually supportive relationship.

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PARTNERING WITH COMMUNITY COLLEGES

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Historically, it has not been uncommon for a rather strained relationship to exist between two and four year colleges. In some cases, it seemed that four-year schools looked down on two year schools (Community Colleges) and considered them and their students inferior. For students transferring from two to four year schools, it was often difficult to know what courses would or would not transfer as such decisions tended to be handled individually and not always consistently at the four-year school.

One approach we took at Southeast Missouri State University to reduce the transfer problems facing students when transferring from a Community College was to develop program-to-program articulation agreements with 12 Community College Campuses (18 for the College of Business). These articulation agreements were developed for all majors and show the courses that would be best to take at the Community College (CC) to meet their degree requirements and also be best prepared to transfer to a specific major at Southeast.

The articulation agreements were developed by working cooperatively with the community colleges and have reduced a lot of the ambiguity that formerly existed in the transfer process. Students no longer have to rely on rumors as to what will or will not transfer. They now have something in writing to follow that has been approved by both the CC and Southeast.

Not everyone involved in the development of the articulation agreements thought of the project in marketing strategy terms. Nonetheless, it quickly became evident

that the articulation agreements were student recruitment tools with significant benefits in terms of public relations (e.g., displaying a willingness to cooperate and to build a more seamless education system minimizing unnecessary competition and duplication) and positioning the university to better meet its mission (i.e., serving regional needs as the only four-year public or private college in southeast Missouri). The articulation agreements played well with Community College representatives, prospective transfer students, the University's governing board, the Missouri Coordinating Board of Higher Education, state legislators, and the governor's office.

A conceptual basis for the articulation initiative is found in contemporary marketing principles. The articulation agreements exemplify relationship marketing and the importance of getting your product or service in the evolved (consideration) set, in this case getting students from schools that don't normally transfer to Southeast to think about us as a possible choice. The agreements recognize that the choice of a four-year school is a high involvement decision and presume that the decision about where to transfer can be influenced by reducing the perceived risk and uncertainty about lost credits (i.e., what courses will or will not transfer).

We believe that the articulation agreements represent a good example of partnering between two and four year schools. We believe that they are a win/win project for both schools and especially for the many students who for various reasons begin their higher education at a two-year school.

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PLAGIARISM ALERT: STUDENTS' USE OF ELECTRONIC REPOSITORIES FOR RESEARCH PAPERS

Mary Virginia Moore, Southeast Missouri State University

Gary G. Johnson, Southeast Missouri State University

"The ultimate online resource for all your research paper needs. Click here for more information about custom research papers" (School Sucks).

PLAGIARISM 101

It all started in the summer of 1996 with schoolsucks.com. Students in Greek organizations across the country were e-mailed about a new electronic repository where research/term papers could be downloaded, for a price (Plagiarism and the Web). Schoolsucks.com has been in business since 1969 (School Sucks). Since then hundreds of websites with thousands of research papers on multiple topics have bombarded the Internet, making it easy for students to obtain college level papers for free or for a fee. Some papers are even custom written for students short on time, but not on cash. One site boasts, "\$14.95 gets you access to 19000+ essays, research papers, book reports and cliff notes. Custom written essays, homework help and math problem solving also available for a fee" (EssayGlobe New!). These electronic repositories are a hub of activity for students who procrastinate in getting an assignment done, but are a nightmare for professors who are unaware of the extent of the practice. The challenge is to identify the problem and to do something about it before the legal consequences of plagiarism take hold.

WHAT IS PLAGIARISM?

Collecting file drawers full of student work to pass on to other students is nothing new. What is new is the extent to which the Internet has facilitated the temptation for students to plagiarize. The first step in identifying the problem is to clearly define plagiarism. According to Ronald B. Standler (Standler), "plagiarism is simply repeating words or thoughts of other people, without adding anything new" (Standler). It may manifest itself by students failing to use quotations marks and proper citation to the true author, or by students removing the true author's name and substituting their own before submitting it for grading (Standler). From a legal perspective, plagiarism is an "infringement of a copyright" (Standler).

Although there are disclaimers on many repository sites which discourage students from violating academic honesty policies (See School Sucks; A1 Termpaper; Academic Term Papers), they still do not prevent a student from plagiarizing the papers obtained from these sites.

At one university, it was discovered that one in six students "plagiarized most or all of their papers" during the fall 1997 and spring 1998 semesters (Standler). Since this figure reflects only those caught, logic dictates that the instances of plagiarism is even higher (Standler).

INTERNET SITES AS HAVENS FOR PLAGIARISTS

Coastal Caroline University's Kimbel Library has compiled a list of sites housing "Internet Paper Mills" (Internet Paper Mills). There is little doubt that a bit of surfing will uncover even more sites tempting our students. Students may be less likely to pass off an electronically generated paper if the student knows you have seen it on-line or if there is a likelihood that another student may turn in the same paper (Plagiarism and the Web, p. 1).

WAYS OF COMBATING PLAGIARISM

1. *Know what is on-line.* Become aware of the papers available in your field and let the students know, you know what is out there.
2. *Use the Internet to find plagiarized material.* Use a key phrase search to find possible plagiarized material. It is wise to use several search engines since none index identical sites. Alta Vista, HotBot, and Lycos Pro are but a few search engines that are helpful in finding word phrases (Plagiarism and the Web).
3. *Give specific assignments.* "A more specific assignment will make plagiarism much more difficult" (Plagiarism and the Web). If assigned material is required to be among the sources cited in the student's research paper, it is less likely students can rely on an electronic database of existing papers.

4. *Require drafts written in class.* Observing drafts written in class provides for student/teacher interaction and class discussions based on comments from student peers.
5. *Require a notebook of referenced sources.* Require students to submit a hard copy of all sources referenced in the paper. This saves time when checking references cited and usually, plagiarized material will be easily spotted.

For a more complete list of detection techniques see Coastal Carolina Professors' Margaret Fain and Peggy Bates thirteen suggestions for detecting plagiarism as cited in *Plagiarism in Colleges in USA* by Ronald B. Standler. Another useful site for professors is *Plagiarized.com*.

**PUNISHING THE PLAGIARIST: BE CERTAIN
OF YOUR FACTS, DOCUMENT, FOLLOW
PROCEDURE**

Do not accuse a student of plagiarism unless you are absolutely sure you can substantiate your charge. A false charge could have serious consequences for the accuser.

Once a plagiarized paper has been discovered, enforce the university's policy on academic honesty (Plagiarized.com). When the word gets out that plagiarizing has significant

consequences, students will be less likely to take the risk. "Plagiarized.com considers prevention to be the most important element in the fight against plagiarism" (Plagiarized.com).

Useful, practical suggestions for administering policies directed at plagiarism can be found at <http://www.plagiarized.com/caughtrules.html> and <http://www.rbs2.com/plag.htm>.

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CONSTRUCTING AN INTERNET MARKETING COURSE: “NUTS & BOLTS” INSIGHTS FROM THREE SCHOOLS

Hugh G. Daubek, Purdue University, Calumet
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Carolyn F. Siegel, Eastern Kentucky University

Internet Marketing is becoming a buzz word in academe. “How do we teach it?” is a question many schools are asking. Marketing and business academic organizations and journals are attending to this issue, yet few are offering “nuts & bolts” advice on how to actually develop and teach an Internet Marketing course. Panel members will address this issue based on their individual experiences preparing for and teaching such a course. Their insights can also be applied to other Internet-related courses such as an e-commerce overview course, as well as e-Finance and e-Management courses.

Developing an Internet Marketing Course Deborah Moscardelli will describe the process by which the Marketing faculty at Central Michigan University evaluated currently available Internet Marketing textbooks. She will present their conclusions about topics that are essential to include in an Internet Marketing class. For example, Deborah will discuss the implications of integrating technology issues versus strategic issues into the e-Marketing classroom, e.g. teaching development of the Web site itself. She will also discuss how to locate the best textbook given the framework the instructor wishes to use to teach the class. Lastly, she will discuss strategies for keeping the course up-to-date in a fast changing environment.

TEACHING A DISCUSSION-BASED INTERNET MARKETING COURSE

Hugh Daubek, who just completed teaching an Internet Marketing course during the 2000 summer semester, will discuss how the course was managed during an 8-week term. He will focus on using a seminar approach to the class. Students were required to bring Internet Marketing articles to class, then present them for class discussion. He will offer his insights on how to stimulate class discussion on current Internet marketing issues and keep the class focused in the shortened term.

TEACHING A PROJECT-BASED INTERNET MARKETING COURSE

Carolyn Siegel will discuss teaching an Internet Marketing class during a 16-week semester without a textbook, using a project-based learning approach. Eleven key topics are introduced over the 16-week semester. The first three weeks are lectures using PowerPoint slides on the topics: Internet History, Operations, and Management, and Online Demographics & Consumer Behavior. The next five weeks are a combination of lecture and discussion on the topics: Online Demographics, Legal and Ethical Issues, Security and Privacy Issues, International Internet Issues, and Research. During the remainder of the semester, student teams present examples of online Marketing models and evaluate their effectiveness.

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TEAM PROJECT PLUS CREATIVITY EQUALS POSITIVE LEARNING EXPERIENCE

Melissa Burnett, Southwest Missouri State University

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INTRODUCTION

Each semester for about the past 20 years, students in a couple of sections of Principles of Marketing classes have gasped, moaned, and some have even walked out, when on the first day of classes, they heard from the professor, "One of the requirements for this class is a team project." For those students who chose to stay in the classes, most have reported a very positive learning experience.

The purpose of this paper is to present one method of having a team project as part of the Principles of Marketing class. These students represent many areas of academic studies outside the College of Business, including agriculture, horticulture, psychology, communications, parks and recreation, and hotel and restaurant management. For some of these students, this will be the only marketing class they will have in their credit hours.

THE TEAM PROJECT

Each student is either assigned to a team, or students may select their own team members. Due to the time required for each team to make its class presentation, ten teams have been the maximum for any class. Class size determines the number of members per team. The professor hands out to each class ten forms (numbered 1-10) with spaces for the student's name, e-mail address, and phone number. Each class is told at that time how many students will be on each team, i.e., seventy students, seven members per team.

As a team, the students will develop a new product that does not presently exist (their imagination is their only limitation). Yes, some of the ideas are beyond Star Wars, but the team members have a patent on their new product and they are the experts. Each team works through the product, (some develop a prototype), price, distribution, and promotion. Whatever the product, all components of the marketing mix must fit together in a coordinated pattern. Modifications of existing products are not acceptable. Each team must clear its product with the professor before further development can be made.

PRESENTATION

Each team must make a formal presentation to the class that is between 15-20 minutes in length. Teams are instructed to make their presentation to an audience of potential investors. Team members are expected to be professionally dressed, and each member must have a speaking part.

The students may use whatever technology is available to them in their presentation. But whatever they use, they must also be prepared to present even if there is a power failure, computer shutdown, or some other unexpected problem. All members of the class evaluate each team presentation. While a few minutes for questions and answers follow each presentation, statements intended to insult, intimidate, or harass are not permitted. Team members are advised **early** and **often** in the semester that their team members' evaluations of them is extremely important. The audience is made up of students and faculty.

SCHEDULING

The class schedule for the semester has presentation dates toward the end of the semester. The presentation dates are put into a box from which a team representative will draw. To determine who draws first, a team member is asked to state a number between 1-10. Whoever selects the number closest to the number preselected by the professor, draws a presentation date first.

BENEFITS TO THE STUDENTS

This assignment is designed to allow creative thinking by the students, to generate cooperation among team members, and to provide an opportunity for each class member to make a professional presentation. Probably one of the greatest learning experiences comes when students must schedule group meetings outside of class time. Students know that their total points for this assignment comes from their class presentation. The only report is a type-written outline of the presentation that includes student names and the topic on which they will speak. Students

are encouraged to keep a copy of their presentation materials that they may use on job interviews.

Students working on a team project bring with them their special talents or expertise. Some teams may use the latest technology and put together a sophisticated PowerPoint presentation. Others may develop a prototype and give a powerful “pretend” demonstration of what their product can do.

CONCLUSION

In conclusion, one way to add another dimension to the principles of marketing class is to make team assign-

ments to develop a new product. Most students have been very positive about this type of assignment that allows for creativity, a chance to work with others, and the class presentation.

Team projects are known for their difficulties including “fair” grading, resentment by those who believe they do most of the work, group size, and scheduling, and nobody has time to meet outside of class time! However, for those students who actively participate, this project has been a very good learning experience.

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THE CASE FOR SERVICE-LEARNING IN MARKETING EDUCATION

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Service learning (SL) holds promise as a pedagogical tool for higher education. It is particularly well suited for teaching marketing concepts. This paper makes a case for using service learning in teaching college-level marketing classes. In particular, SL meets the needs of the various “stakeholders” in the education process—marketing students, faculty members, the business community, the university, and the community at large.

SERVICE LEARNING DEFINED

Service learning has been defined as a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle and Hatcher 1996). By integrating class content with a service experience, SL lies at the intersection of community service and “experiential” pedagogy.

GOOD FOR MARKETING STUDENTS

Service learning is good for students because it is an effective way of learning marketing concepts. It is effective because (1) it polishes the tarnished image of marketing, (2) it appeals to the desire to make the world a better place, and (3) it appeals to the desire for “hands-on, real-world” learning.

Wouldn't it be great if students shared their teacher's love for the study of marketing from the beginning? Unfortunately, an entry survey of any principles class will show that many students associate marketing with the sleazy used-car-salesman image of selling. SL shows how marketing can be used to bring providers and users of societal goods together for their mutual benefit. Hence, marketing is made noble in the eyes of the student: a change in student attitudes that sets the stage for improved learning.

Students want to make the world a better place, and they are better for it. UCLA's 1998 national survey of freshman showed that students had a strong interest in volunteering, and that they benefit personally and academically from volunteer projects (Marklein 1999). SL can show

students how to use marketing concepts to benefit society. Batchelder and Root (1994) found that undergraduate students who had participated in SL demonstrated greater awareness with respect to social issues and greater prosocial reasoning and decision-making. In essence, SL makes students better citizens.

Many students prefer “hands-on” learning of “real-world” concepts to book or lecture learning of academic theories. SL supports Kolb's Experiential Learning model by providing an opportunity for students to reflect on how course content relates to a service experience, and thereby stimulate conceptual growth and learning in college students (Bush-Bacelis 1998). SL is a special case of experiential learning that can bring marketing concepts alive in a helping context.

These benefits make for an overall improved learning experience. The results of an experiment by Markus, Howard and King (1993) found that students in service learning classes (as compared to lecture-discussion classes) had more positive course evaluations, more positive beliefs and values toward service and community, and higher academic achievement (as measured on mid-term and final examinations).

GOOD FOR FACULTY MEMBERS

Service learning is good for faculty members because (1) it helps keep their students happy and learning, (2) it improves their teaching experience, and (3) it enables them to “make a difference.” If students are happy and learning, then faculty members are happy. Faculty members are finding that SL builds skill levels, enhances problem-solving skills, develops leadership skills, and fosters social responsibility in students (McCarthy and Tucker 1999). A robust finding of research on experiential learning methods is that teachers find using them to be more work than using the traditional lecture-discussion method, yet they enjoy them more. Experiential methods (like SL) improve the teaching experience by adding variety, freshness, and vividness. In particular, SL gives to teachers a sense of “making a difference” with their students and community. Bush-Bacelis (1998) describes the pleasure for the faculty member from appreciating the accomplishment of projects that are sorely

needed by non-profit organizations and would not be accomplished without the students' efforts.

GOOD FOR THE BUSINESS COMMUNITY

According to *Marketing News* (Levenburg 1999), many small businesses rely on service learning student projects as a source of market intelligence that would otherwise be unaffordable or unattainable. Even though for-profit businesses stand to make money from projects, students are providing a valuable service that strengthens the local community. SL is good for corporate recruiters. Many companies see themselves as benefactors to, and beneficiaries of membership in, a healthy society. Levi Strauss, Helene Curtis, Pillsbury Co., General Electric, and others have programs to encourage and enable their employees to give their time to community needs. They believe that community service programs help attract and retain good employees, build morale and improve profitability, and develop team skills (Caudron 1994). Students trained with SL methods come to a company with sensitivity to the ways in which business, and the marketing profession, can help improve society. It follows that these are desirable employee traits.

GOOD FOR THE UNIVERSITY

SL enhances the outreach efforts of the university. Public universities in particular often have a mandate to serve the welfare of their regions or states. SL projects can be a vehicle for the university, through its students and faculty, to help organizations in its "community" to meet their goals (Boyer 1994). In addition, the university community benefits if SL projects assist its departments in their "helping" roles, such as counseling, health care, or job placement for students. Both service providers and "clients" benefit from the increase in need-satisfying exchanges.

GOOD FOR THE COMMUNITY AT LARGE

Community organizations benefit from participating in SL programs. Many rely on volunteers to accomplish their missions. SL is a means by which the resources of a university can be brought to bear on community problems. Bentley College has incorporated service learning in the curriculum to the extent that over 25% of faculty members have integrated SL into their courses, and thousands of students have used their business skills to assist community agencies in Waltham, MA and the greater Boston area (Kentworthy 1996). The city of Bozeman and the State of Montana have benefitted from students who graduate from the Montana State University business school having been involved in SL experiences

throughout all four years of their education (Lamb, et al 1998).

CONCLUSION

Service learning has great potential as a tool for teaching marketing. While not a new idea, trends in society are leading to conditions that make SL more useful than ever to marketing students, faculty members, the business community, the university, and the community at large. Efforts are needed at all levels—classroom project, college curricula, and university culture—to develop SL as a teaching method and opportunity to serve.

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STUDENTS' SATISFACTION WITH TEAMS

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Students are frequently assigned team projects in Marketing classes, an experience with varying degrees of success and satisfaction with the group. Students are often allowed choose their own team members, or teams may be assigned on some pre-determined basis by the instructor. No matter the method, problems arise: the free-rider effect plagues many groups, communication and problem-solving styles vary, schedules don't 'mesh,' and personality conflicts arise. Poorly functioning teams may lead to poor grades, dissatisfaction with the course and a backlash at the instructor. This project is an attempt to understand the effect of the method of forming the team had upon the students' overall satisfaction with the team.

METHODOLOGY

During the Spring, 2000 semester, three sections of MKT301 Principles of Marketing were used to investigate students' satisfaction with their teams. The course is required of all Business and Economics majors, including Marketing, Management, Accounting, Finance and Economics, as well as students majoring in Recreation Administration, Computer Information Systems, and Communication Studies. Students in all sections work together in their teams on a regular basis, both in a group part of their test-taking process and on a group assignment.

Teams in each section were assigned in a different manner. One section played the "Diversity" game developed by Ned Herrman and students were sorted into teams during the class period. Another section had their teams formed by the instructor solely on the students' grade point average (GPA). The third section played the game but were assigned to teams later, after the instructor considered the results of the game as well as an overall GPA.

Several measurements were taken in order to track their effect on students' satisfaction with the team. These items included: the method of forming the students' team; individual, team and section GPA; individual, team and section grade; and individual, team and section self-reported satisfaction score with their team. Satisfaction was measured by the student's self-reported score on a scale from one to ten, with ten being very satisfied. Simple descriptive statistics and a chi-square analysis were run on the results.

RESULTS AND DISCUSSION

TABLE 1
AVERAGE SCORES BY SECTION

	GPA	Grade	Satisfaction
Grades	2.72	81.47	8.53
Colors	2.82	86.02	8.48
Both	2.95	88.07	8.66

The purpose of Hermann's "Diversity" game is to create "whole brain" teams, where members are assigned on the basis of which brain "quadrant" they prefer to work in: left brain/cerebral; right brain/cerebral; left brain/limbic; right brain/limbic. The stated objective is to create teams that approach problem-solving from a different perspective, with the goal that the combination will make a more efficient team. The class where the teams had been formed strictly on the basis of this process reported the lowest satisfaction score, 8.48. This class was in the middle when GPA and course grades were compared, suggesting that other factors were affecting the satisfaction rating. The highest satisfaction score (8.66) was from the class where the game was played, but the instructor used this information as well as GPA in forming the teams. This class also had the highest GPA (2.95) and course grade (88.07). This information was gathered during the final exam period. The last quiz had been graded, and all papers had been returned, providing students with the ability to calculate their own final grade.

Individuals were grouped by GPA, course grade and by satisfaction scores in an attempt to determine if these variables were related. Preliminary results indicate that there was no association between satisfaction with the group and the grade received, or between satisfaction with the group and the individual's GPA.

FUTURE

Since preliminary results indicate that the method of forming the team is not significantly related to the satisfaction with the team, other factors need to be examined. Secondary data on team satisfaction will be studied, and students will be surveyed to determine what factors they believe contribute to their satisfaction with a team experience.

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THE RELATIONSHIP OF THE MBA AND TODAY'S ACCOUNTING STUDENT

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Accounting educators and professional accountancy organizations have discussed appropriate ways to prepare students for successful entry and growth in a profession that is experiencing dramatic change. The American Accounting Association, Accounting Education Change Commission, International Association for Management Education (AACSB), American Institute of Certified Public Accountants (AICPA), the Institute of Management Accountants, and the Financial Executives Institute have been major catalysts for change. In addition, state legislatures and state boards of accountancy have reviewed requirements for sitting for the CPA examination in their jurisdictions and have increased educational requirements to 150-hours in over 40 states to date. University educators obviously have a pivotal role to play in understanding constituents' needs and in designing programs that meet the changing demands of accounting and other business professionals.

The introduction of the 150-hour educational requirement by the AICPA for membership and by state boards of accountancy for qualification to sit for the CPA examination as well as new accreditation requirements of the International Association for Management Education (AACSB) have provided opportunities and challenges for students, educators, and other professionals. Undergraduate and graduate programs have been reviewed to determine that students are not only well-grounded in accounting knowledge, skills, and professional attitudes but also develop a broad business perspective and an understanding of ethical, global, technological, legal and regulatory, environmental, political, social, economic, and diversity issues. In addition, written and oral communication, computer, and interpersonal, teamwork, and leadership skills have increasingly been demanded in the career workplace. The MBA has become a possible option for developing or enhancing requisite knowledge, skills, and professional attitudes.

Planning and delivering curricula and programs to incorporate all these knowledge, skills, and attitudes is extremely challenging. Recruiting students to those programs is also challenging. For example, candidates preparing for the CPA examination by completing the 150-hour requirement have several alternatives. Some candi-

dates complete additional hours at the undergraduate level because of a double major, a minor, or electives. Some candidates complete 150 hours due to transfer problems or change of major. Other students may prefer to complete the additional hours at the graduate level, pursuing a masters degree in business administration, in accounting, in taxation, or other related area. Other students may go on to complete a juris doctorate or other degree. Others may just initially take enough graduate hours to complete the 150 hours, never intending to complete the advanced degree.

Planning curricula and providing appropriate support to assist students in preparing for successful professional careers is of critical importance. Such planning requires not only access to sufficient instructional and financial resources but also insight into the program preferences of students preparing for these professional careers. This study was undertaken to assess the program preferences of accounting majors at a public, regional, comprehensive institution that had recently revamped its MBA program to include a common core of courses and generalist and accounting tracks. A two-page questionnaire was prepared, tested, revised, and disseminated to accounting majors in their junior or senior year accounting courses. Eighty questionnaires were completed and returned during the Fall 1999 Semester.

SURVEY RESULTS AND ANALYSIS

In our state, the 150-hour rule became effective for the November 1999 examination unless the candidate had registered before the June 29, 1999 deadline. The students who were surveyed (junior and senior accounting majors) were believed to be affected by the new regulations unless they had met this provision.

Approximately 80 percent of the 80 respondents indicated they planned to take the CPA examination. Approximately 50 percent of the respondents indicated they planned to take 150 college credit hours, a recent requirement to take the CPA in Missouri. Of the students planning to take 150 hours, twenty percent planned to complete 150 semester hours at the time they complete their undergraduate degrees. However, an overwhelming

majority of 76 percent planned to start and complete a masters program.

Of those planning to pursue graduate study, 59 percent planned to stay at our institution, 8 percent planned to go to other schools, and the remaining 33 percent were undecided. Nearly 80 percent planning to pursue graduate study were interested in an MBA while 11 percent in a MS in Accountancy. For those pursuing graduate study at our institution, nearly 70 percent planned to pursue the accounting track rather than the generalist track, 15 percent planned to pursue the generalist track, and 15 percent were undecided. Responses to a later question indicated that nearly 18 percent of the accounting majors were not aware that we had an MBA accounting track. Students were subsequently provided with a packet of materials and an application for admission.

Based on the survey results, the largest increase in graduate students from our accounting program should be in Spring 2001 and Fall 2001. This was the time frame when nearly 50 percent of the accounting majors planned to begin graduate study. Fifty-five percent of the respondents planned to take classes part-time rather than full-time. Fifty-seven percent preferred evening classes, thir-

teen percent preferred late afternoon classes, and almost 30 percent preferred daytime classes. Given the size of our program, this may be one of our biggest challenges.

Fifty-three percent plan to work full-time while another forty-three percent plan to work part-time while pursuing graduate study. Forty-two percent wished to serve as a graduate assistant.

CONCLUSION

The above preliminary data would suggest a real interest in continued educational needs of graduating accounting students. These working students are interested in MBA program, many of them on a part time bases. Students are interested in both a general MBA as well as an option within accounting for the MBA.

As we balance constituent needs and demands with efficient allocation of scarce resources, we should take time to ask important questions concerning student preferences. We should be proactive in informing our students of our programs and of the benefits to be derived from those educational opportunities.

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FIVE CLASSROOM PROJECTS TO ASSESS STUDENT REACTIONS TO CLASS ACTIVITIES, ASSIGNMENTS, AND MATERIALS

Steven B. Corbin, University of Northern Iowa

INTRODUCTION

Two key questions have been sought by educators at all levels since *A Nation at Risk* was published in 1983. And these two questions were a result of a reexamination of the American educational system. Educational reformers have been seeking the answers to: (1) How effectively are teachers teaching?, and (2) How well are students learning?

The first question relating to the effectiveness of teachers teaching can become quite a dialogue. How does one recognize good teaching? How is good teaching evaluated? How should good teaching, if it can be documented, be rewarded? Or, more simply, what is good teaching? Because of this dialogue the attention to good teaching is now a central focal point within most higher education institutions. Teaching Improvement Centers have now found their way into the vast majority of universities just like an Admissions Office exists, in hope of assisting teachers become more effective.

The second question coming out of the historical 1983 publication, how well are students learning, is being addressed by the Student Outcomes Assessment (SOA) movement. Just like Teaching Improvement Centers have become a fixture on the college campus, so to has the SOA weaved its somewhat and sometimes tangled web into the campus life of a professor.

CLASSROOM ASSESSMENT TECHNIQUES

The most widely used and practical handbook designed for college teachers to use to assess quality teaching and learning is *Classroom Assessment Techniques* (Angelo and Cross 1993). The handbook contains 50 Classroom Assessment Techniques (CAT) or projects incorporated into 10 different assessment purposes. The handbook was a result of the Classroom Research Project, funded by the Ford Foundation and the Pew Charitable Trusts. The 50 exercises are designed as a practical, do-it-yourself handbook that college professors can use without formal training in pedagogy, assessment, or education.

MMA AUDIENCE BACKGROUND

At the fall 1998 Marketing Management Association Educators' Conference, the author presented five classroom projects that could be used to assess student reactions to teachers and training (Corbin 1998). At the conclusion of that session, I was asked by a few of the session attendees if there were some classroom projects that could be used to assess students' course related knowledge and skills. At the fall 1999 MMA Educators' Conference, the author followed through on the '98 request and shared with the attendees six projects (Corbin 1999). Three of the six classroom projects were to assess students' skills in analysis and creative thinking. The remaining three classroom projects are to assess students' skill in synthesis and creative thinking. And, like the previous year, some of the session attendees requested that I share with them more classroom assessment techniques during the 2000 MMA confab.

ASSESSING LEARNER REACTIONS TO CLASS ACTIVITIES, ASSIGNMENTS, AND MATERIALS

During the Marketing Management Association's Fall 2000 Educators' Conference, a description, suggestions for use, step-by-step procedure, and turning the data collected into useful information for each of five projects will be shared with the attendees. The five projects are carefully designed and classroom tested to give faculty feedback and information that will help them improve their course materials, assignments, and activities. Regarding these five techniques, Angelo and Cross note that they "require students to think more carefully about the course work and its relationship to learning" (Angelo and Cross 1993, p. 343).

The first of the five Classroom Assessment Techniques, "RSQC2" (Recall, Summarize, Question, Comment, and Connect) was reported by the author in the spring 2000 issue of *MMA Marketing Insights* (Corbin 2000). The RSQC2 technique is a highly structured, but simple to implement seven step exercise that assesses student re-

call, reaction, and evaluation of class activities, all within a 20 minute time period.

“Group-Work Evaluations,” the second technique, are simple questionnaires used when either study groups or cooperative learning (students working in structured groups) is taking place in the learning environment. The feedback received via this technique assists both the students and the teacher to document what is going well and not so well in groups, so that possible destructive conflicts can be corrected.

“Reading Rating Sheets” is a short, simple assessment form that students complete after they have completed their assigned course readings. The feedback tells the faculty member the students’ honest point of view of the reading(s) and the teacher can rethink whether that reading selection should be used for future classes. The assessment permits the students to give the faculty member their opinion about the usefulness of the reading from the perspective of helping the student understand the topic as well as determine if the reading was clear and understandable.

“Assignment Assessments” requests students to consider the value or value added of assignments as it applies to them as learners. This project gives the faculty members the opportunity to see the assignments they “give” their students to complete from the student’s perspective or eye, giving him/her valuable

feedback on the learning value of the assigned project, paper or homework.

“Exam Evaluations” is the fifth project designed to assess learner reactions, and in this case, reactions to an examination. Most veteran instructors would agree that all too often the learning function of testing is overlooked, and in many cases, completely ignored. This simple technique allows teachers to examine both what students think they are learning from tests and the students’ judgement of the exam’s fairness, appropriateness, usefulness, and quality.

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LEARNING OUTCOME ASSESSMENT: A LOGICAL BASIS FOR CONTINUOUS IMPROVEMENT IN THE BUSINESS CURRICULUM

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Learning outcome assessment is arguably the most effective and efficient means for facilitating continuous improvement in academic curricula. The rich and growing body of literature (see, for example: Angelo 1995; Benson 1997; Gardiner, et al. 1997) supporting learning outcome assessment consistently talks about a *process* approach for generating continuous improvement.

“Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate critical and high standards for learning quality; systematically gathering, analyzing and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance” (Angelo 1995).

Dilettante educators will quickly be put off by learning outcome assessment. It involves a comprehensive, systematic approach for stipulating outcomes and measuring performance in both the short and long term. Not for the faint hearted or non committal, assessment must: be mission based, occur at different levels within the university system, be evaluated from a multiple stakeholder perspective, be based on multiple methods of assessment, be conducted over time and be integrated into the larger academic system. (Carter, Klein, and Day 1992)

The faculty of the College of Business and Management at the University of Illinois at Springfield (UIS) adopted a learning outcome assessment approach in 1997 for assuring continuous educational improvement. In the Business Administration program, we have recently completed our baseline effort to identify and operationalize learning outcomes through the curriculum. Identifying and agreeing upon a set of learning outcomes was the key step in this process.

A multiple stakeholder approach for adopting learning outcomes involves at least three stakeholder groups: academic, professional and students. Based on inputs

from each group, the Business Administration faculty have agreed upon five learning outcomes. Two outcomes are knowledge based and are addressed primarily in the introductory, junior level classes, and three are behavioral and are addressed primarily in advanced coursework.

Our first outcome is that students understand the common body of knowledge areas of business: finance, management, marketing, human resources and operations. This is an especially important outcome at UIS, since none of the other undergraduate programs requires all these core courses. We are the only “general” program covering the traditional spectrum of academic disciplines.

Our second learning outcome is a firm understanding of the meaning and importance of the external environment to managers. As required by AACSB, this outcome includes coverage of: ethical and global issues; the influence of political, social, legal, and regulatory, environmental and technological issues; and the impact of diversity on organizations. These issues, which collectively form the “perspectives of business,” are covered in a course earmarked specifically for this purpose and, to a lesser degree, in all of the other core courses.

The remaining outcomes were of primary concern to the professional, i.e., business community, stakeholders. The third is communications skills, including computer applications capabilities. These are skills that enable graduates as well as student interns to immediately benefit organizations. In the case of computer applications skills, we have operationalized this outcome as familiarity with all of the packages in Microsoft Office. Business leaders now consider as a *given* that business school graduates are computer literate. Consequently, we are working hard to introduce these programs as requirements in coursework throughout the curriculum.

The fourth outcome is group work skills. While many of our students are uncomfortable with this requirement, we find that our students do little group work in their general education coursework.

The last learning outcome is critical thinking and decision making skills in a business setting. This outcome is addressed primarily in our capstone course. The content and activities undertaken for this purpose are coordinated closely with course coverage in the core courses and seek to integrate across the core curriculum.

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UTILIZING MARKETING CONCEPTS TO TEACH HUMAN RESOURCE MANAGEMENT: A VENTURE INTO TWO-WAY LEARNING

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“The people who get on in this world are the people who get up and look for the circumstances they want, and, if they can’t find them, make them.” – George Bernard Shaw

BACKGROUND

This venture was undertaken as part of my graduate work as a student in the Individual Option (INO) Program at the University of Illinois-Springfield (UIS). The INO program not only provides students seeking graduate-level education with the unique opportunity to design a master’s degree tailored to personal goals and objectives, it also encourages students to design individual courses via tutorials and field experiences. In considering my learning needs as I pursue a self-designed Master of Arts degree in Marketing and Management, I chose to enroll in a Business 599 tutorial which I entitled “Advanced Topics in Marketing” in order to expand my knowledge of marketing concepts, specifically marketing aesthetics and image management strategy. Although designed as tutorial in overall nature, one of my objectives was to incorporate an experiential component that would provide learning by application. The driving force behind my inclusion of this component relates back to the purpose of my degree program itself – to synthesize coursework from the areas of marketing, management, and communication that will fulfill learning needs in order to earn a degree that provides career flexibility, i.e., my goals are to act as a consultant to small businesses and to teach at the college level.

As part of my course proposal it was required, of course, that I include a suggested basis on which my work would be evaluated. The UIS professor overseeing my independent study tutorial was also teaching an undergraduate course in Human Resource Management, and I asked to see a copy of his syllabus. Wanting not only to expand my knowledge of the marketing concepts mentioned above but also to create an opportunity to teach, I proposed that I design and deliver the class session covering employee recruitment and retention as a form of mid-term evaluation.

DESCRIPTION OF THE PROCESS

Upon receiving approval to incorporate this evaluation component, I tailored my research so that it included a study of the impact of marketing aesthetics and image management strategy on employee recruitment and retention. In addition to an obvious search for such information in all of my readings, I incorporated specific, targeted questions in the development of a survey and on-site interview document administered to several local businesses. For example: “With regard to employee recruitment and retention, how important is it to have a clear, consistent, and understandable corporate identity and why?” and “Do you believe that the ‘look and feel’ of your business is an asset to employee recruitment, satisfaction, and retention and why?”

In order to more effectively organize my research, I chose to first write a paper entitled “Implementing Marketing Aesthetics and Image Management Strategies into Human Resource Management: The Impact on Employee Recruitment and Retention,” which, in turn, served as a handout for the students at the end of the class session. From this paper, I developed a presentation outline, notes, and visual aids. The presentation itself was a combination of lecture and interactive discussion in which I encouraged student participation through direct questions. Knowing my own penchant for instruction that incorporates real-life examples and personal experience, I endeavored to accomplish this in several ways. Of course, my research provided a more than ample supply of real-world examples, as I had reviewed the best practices of several Fortune 100 companies. The most effective examples were those I cited from local businesses and organizations and from my personal experience. The students were more participative and interested when we discussed the area’s largest employer, Caterpillar Inc. (coincidentally also a Fortune 100 company), a popular specialty coffee shop, and a local nursery and garden center. Among the visual aids I utilized were samples of recruitment ads placed in the newspaper by local businesses. These were used primarily as an introduction and to talk about the importance of first impressions. This simple concept that image can be a basis of competitive

advantage was effectively conveyed through analogies such as a “first date,” resume preparation, and job interviews.

My introduction also included definitions and an explanation of marketing aesthetics, aesthetics strategy, and identity elements in order to convey several major concepts:

1. An organization performs many activities that can create a competitive advantage and human resource management is one of these activities.
2. Just the same as a uniquely designed product or a strong brand can differentiate a company, so can human resource management activities if they incorporate an aesthetics strategy.
3. Consistent expressions increase the likelihood of producing the appropriate and desired expression and remembering the expressed identity – image and identity must be consistently positive in all forms of organizational output, including human resource management activities such as recruitment and retention.

One of the most effective approaches I incorporated was to ask the students to view employees as customers. Pointing out that aesthetics can not only be applied to external marketing to attract and retain customers but also to internal marketing to attract and retain quality, committed employees, I asked the students to talk about where they shop and why, or if they buy a certain brand and why. Asking the students to view employees as customers allowed me to segue into an explanation of customer demographics and psychographics, explaining that this same knowledge combined with techniques to segment markets and target customers can also be useful in designing benefits packages and training programs. This further segued into a discussion of values – just as not all customers value the same thing, so it is with employees. Organizations have to create relevant value through appropriate programs and policies. An aesthetics strategy that considers employee values can help to create memorable, satisfying employee benefits, programs, and experiences and, thus, lead to greater employee satisfaction and retention. Students were then asked to provide examples of such programs and experiences, and I supplemented with examples from my research.

After identifying specific programs and experiences, we discussed the direct application of aesthetics strategy to benefits and training. For example, work/life programs, flexible scheduling, elder care benefits, convenience benefits (such as on-site ATM, fitness center, day care); attractive, comprehensive, and thorough orientation programs; mentoring; career development counseling; in-house staff development; tuition assistance; and off-site professional development.

In further reinforcing the concept of viewing employees as customers, I encouraged students to talk about their best and worst customer service experiences – probably one of the more lively discussions of the evening! This provided a good lead-in to emphasizing the importance of reviewing all human resource management practices to ensure professionalism, fairness, and courtesy to ensure that this organizational function is in alignment with the desired aesthetics strategy. We further explored the potential negative impact of inconsistent and inequitable human resource management practices.

RESULTS

Incorporating marketing concepts to teach human resource management definitely provided an opportunity for two-way learning – for myself and for the management students. Through lecture, interactive discussion, visual aids, and a comprehensive handout (including a bibliography for further reference and study), the students were introduced to a different approach to the practices of employee recruitment and retention and to all human resource management activities. I also believe that my approach to instructing this class helped the students to understand the importance and interrelationship of all forms of organizational output to creating relevant value, following a specific strategy, achieving organizational objectives, and creating competitive advantage. Designing and delivering this class assisted me in: (1) validating my independent research and learning; (2) applying marketing concepts to a specific organizational function; (3) utilizing my skills and knowledge to develop learning objectives, a course outline, and course materials; and (4) conducting actual classroom instruction. Overall, I am most appreciative of the opportunity to fulfill specific learning needs and to satisfy my additional need for immediate application of learning.

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EXTREMISTS AS GUEST SPEAKERS: WHEN WHITE SUPREMACIST MATT HALE COMES CALLING

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Educators across academe regularly seek to improve classroom performance through the use of varied pedagogical tools and approaches. The use of videos, assessment tools, experiential group problem solving exercises, case analyses, role plays, and other learning devices are widely sought and utilized. One such standard technique is the use of guest speakers who possess unique expertise. In this article I report a series of ideas and experiences about what to expect if and when college and university professors open the guest-speaker “envelope” all the way – by bringing radical, extremist guest speakers to class. In particular, this article summarizes my thoughts about having invited white supremacist Matt Hale to speak to my junior-senior level management class on Social Responsibility and Ethics, during the Spring Semester, 2000.

My experience with radical guest speakers has been rather extensive at times across my 27 years of college teaching. I have “hosted” speakers from the Socialist Workers Party, Communist Party U.S.A. (CPUSA), CPUSA Speakers Bureau, John Birch Society, and John Birch Society Speakers Bureau. My arrangements with both the CPUSA and Birch Society developed into relationships of trust and mutual respect, to the point where CPUSA allowed me to conduct a study of the motivation of their Utah activists (Miller 1991) and Wyoming Bircher’s voluntarily broke a national mandate as a favor to myself and my students, by appearing on a public panel which included communist and socialist participants. My first published article on the use of radicals in class appeared in 1980. My point here is simply that I am not new to the experience of bringing radicals from the left and right to class.

Three years ago I moved in a different direction, and have since invited four different convicted murderers to speak to us regarding modern American gang life. Although radicals of a non-political variety, reformed gang “triggers” represent extremism in another form.

Accordingly, it was with some knowledge of the probable consequences that I invited Mr. Matt Hale to address my class on social responsibility. The experience was without

doubt one of the most energizing things I have done in a classroom in years. While I do, indeed, endorse the use of Reverend Hale (as he prefers to be called) or other extremists in class, I invite educators who consider doing likewise to do so with their eyes wide open.

The following is a synopsis of thoughts regarding radical guest speakers generally, with primary emphasis on the recent experience with avowed white supremacist Matt Hale.

PROCEDURAL CONSIDERATIONS

1. Plan carefully and act accordingly.
 - ◆ ***Invite radical speakers only if students are unanimously in support of doing so, pledge to attend, and demonstrate that support by a unanimous vote.*** Be particularly sensitive to the desires of minority students (or those who may have had similar experiences as victims, as in the instance of inviting a perpetrator of violence). Rationale: the point of the endeavor is to generate an outstanding learning experience, not to intimidate or embarrass students. Proceed only if students are unanimous and enthusiastic.
 - ◆ ***Draw out the decision process in order to assure the implications are fully understood by students.*** In my experience, learning objectives will only be achieved if students retain a sense of ownership of the invitation.
 - ◆ ***Emphasize the guideline requirements you have for the speaker.*** I insist, for example, that he or she appear alone (in order to avoid any radical pep rally atmosphere), without posters or signs, while maintaining an academic and informational tone (thus I allow handouts), and that the session will end immediately if the session degenerates into talk-showish shouting (that line has never been crossed in one of my sessions with an extremist).

- ◆ **Conduct the class session:** by speaking to the audience without the radical for a few minutes to establish the ground rules (emphasize that it is an academic event and must retain that tone, that insults will end the event, that everyone will be allowed to ask their questions, etc.); allow the extremist several minutes to give his or her stump speech; follow with question and answers; reserve the final 1/3 or 1/2 of the session for a more private session with students actually taking the course (during the opening guidelines discussion I tell visitors from the public – who will likely attend regardless whether they are actual students – that the final part of the session is reserved for students in the course). In this manner, the veil of secrecy and suspicion is lessened, while protecting the opportunity for students to ask questions they won't ask during the public meeting. The academic tone can be retained accordingly. *As teacher-facilitator, stay involved in defusing emotions by rephrasing audience questions and seeking to moderate the tone of more objectionable comments.*
 - ◆ **Be certain the presentation is related to course assignments** (readings, exams, papers, extra-credit reports, etc.), thereby bringing more substantive and structured relevance to the session and moving the learning experience beyond impressions and shock values.
 - ◆ **End the session with your own debriefing**, outlining the learning objectives (which need to be a clear part of the original decision process) and your impressions of the experience.
 - ◆ **Begin the next class session with group exercises in which students summarize their responses to the experience.** During the days between class, much reflective learning will take place; students will need to revisit the experience to express reflective, pent-up thoughts.
 - ◆ Also, alert pertinent campus staff regarding what's coming. Our department secretary handled approximately 100 phone calls from far and wide during the month after Hale's appearance; many were concerned, others required diplomacy (e.g., calls from the Anti-Defamation League). Campus PR personnel will need to be given background information and time to plan their response.
2. Expect an outraged community.
 - ◆ **Admit nearly everyone** (I exclude only the media), subject to the ground rules covered above (professional, academic conduct, etc.) This will further reduce suspicion and the likelihood of organized resistance. I remind our guests that they are "guests" in a classroom (rather than university sponsored), academic event.
 3. Take proper security measures:
 - ◆ **Alert campus security** for safety, legal, and common-sense reasons.
 - ◆ **Decide whether to involve campus security personnel**, which I recommend. In particular, they may be available to escort the extremist to and from campus; security may agree to station officers at entrances; and – as in the case with Hale – they may want to place an undercover officer in the classroom during the session. Of course, these decisions may be made for you by your administration; they have considerable security interests themselves.
 4. Expect the media to be "all over" the event and plan accordingly:
 - ◆ **Take two things for granted**, because they are almost certain to occur. First, the speaker will undoubtedly alert the media in the attempt to capitalize on the PR opportunity; second, because the session will be out the ordinary and because extremists draw out other extremists from the community, student body and faculty, expect the media to conduct themselves in a "circus-like" manner (e.g., media will seek out the more outrageous comments from the more outrageous members of the audience, headlines will be exaggerated, etc.).
 - ◆ **Deal with it by not allowing any media inside the classroom during the session** (even the campus newspaper). It is imperative that the session be conducted as an analytical, academic gathering (even with people from the community in attendance). With journalists present in the classroom, the academic nature of the session will suffer; both the extremist and members of the audience will be tempted to play to the press. During the opening discussion of guidelines, "insist" that they leave.
 - ◆ Deal with it by explaining to the extremist ahead of time that because your purpose is not to endorse the extremist or his or her ideas, **you will not pose for pictures with the extremist and will not conduct a joint interview with them.** Of

course, pictures will be taken and interviews will be conducted after the session. The extremist will take the opportunity, of course; but leave them to their own devices. I encourage my students to speak to whomever they please, and do brief interviews myself (alone) after the session. I see no way around this.

- ◆ In the future, I plan to minimize the media circus by not announcing the exact date of the session ahead of time. Rather, I plan to determine three or four available dates with the speaker and phone him or her on one of those mornings with a “Today’s the day” message. As I will explain to the speaker, the invitation will be cancelled if I hear of media involvement in the ensuing hours before class. My purpose here is not censorship, but to enhance the classroom atmosphere of the event.
5. Realize that your academic administration will have opinions about this. You be the judge of your administration’s academic integrity, belief in academic freedom, support for First Amendment liberties, and political attitudes toward you. I have held such sessions at four institutions of higher learning: Northwest (Wyoming) Community College, and the Universities of Utah, Arkansas, and Illinois at Springfield. When questioned, high level academic administrators at three of the four institutions were proactive in defending academic freedom on their campuses.
- ◆ ***Be absolutely certain that the subject of the radical’s presentation is germane to the subject matter of the course, and be able to document it.*** Specific reference to the topic in the course description is the ideal protection.
 - ◆ Depending upon your conclusions about the “quality” of your academic administration, ***it may be necessary to have tenure before employing this technique.*** Although I did not have tenure at any of the three institutions where academic administrators were proactive in defense of academic freedom originating from my invitations to radical speakers, the assumption that all academic administrators are equally farsighted should not be taken for granted.

ATTITUDINAL CONSIDERATIONS

1. Expect to be criticized, because you will be.
 - ◆ ***Much criticism will be “cockeyed” and factually off-base, even if sincere.*** During the aftermath of the Hale visit, for instance, a retired

professor from another campus wrote an editorial charging that there were no academic freedom or First Amendment issues involved whatsoever; a patently silly contention. Likewise, in my experience the most critical views will be expressed by people who either stayed only a few minutes or did not attend at all.

- ◆ ***Expect the media coverage and corresponding criticisms to cover a wide geographical area.*** Newspapers outside the university community are likely to want to provide some coverage of the event, particularly if the extremist has a widespread reputation and/or public relations operation.
- ◆ ***Critics will tend to personalize and internalize the issue as they see it.*** For many individuals the issue won’t be that a professor and his or her students willingly invited an extremist for an analytical examination of radical ideas in an academic context. Rather, to many critics, you will have done something “to them.” A good and long-time friend and colleague, who is African-American, wrote a note to me after the Hale session telling me that the invitation was a personal insult to him. It did not seem to matter to him that the lone African-American student in the class was the major sponsor of the invitation. The student’s interests and learning needs were seemingly less significant than the feelings of someone from across campus who was uninvolved. Of course, such reactions are the very nature of controversy and are to be expected.
- ◆ ***In my experience, the most vocal critics will be of three primary types: (1) Those who are genuine and sincere in not wanting hate mongers or other radicals on campus.*** Such respondents are often those who personalize the issue. (2) ***Others who use the issue to further their career interests or ambitions.*** I expect that one campus critic of the Hale invitation, for instance, was at least in part attempting to win administrative support for his own tenure bid and future candidacy for promotion into administration. As Hale spoke, a legislator soundly bashed me on the floor of the Illinois General Assembly. A mutual friend later told me the lawmaker probably didn’t mean much that he said, but that it was more likely a headline-grabbing move by him aimed at his constituents. (3) ***The proud defenders of political correctness will have much to say, although it will ring pretty hollow.***

- ◆ Critics may also contend that you and your students are not smart enough, or trained well enough, or prepared enough to deal with the radicals. Such critics will erroneously argue that you and/or your students are about to be seduced by the wily distortions of those on the far left or right.
- ◆ My advice is to follow my lead in largely ignoring the criticism. During the Hale events (which went on for a full four weeks in the media), I read exactly three newspaper articles (of perhaps 15, including letters to editor) and responded to two colleagues who sought me out directly. That's all. Five months later, I've read the newspaper articles in preparation for this article. But I didn't at that time. Take heart in the high-road opportunity to defend important principles while fulfilling important student learning needs.

2. Expect to be supported, because you will be.

- ◆ ***Expect to learn who your true friends are, because they will go out of their way to support you, especially when important principles are involved.*** Conversely, colleagues will be polarized; some will see the issue differently than you do, others will simply avoid you as a way of avoiding controversy. Either way, you will learn who they are from their actions.
- ◆ ***Expect to be impressed by the depth of support which will be expressed as a result of such endeavors.*** Living in a state capital, I would like to list some of the prominent people who contacted me to express their support – often, people I have met only in passing and have no ties to. In respect for their privacy, I won't list them. Suffice it to say that the critics of our invitation to Matt Hale were outnumbered by supporters in the range of 10 to one. For two weeks I was the most sought-after conversationalist in the pool

hall I attend; not because pool players like white supremacists, but because many of those pool players understand the importance of free thought, inquiry, and analysis... for extremists on the left and right, and even Matt Hale.

CONCLUDING COMMENTS

So there you have it . . . a few ideas on how to energize your classroom, campus, and community by inviting speakers with pertinent – though extremist – ideas. As for myself, I have thoroughly enjoyed inviting communists, socialists, right-wingers, murderers, and most recently a white supremacist to class. I've enjoyed it because, when done in accordance with the ideas above, the process is a lively, dynamic, and powerful way to bring ideas from the darkness into the light where they can most soundly be understood and debunked. And, oh yes, one other point: if you try this, expect to be very proud of your students and even yourself.

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PRACTICAL ASPECTS OF TEACHING LEADERSHIP

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One can teach leadership in what may be viewed as the traditional manner where students read books and articles, examine definitions, and explore the research. To cap this off, one could have the students take tests where they identify who said what, study cases and form conclusions, and write a paper on some aspect of leadership. This approach is effective for exposing students to the literature, and it certainly has its place in teaching leadership. However, another approach is possible that can contribute much to a student's knowledge and understanding of leadership. This approach attempts to marry the theoretical and the practical.

The basic premise is that students can learn about leadership if they are placed in positions where they must lead and if they then must explain their leadership in accordance with leadership theory. The second premise is that this can be done within the parameters of a college class.

How can one do this? First of all, one must expose students to the theory, and this can be accomplished through lectures, readings, and research in the library. Second, one must create situations where each student can lead, and the student should be allowed class-time to lead. Asking students to lead in situations outside class-time has two possible negative effects: one, the student can form a negative attitude towards the assignment because he signed up for the class expecting that requirements of the class will be met within the time reflected in the schedule with the exception of assignments such as readings and library research, activities that the student expects and can schedule at his convenience; second, the student can conclude that such activities are not too important or the professor would have incorporated them within the class-time allotted.

How, then, can one provide situations within the parameters of the classroom that provide students with the opportunity to lead? To begin with, the professor must

consider and accept that people can learn about leadership and some of the skills required through the simplest of situations. The professor should also consider and accept that length of time does not need be great. A person can learn something about leading in a relatively short period of time. If a professor accepts these two precepts, then he can begin to think about, narrow down, and create situations where students can learn. For example, if a professor has thirty students in his class, he can appoint 5 students as leaders and give each of them 5 students. He can then give the 5 student leaders their assignments, which can be the same assignment, have them meet with their followers, and begin the process. One of the assignments I use is to build a box kite that must fly for fifteen minutes. I may require that the kite be ready by the fourth following class session. I give each leader 15 minutes of class-time each of those periods to lead: he or she must explain to his group the project, plan, make assignments, coordinate, and monitor progress during the next four class sessions. Leaders can not do the physical work on their projects. During the fourth class session, the student leaders will be given time to build the kite.

If the process stops with the flying of the newly built kites, then very little has been accomplished related to leadership. If, however, the professor requires the leader to analyze before his group and the class what he did, his actions, to lead in terms of leadership theory and research, then the professor, the student leaders, and the students learn something about leadership. For example, one of the major areas of analysis should be the major intervening variables, both positive and negative, with which the student leader had to deal. Another should be identification of times during the process when the student leader utilized directive or participative behavior.

This brief statement suggests that it may be possible to marry theory and practical applications to the teaching of leadership.

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ASSISTING TEACHER RESPONSIVENESS TO STUDENT NEEDS: THREE EXAMPLES

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One of the most important and complicated responsibilities of a teacher is the necessity of responding appropriately and professionally to the needs of students. In addition to needing teachers who respond adequately in meeting the requirements of course subject matter, students have a variety of actual and perceived needs. Also, increasing diversity provides additional challenges and opportunities for the teacher. Various techniques exist to assist a teacher in the process of becoming responsive to the variant needs of students, but one of the most important is the attitude of the teacher.

Illustrating this point are three different courses I have taught to three distinct groups of students for a period of years. These courses illustrate a wide range of course subject matter and student diversity but are similar in being demanding on both the student and the teacher. A common requirement of all three courses is that they must be challenging to the students. While all (or perhaps even most) students will not take advantage of all opportunities presented by a given course, it is the responsibility of the teacher to present those opportunities to the student. What the student does with the opportunity is their decision. I have divided the three courses into categories by the type of student.

TRADITIONAL STUDENTS

In this category I define “traditional students” as simply being that wide range of students who have taken my course “Leadership and Strategy” at the University of Illinois at Springfield (UIS) over the last twenty-five years. This course is the “Capstone” course for the Management Department and is designed to be the final course taken by students just prior to receiving their Baccalaureate degree.

The needs of students in this course include those defined as course objectives. Those objectives include the need to integrate the information from the foundation management and elective courses. The course is to serve as a demarcation line between undergraduate and graduate work. For those students who will subsequently pursue advanced degrees it gives them a “taste” of the degree of critical and analytical thinking they can expect in graduate work. For those students whose educational needs are met with a Bachelor’s degree, this course is their last

exposure to the intellectual discipline of the Academy. In addition, the course is to expose students to a wider range of literature and authors that they have previously encountered.

These are all defined needs of students taking this course. In addition, I have used a minimum of four written questionnaires to identify individual student concerns, interests and goals. I supplement these questionnaires with a short list of questions designed to elicit other needs of the students that may be either perceived or actual. The results of these tests assist me in selecting the specific methodology, sequence and course components I use to ensure that the goals of the students and the course are met.

I respond to these student needs in a variety of ways. Despite having taught this course many times, I have never twice taught it the same way because the needs of the students are different in each class. I frequently change textbooks, case studies and leadership examples. These changes are anything but random. With a consistent view to taking advantage of the classic studies concerning this subject matter going back to the early Greek and Roman examinations of these subjects, I select texts to also take advantage of the latest additions to the literature of both “Leadership” and “Strategic Management.” I subdivide the course into eighteen (18) separate “compartments” for different subject areas. In other words, this compartmentalization allows me to deal with more than one such subject area during each meeting over a sixteen (16) week semester. I have a separate “sub-goal” for each compartment, but I have a wide range of examples, studies, lectures, and teaching tools and techniques available to meet the goals of each compartment.

INTERNATIONAL STUDENTS

This group of students includes those graduate students in an “International Business” course I taught on sabbatical in Germany. I am frequently requested to return to Europe to guest lecture to that same type of student, and I teach a similar graduate course in “International Business” at UIS. This cohort of students is extremely cosmopolitan, intelligent and diverse. They are especially aggressive and challenging. In any given student group, although my lectures are primarily in English, there will be stu-

dents with up to ten different native languages represented. Such courses represent the ultimate diversity and can be both extremely difficult and very rewarding for teachers.

This type of student group does not respond well to “filling out” questionnaires. I usually use only one short list of general “background” and “individual interest” questions. I supplement this with a greater emphasis on verbal questions carefully selected to elicit much of the same information which I collect concerning the needs “perceived” by the students in the above “traditional” group of students. I have simply found that the collection process works better with more emphasis on verbal questions and somewhat less on written questions.

I use the elicited information for course development/modification in much the same way as I describe in modifying the course subject matter, content and sequencing for the above “traditional” students. I have also used much the same process while guest lecturing on the same subject matter at the Sorbonne in Paris and at Upsalla University in Sweden. It has also been effective while guest lecturing on “International Business” subject material at eight (8) universities in the United States.

SPECIAL OPERATIONS STUDENTS

This third type of course illustrates unique needs for teaching and responding to student needs. It also illustrates opportunities for creativity and diversity in teacher responses. The subject matter of this course is unique and has specific requirements for the teacher. Upon request of military organizations, I periodically teach a course in advanced hand-to-hand combat to selected members of elite Special Operations units. As a former Captain in Special Operations I am extensively and intensively experienced in leading units in combat. I also stay current with the changing needs and environment of the military.

Teaching such a course requires significant preparation. Far beyond simple adequacy in physical fitness and hand-to-hand combat techniques and procedures, a teacher needs to meet a wide range of continuously changing competencies. For example, I maintain my currency as a Commercial Pilot and a SCUBA diver. I also continue my proficiency as a skydiver to ensure my capability for High

Altitude jumps with Low altitude chute Openings (HALO). I am also competent with a wide range of weapons.

For the purposes of this discussion, however, the students in such courses present unique challenges and opportunities for teachers to determine student needs. The student in this type of course will already have “instructor” level competency in hand-to-hand combat. The student in this type of course have a wide range of academic preparation; however, they are all very smart, intensely competitive, and dedicated. They are eager to learn more about a subject they have already studied and practiced for years. They are also young, energetic and very physically fit. Just like students in the previous two student groups (but sometimes in different ways), this group is very challenging. Just as the previous two categories like to “question the authority” of the teacher, students in this group love to constantly test the teacher. Just like the other groups, these students find out very quickly whether or not the teacher is competent to “stand and deliver” the course material.

Determining the needs of these students requires a particular kind of sensitivity. While they are physically and intellectually some of the toughest individuals in the world, these students can also be very vulnerable to a teacher. In addition to simply meeting the course requirements, the individual needs of such students are often best determined through verbal conversations. Written questions elicit little information of value. These students need to determine for themselves whether they respect the competency of the teacher, and then they tend to respond best to verbal discussions about their needs as students. Again, I use the information obtained in ways similar to that outlined in the first section for “traditional” students.

In each of the above three examples, I always share all of the questions and answers with the students. I believe it is important for students to know exactly why I ask the questions I pose as well as specifically how I use their answers to meet their needs. I believe it is important to always safeguard their opportunity to “question authority” and to determine for themselves the competency of my teaching. There are many similarities in the students in all of the above three groups of students. Also, each group has unique differences, opportunities and challenges. Together they illustrate why being a teacher is – for me – the best job in the world.

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INTEGRATING THE INTERNET IN MARKETING AND ACCOUNTING CLASSES

Michael Russell, St. Bonaventure University

Darwin King, St. Bonaventure University

The use of the Internet as an instructional aid continues to grow at an exponential rate by students and faculty in Management Schools throughout the world. The purpose of this panel is to share ideas from marketing, accounting, and other areas of the core business curriculum that help faculty and students utilize the Internet in a way which helps to integrate learning in core business subjects and increase their familiarity with key benefits offered through the Internet.

The panel presentation will offer examples and methods for accomplishing the following:

Improving research skills for students and faculty

- ◆ Using web-based projects for classroom assignments
- ◆ Utilizing web based services to communicate more effectively with students

- ◆ Reviewing on-line teaching strategies
- ◆ Techniques to encourage students to utilize Internet resources
- ◆ Reducing anxiety for novice Internet users
- ◆ Integrating web development in undergraduate business classes
- ◆ Highlighting successes and pitfalls when using the Internet in the curriculum

The panel presentation is designed to enhance knowledge by providing examples and generating new ideas through discussion. Examples of the presenter's home pages will be utilized in an effort to present techniques that have proved to be beneficial to students in previous semesters. This presentation will encourage attendees to share both positive and negative Internet experiences.

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USING WEB-BASED COURSEWARE IN THE MARKETING CLASSROOM: LESSONS LEARNED USING COURSEINFO™ BY BLACKBOARD, INC.

John Bennett, Stephens College
Michelle B. Kunz, Morehead State University

MICHELLE'S EXPERIENCES

Web-based courseware provides a basic framework, or architecture, for developing and housing course support materials online. This platform eliminates much of the coding and design implementation required for instructor-generated support materials. While perhaps reducing some flexibility and freedom of design available using an individual instructor's web page, CourseInfo provides a very solid and robust architecture platform, which provides a stable learning environment and platform for students across the campus and curriculum. One of the biggest advantages I have found for using CourseInfo is that once students have become familiar with the system, and have used the tools available, I don't have to continue to "re-teach" them what to I expect them to do. However, for those lower-level courses, which may have new students, or non-majors who have not used the platform, it is necessary to plan for some introductory orientation and training for these students.

The platform provides a static menu via a frames design, which links students to: Announcements, Course Documents, Staff Information, Assignments, Communication, External Links, and Student Tools. Several of these components, such as Course Documents, Assignments, and External Links allows files to be organized through folders and sub-folders, along with individual documents, either submitted as html or program files, such as Word documents and PowerPoint files. It is important to post documents and information in a consistent form, and using folders for different chapters, exercises, assignments, etc. is quite beneficial. It is also important to notify students WHERE on the platform the specific assignment or document is. I listed an assignment instructions and guidelines under the Assignments folder, but placed the link to the web site under External Links; the result was students returning to class the next week, explaining they couldn't complete the assignment because they didn't know where I expected them to go on the Web!! I should have done one or two (or perhaps both) things: include the link in the assignment discourse, and indicate in the

assignment discussion that the link for the assignment was also in the External Links folder.

How do I use this platform? There are basically three areas I use the courseware: study guides and notes, communication with students and teams—encouraging group interaction and communication, and just-in-time learning and feedback.

I supply students with my lecture notes online. I have tried various formats and renditions. I have come to the final format or system, which incorporates multiple applications. I include either the brief outline from the instructor's manual in either or both Word and HTML format. I at first put my PowerPoint files online, but discovered that students didn't really want to print out 60-70 pages of notes, which I have designed for in-class presentation with large fonts, and minimal lines of text per page. So, I converted the outline format of these files to Word outlines, of perhaps 4-5 pages. This provides students with the content in a more concise format. I also provide the PowerPoint files—since I've found that many students like to print the handout format to take in-class notes on, but I have determined I must remind them to print the outline format if they want to conserve paper and ink on a lab or home computer. Never assume anything—even though it seems very basic, giving them the "extra hints" on efficiency is greatly appreciated in the long run.

Study guides for projects and assignments as well as exams are tools most of the students will use. While CourseInfo provides the option to put an actual test online, I've found it is really not all that useful as a study guide. Rather, I place a Word doc, txt or rtf file format, which is generated for each chapter while creating the exam using the computer software provided with the text. The rtf format has proven to be more efficient if student wish to print the file, since the txt format doesn't keep the page and line return format for easy printing when placed on the server. The biggest shortcomings for the server quiz is that it DOES NOT allow students to print (perhaps preferred by some instructors), and therefore requires them to be online in order to review the material.

The Communication section provides areas to create groups for team projects and assignments. The Group Pages provide internally secure email, file transfer (digital dropbox), discussion board and virtual chat. Students have used the file transfer most effectively to share documents for presentations as well as research papers. As individual members complete individual portions of the assignments, they can then send their section to the group easily. We have also used it to share multimedia files, such as wav files, digital images and graphics generated at home or in the multimedia lab on campus. In addition, it provides the instructor quick and easy access to send one file in one operation to all members of the team, as well as sending email to all group members.

The Student Tools section provides personal information for students to list their email (perhaps an off-campus account), phone, etc. In addition, two tools used frequently are the digital dropbox, which provides students easy access to submitting computer files to the instructor, Grade Check for the online grade book, and a Calendar. Both the Calendar and Gradebook are excellent tools, IF the instructor uses them well. However, it requires regular and prompt updating to be effective. However, if you wish to give students rapid feedback on grading, particularly if it's final exam time, the grade book provides the answer. The Calendar allows quick updates and changes, particularly if you have published due dates or outside assignments, which fluctuate after the semester gets rolling.

Finally, the courseware provides a great opportunity for Just-in-Time learning strategies. What if you're going to be absent from class for a conference? Well, why not put an assignment online for the students to complete, and then submit their responses via the Discussion Board? This allows the instructor to track participation, and grade for content as well. Late-breaking news story in the headlines related to what you just covered in class? Think it's too late to work it in the class discussion, because perhaps you have a test scheduled next class session, or worse yet—the night class won't meet until next week? Well—post an announcement and a question for discussion on the discussion board. Or perhaps, it's relevant to material you'll be covering next week during regular class discussion. I've offered bonus points if students bring something to class regarding a question I've posed or link that's been provided. It does require explicit instructions on what or where the students need to post their responses. This aspect of the courseware seems to be the most difficult for some students to master effectively. However, if the instructor provides some in-class demonstration on how the students should post their responses it is effective.

The end result is that I've learned some guidelines which direct how I integrate the architecture of the courseware:

(1) be consistent in design and format, (2) design materials for efficiency of use and application, (3) be organized and plan in advance, (4) use the platform expediently and provide students timely feedback, and (5) be flexible and prepared to offer some technical support.

JOHN'S EXPERIENCES

For the past three years, I have been using Web-based technologies as a means to enhance my classroom-based marketing courses. Initially, the process of converting my courses to Web-assisted courses was a laborious one since the online course material was created largely from scratch or cobbling together standard Web-authoring programs. However, since the development of courseware such as CourseInfo, WebCT, TopClass, etc., the process of getting a course online has been greatly facilitated. Using the prepackaged templates provided with these programs, professors are often getting their courses online in a week despite having little or no knowledge of HTML coding. Thus, when my college adopted the CourseInfo package last year, I was very supportive and willingly volunteered to be among the first faculty members to use the package to put three of my classroom-based marketing courses online during the Spring 2000 semester.

Blackboard, the developer of CourseInfo, claims in a white paper available on its Web site (www.blackboard.com) that its courseware enhances student-to-student and faculty-to-student communication, encourages collaborative and active learning, accommodates a wide variety of learning styles, facilitates access to course materials, provides just-in-time methods to assess and evaluate student progress, and reduces "administrivia" around course management.

In order to realize these benefits, I utilized several of the features offered by CourseInfo. These features enabled students to communicate with their peers or the instructor via electronic bulletin boards and email, view individual progress reports, take review quizzes, read class announcements, and access required readings, course syllabi and lecture notes. These features are made available through the Announcements, Course Documents, Staff Information, Assignments, Communication, External Links, and Student Tools components of the courseware which were described earlier in this paper.

In order to assess the effectiveness of CourseInfo in achieving the objectives noted above, two types of evaluations were conducted. First, the 60 students enrolled in the three marketing courses that were using CourseInfo were surveyed at the end of the semester and asked to identify those features that were the most useful to them as well as those that were the least useful, and to offer any suggestions on how the course Web sites could be improved. Secondly, the online tracking behavior of the

students that is measured by CourseInfo, was analyzed to determine which areas of the course Web sites were visited the most and least often and whether there was a significant correlation between the number of hits and the final grade achieved.

Based on the results on the survey, the majority of the students (90%) considered the most important and useful features of the course Web site to be the readings that were uploaded to the Web site and the individual progress reports. Many of the students indicated that they appreciated the convenience of downloading the reading assignments off the course Web site rather than having to get them off reserve at the library. They also indicated that they were much better informed about their status in the course by being able to access their progress reports at any time. It should be noted here that the progress reports were updated on a frequent basis – at least once a week - to ensure that they were kept current.

Many of the students (73%) also considered the communications features of CourseInfo, particularly the electronic discussion groups that CourseInfo allows students to create, to be very useful. The students believed that these features greatly facilitated such activities as study groups, collaborative learning, group problem solving and discussion of assignments.

Approximately 65 percent of the students considered the design of the site to be excellent. They found the site to be easy to navigate and well organized and indicated that these were important determinants in deciding whether to sue the Web site on a frequent basis. It should be noted that while the instructor does have some flexibility in designing the site when using CourseInfo, the basic design layout of the site couldn't be changed. This is to ensure that there is a common user interface in those courses that use CourseInfo.

When asked to identify the least useful features of the course Web site, 39 percent of the students did not list any. Among those students that did list one or more features as not being useful, 50 percent listed the class announcements posted on the Web site. This finding was not surprising since the class announcements were posted to the Web site on an infrequent basis. Had the announcements been made on a more regular basis, such as once a week, the students would probably have found this feature to be more useful.

Most of the suggestions made by the students in regard to how the course Web sites could be improved upon focused on communication. Several students indicated that would have appreciated being notified via email whenever an

announcement was posted to the Web site or a new assignment had been uploaded. When assignments were uploaded and announcements were posted to the sites, it was under the assumption that students were accessing the site on a regular basis (every day or two) and would become aware of these additions almost immediately. As it turns out, some students accessed the site no more than once a week and, as a result, did not read the announcement or downloaded the assignment until it was too late.

The students also suggested that I require students to use the personal Web page feature in CourseInfo so that they could become better acquainted with each other – CourseInfo provides a template the student can use to create a Web page that can include a picture and a personal profile. The fact that only a few students elected use this feature was probably due more to a lack of awareness that the feature existed than to a lack of interest.

One of the main measures that CourseInfo reports is the number of times the students accessed or “hit” each section of the course Web site. Based on the tracking behavior recorded for the three marketing courses, the sections visited the most often were the content areas where the assignments and external links were located and the student areas where the individual progress reports could be accessed. When comparing the total number of hits for the entire site and final grades earned, it was found that the correlation between hits and final grade earned is statistically significant at the .05 level ($T = 2.135$, Sig. .039).

Based on the results on my survey and statistical analysis, CourseInfo does add value to the classroom-based course. Communication is improved, there is more active and collaborative learning, and there is easier access to course materials. However, these benefits are not unique to courseware like CourseInfo. The same benefits were realized with the Web sites I had created prior to adopting CourseInfo. However, despite the limitations it places on Web site design, I did find that the common user interface that CourseInfo provides made it much easier for my students, most of whom were enrolled in other courses using CourseInfo, to learn how to use the courseware. In addition, I found that I could almost seamlessly integrate my existing Web sites, as well as the textbook Web sites, with the CourseInfo sites. Thus, each CourseInfo site was actually three sites in one. But perhaps the most attractive attribute of courseware like CourseInfo is that it is user-friendly and greatly minimizes the cost and time associated with integrating Web-based learning components in a classroom-based course. Hopefully, this will encourage more faculty to develop Web-enhanced courses.

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CONSTRUCTING AN ETHICAL DATABASE TO FOSTER CLASS DISCUSSION

Michael R. Luthy, Bellarmine University
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CONSTRUCTING AN ETHICAL DATABASE TO FOSTER CLASS DISCUSSION

The discussion of ethics in marketing courses, let alone other business and non-business courses, is often viewed by many students as overly theoretical and disconnected from their personal experiences. In order to facilitate more productive discussions on ethics and provide a bridge to general business and marketing related ethical issues, students are asked to think about how they would respond to a number of ethical situations and complete a short questionnaire. The results may be tabulated and summarized by the instructor prior to reading assignments or class discussions concerning ethics. With this information in hand, the instructor can refer to and draw from student's experiences and viewpoints while insuring that they have examined their ethical view of the world beforehand.

The Task

Students are to respond to each of the situations below answering 1. what they would do, 2. why, and 3. how their behavior would be different depending on different situational elements or circumstances. Part two involves completing a short questionnaire self-assessing how important various people and influences have been on their ethical view of the world.

10:30 a.m.: You are walking downtown and stop off at a pay phone to make an appointment with the cable company for later that day. When you're finished and hang up the receiver, you hear a loud metallic sound. Opening the coin return you find that it is full of change.

11:45 a.m.: After dealing with the phone situation, you start back to your car and notice a wallet on the ground with no one in particular nearby.

12:35 p.m.: On your way home you stop at a fast food drive through window. Your total comes to \$3.76. You give the attendant a twenty dollar bill, three quarters and a penny. She gives you back a ten, a five, five ones, and a quarter.

2:15 p.m.: Arriving home, you find the cable installer knocking on your door. After completing their work, you sign the papers, give them a check, and she thanks you for your business. When you turn on the TV and start channel surfing you notice that you are getting premium channels that you didn't order.

7:00 p.m.: When reading the newspaper, you notice a story about a conflict between the power company and a local retailer. It seems that the retailer built a convenience store seven months ago. Since then the retailer dutifully paid the power bill when it came – approximately \$200 a month. For a similar store two miles away; (with the same square footage, hours of operation, and amount of refrigerated space), an average monthly power bill is \$2,000. It turns out that the power meter was improperly installed when the store was constructed, leading to the incorrect reporting of the amount of power used. The power company has now presented a bill for \$12,600 to cover the discrepancy. The retailer says that they should not have to pay it.

Please rate the influences below in terms of how each has contributed to your views on what constitutes ethical behavior (circle a number for each influence).

	Unimportant				Important		
	Extremely	Moderately	Somewhat	Neutral	Somewhat	Moderately	Extremely
Parents	1	2	3	4	5	6	7
Family members other than parents	1	2	3	4	5	6	7
Friends	1	2	3	4	5	6	7
Grade School Teachers	1	2	3	4	5	6	7
High School Teachers	1	2	3	4	5	6	7
College Teachers	1	2	3	4	5	6	7
Mentors	1	2	3	4	5	6	7
Involvement with Church	1	2	3	4	5	6	7
Involvement with Community	1	2	3	4	5	6	7
Involvement with Student Groups	1	2	3	4	5	6	7
News Reporting	1	2	3	4	5	6	7
Media (TV, movies, etc.)	1	2	3	4	5	6	7
Employers	1	2	3	4	5	6	7

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LINKING STUDENTS' PERSONAL ETHICAL STANDARDS TO CORPORATE BEHAVIOR

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LINKING STUDENTS' PERSONAL ETHICAL STANDARDS TO CORPORATE BEHAVIOR

Corporate ethics and social responsibility are increasingly being raised as issues in conjunction with business operations and marketing practices. Addressing these issues in the classroom is compounded by factors relating to the diversity of student backgrounds and religions, to the current climate of political correctness, and the non-deterministic nature of the topics themselves. For the instructor, the issue becomes how to produce an educational experience whereby ethics and its relation to business (and marketing) can be addressed in a way meaningful to students.


THE BACKGROUND QUESTIONNAIRE

As a way of introducing students to the topic, a questionnaire and writing assignment approach is suggested. Very early in the semester, (ideally the first day), students are asked to complete a short questionnaire. In addition to name, gender, and age questions there are two substantive issues: a familiarity assessment with different ethical constructs and theories (including unbeknownst to students several fictitious ones) and an assessment of ethical influences. Below are examples taken from a more complete instrument developed for use with undergraduate students.

Q: How familiar are you with each of the following and what it means? (check one box for each)

	Totally Unfamiliar	Somewhat Familiar				Extremely Familiar
Cost / Benefit Analysis:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Galbraith Role-Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Golden Rule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kant's Categorical Imperative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Machiavellianism:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moral idealism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Utilitarian Principle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q: Please rate the influences below in terms of how each has contributed to your views on what constitutes ethical behavior. (check one box for each)

	Extremely Unimportant				Extremely Important
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family members other than parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High School Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involvement with Church	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
News Reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE WRITING ASSIGNMENT

In this portion of the assignment, students are asked to provide written responses to a number of hypothetical situations regarding what they would do (and why) if the following ethical situations occurred to them on a given day:

10:30 a.m.: You are walking downtown and stop off at a pay phone to make an appointment with the cable company for later that day. When you're finished and hang up the receiver, you hear a loud metallic sound. Opening the coin return you find that it is full of change.

11:45 a.m.: After dealing with the phone situation, you start back to your car and notice a wallet on the ground with no one in particular nearby.

12:05 p.m.: On your way home you stop at a fast food drive through window. Your total comes to \$3.76. You give the attendant a twenty dollar bill, three quarters and a penny. She gives you back a ten, a five, five ones, and a quarter.

2:15 p.m.: Arriving home, you find the cable installer knocking on your door. After completing their work, you sign the papers, give them a check, and she thanks you for your business. When you turn on the TV and start channel surfing you notice that you are getting premium channels that you didn't order.

7:00 p.m.: When reading the newspaper, you notice a story about a conflict between the power company and a local retailer. It seems that the retailer built a convenience store seven months ago. Since then the

retailer dutifully paid the power bill when it came – approximately \$200 a month. For a similar store two miles away; (with the same square footage, hours of operation, and amount of refrigerated space), an average monthly power bill is \$2,000. It turns out that the power meter was improperly installed when the store was constructed, leading to the incorrect reporting of the amount of power used. The power company has now presented a bill for \$12,600 to cover the discrepancy. The retailer says that they should not have to pay it.

CONCLUSION

An analysis of the information gathered with the brief questionnaire early in the semester will allow for a good discussion on where the class is in terms of their own formal knowledge of ethical concepts and theories. This information should also yield insight into the influences that students view as important. Differences between subgroups, based on age or gender can be highlighted if meaningful. An analysis and discussion of the written responses to the personal scenarios provides a way of exploring how students have applied these concepts (whether they formally know the terms behind them or not). The last scenario, framed as a business conflict, makes for a transition to discussions of non-individual ethics and how different corporate entities can and should balance the letter of the law with public relations and ethical concerns. Highlighting how students' rationales change as they progress from personal to business situations itself makes for fertile ground to explore some of the ethical and social responsibility situations facing organizations today. By personalizing ethical material, the resultant discussions promise to be both more active and have a more enduring effect on students.

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MARKETING WITH AN ASTERISK: A PRINCIPLES OF MARKETING CONSUMER AWARENESS ASSIGNMENT

Paul C. Thistlethwaite, Western Illinois University

In a 1969 debate this professor had in his first year of teaching at Southern Illinois University concerning “Why does marketing cause people to buy things they don’t need?” he was not certain how to respond. Being a relatively young (23) year old with a very limited amount of experience, I was very fortunate to have a professor of marketing assist in the debate. From the debate, I learned that “Marketing does influence people to buy many goods and services, but so do other factors.” This article describes my attempt, 31 years later, to examine the influence of marketing tactics that can be found on products, in advertisements, on the Internet or in interpersonal encounters. Many of these tactics are persuasive; some are not. Some of them are puffery; others provide detailed information. Some are straightforward; others require a person to “read the fine print.” Marketers have many different choices and perspectives in which to market their goods or services. With the advent of the television commercials for pharmaceutical products spending about half of the commercials telling of the potential side effects, the Principles of Marketing class during the summer of 2000 was challenged to think about the practice of marketing and find examples of “Marketing with an Asterisk.” They were to be consumers aware of many different marketing practices.

“Marketing with an Asterisk” was defined to the students, as basically when a marketer has, or should define, “key marketing items” in order to provide the most truthful information to the customer. Marketing with an Asterisk does not have to be a negative perspective. The pharmaceutical firms are providing straightforward and basically truthful information in television commercials about the side effects of their products; consumers are consequently better informed. The assignment asked the students to locate five different examples of “Marketing with an Asterisk.” A number of examples were provided at the first meeting and others were brought in as the students progressed through the class. The students were to have a diversified set of examples: one from a product, one from a TV ad, one from a radio ad, one from a billboard, one from the Internet, one from personal interaction and “other.” They were to have no more than two from any one category. Then they wrote about the examples by explaining why it was a “Marketing with an Asterisk” example. They gave the strengths and weaknesses of the approach.

They also explained why it was a good “Asterisk” example. Then, they were asked to provide insights into the improvement of the “Asterisk.”

The following paragraphs identify some of the examples provided to or by the students during the course. Cigarette manufacturers have asterisks in their newspaper and magazine ads giving the potential harmful effects of smoking. A package containing one muffin had 240 calories and 3 grams of fat per serving. The serving size was one-half of a muffin. How many radio commercials have you listened to that the person gives the “conditions” in the last 10 seconds at such a high rate that you have to listen to the commercial more than once. When Charmin sells its 6-pack of toilet paper at a higher price per unit than its four-pack, the consumer needs to be aware. When a service station posts a price for gas that turns out to be for super and not for regular, the consumer needs to be aware. What about buying a shoe rack that advertises it holds 24 pairs of shoes? You take it home and it holds 24 pairs of women’s shoes. A review of the outside of the box reveals that it does show women’s shoes but nowhere else is this limitation indicated. In addition, this product costs twice as much as another that would only hold 18 pairs of any type of shoe.

Some might call “Marketing with an Asterisk” fine-print marketing. The fine print might be a line at the bottom of the television screen indicating certain conditions. For example, one can buy a computer for \$2100 that has a \$300 rebate while watching the QVC channel. After you receive the product, you then learn that part of the rebate is for \$100 if you sign up for MSN. This line was not shown throughout the entire commercial, but in a line periodically floating along the bottom of the television screen. Follow-up letters with QVC yielded no positive results. This person no longer watches any shopping network

Personal selling is not exempt either. A young lady went to a party for kitchenware and “won” a free honeymoon. After traveling 60 miles to learn about the free honeymoon, she and her fiancée learned they had to buy \$500 worth of products to get the “free” honeymoon. Or, you are called on the phone to “answer a few questions.” By the time the conversation is over, you are asked how many

“free “ magazines you want and you only have to pay for shipping.

An example of direct mail tactics is the use of the word “survey” on the front of the envelope. Inside you may learn that the sender wants money. Also, Publishers Clearing House (and others) sends out mailings with the wording of “You ARE A WINNER” on the envelope. Then one has to read “if the winning number is enclosed.” One first prize award was a bag of M&M’s for one contest. A person learned this when he wanted to claim the million-dollar prize, which turned out to be a GRAND prize.

This assignment was intended to be a fun assignment and to have the students examine marketing from an everyday perspective. Also, marketers should be as honest as possible. Puffery has been in marketing forever it seems. So “Marketing with an Asterisk” can be positive or negative (limited information or lies). It can be straightforward and we should be able to read or interpret the information. It might not be so straightforward. It might need to be present but is not. The reactions of the students will be reported at the conference. Their examples will also be summarized and some will be presented.

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INTEGRATION OF ETHICS TO THE BUSINESS CURRICULUM IS A MORAL IMPERATIVE!

Neal F. Thomson, Columbus State University

As the title of this position paper implies, I believe that the inclusion of ethics throughout all levels of the business curriculum is not only important, but indispensable to the effective delivery of a complete degree program. The business curriculum should either include a required core course in business ethics, or all courses in the curriculum should incorporate ethics throughout. Business schools are expected to prepare students for careers in industry, and in today's competitive environment, the failure to cover such an important topic, leaves graduates unready to deal with the realities of business in the New Millennium. Notwithstanding that being educated in ethics will increase the likelihood of an individual making the right choices because they are the "right" things to do, these choices will also generally help the graduate's career and the organization for which they work.

In my opinion, the foremost reason for teaching ethics is for the purpose of emphasizing that business people should act in the manner that is "right," regardless of personal gain or loss. Even though whistleblowers often suffer for their decision, their commitment to doing what is right often saves lives, and avoids serious harms to people. Furthermore, while the right thing does not always have a readily apparent payoff, the long term results are often positive. Johnson and Johnson's decision to remove all Tylenol capsules from the shelves due to product tampering which poisoned several people, was, at first glance, a costly decision. However, the long-term effects to the company's image could not have been replicated with advertising costing ten times as much. In contrast, while the Ford Pinto Cost/benefit analysis looked good on paper, the long term costs of knowingly producing a defective product greatly outweighed any gain.

I must emphasize, however, that acting in a manner which is "right," as I mentioned above, does not mean necessarily meeting someone else's arbitrarily defined

conception of ethics. Ethics in the business curriculum should emphasize the teaching of a process of ethical reasoning, rather than a list of "dos" and "do not's". While different people may arrive at varying decisions to the same problem, at least they will consider the ethical components. This contrasts greatly with the "maximize shareholder wealth" mantra which was taught in business schools in the past. If we prepare our students for graduation by teaching them to engage in deceptive advertising, industrial espionage and tax evasion, should we be surprised when they turn out to be liars, thieves and cheaters?

This begets the question "Why is ethical behavior much more important now than in the past?" From a moral perspective, the answer is simply that it is not. Doing the right thing has always been important, but now the pragmatic reasons for being ethical are stronger. As I see it, the difference lies in access to information about companies. In the past, unless a company engaged in horribly wrongful behavior, it would be unlikely to ever reach consumers. However, with the explosion of the World Wide Web, and the increased access to information that this brings, people can more easily check out the people and companies with which they do business. Coupled with an heightened societal interest in the behaviors of companies, and the proliferation of public interest consumer groups, unethical behaviors are becoming increasingly likely to be noticed and publicized. Behaviors that would be glossed over with a comment such as "that's business" or "caveat emptor" are now being punished in both the marketplace and the courts. The recent Florida Tobacco decision for \$145 billion dollars, and the antitrust case against Microsoft, are two highly visible examples of this change. For all of the above reasons, I believe that integrating ethics throughout the business curriculum is not only important, but the "right" thing to do.

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TEAM-TEACHING IN A CROSS-FUNCTIONALLY INTEGRATED CLASS: LOOK BEFORE YOU LEAP

Timothy W. Aurand, Northern Illinois University
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Increased interest in cross-functional business education by a variety of schools including Indiana University, Boston University, the University of Denver, the University of Pennsylvania, Illinois Wesleyan, and Northern Illinois University has dramatically increased the likelihood that, at one time or another, faculty members may be asked to participate in a team-taught course. For many faculty, the adjustment to team-teaching is proving to be more challenging than simply joining with other faculty to deliver a multi-subject course. Prior to agreeing to participate in a cross-functionally integrated program, faculty members should be aware of some of the major issues they may face in a team-teaching environment and brace themselves for what may be one of the greatest challenges they will encounter in their academic careers.

INCREASED WORKLOAD

Faculty involved in team-teaching have found their experiences to be far more labor intensive than teaching in traditional courses. Attending team meetings, sitting in on fellow team members' lectures, significantly modifying visuals and other presentation materials, and coordinating nearly all aspects of the curriculum around the needs of several professors can prove to be far more time consuming than one may first estimate.

LOSS OF ACADEMIC FREEDOM

Faculty members who cherish the academic freedom, flexibility, and individuality that is common in higher education, may find team-teaching to be particularly vexing. The loss of personal freedom and personal control associated with past individual teaching assignments; and subsequent dependency upon fellow team members can, at times, test even the most adaptive of teachers.

For faculty members who view the classroom as a stage or pulpit, the thought of sharing it with peers can be daunting. Loss of control, and formal or informal peer evaluations of one's efforts can be quite threatening to faculty more comfortable in an "individualized" setting.

DEVELOPING NEW MATERIALS

The team teacher in a cross-functional course does not have the luxury of choosing from the wide variety of support materials accompanying traditional business classes. Few, if any, texts are written in a cross-functional format, and therefore, slides, overheads, assignments, etc. must all be developed from scratch. In some cases, a team member may be developing materials to be presented or discussed by another team member and vice versa. In order to integrate other's subject matter into a particular presentation, one's own material may have to be substantially diluted, and/or presented in an entirely different fashion.

TEAM EXAM DEVELOPMENT AND GRADING

Getting three or more faculty members to agree on what test questions to ask and which answers are correct can prove to be an arduous task. Discussions involving the number of exams and exam questions, whether to use or not use grading curves and to what degree, whether objective versus subjective questions are more effective, and so on, can become quite involved; particularly when team members join the team with strong opinions regarding the testing process. Even minor issues involving the sharing of grading responsibilities by course section, exam, or test question can be "blown out of proportion" when dealing with a subject area of specific interest to particular members of the team.

FACULTY EVALUATIONS

For faculty members working in a situation where tenure, merit, and promotion depend upon student evaluations, the team-taught class presents an intriguing situation. Questions regarding the development of new teacher evaluation forms, group versus individual evaluations, peer and/or team leader input on the evaluations, availability of personal evaluations to other team members, and so on can prove difficult, particularly when the team consists of members with varying academic ranks and

from varied academic departments. Non-tenured faculty or faculty members with “thin skin” can find performance evaluations to be extremely threatening.

TEAM LEADERSHIP

The selection of a highly professional team leader may be the single most important step in the successful development and implementation of a cross-functionally, team-taught class. But for some faculty members, taking direction from a peer, particularly if the peer is of lower academic rank, may prove difficult. At some schools, it has been decided that only tenured faculty will serve as team leaders, while other institutions have no such guidelines. In any case, faculty serving on a team must be

prepared to accept guidance, and, in some cases criticism, from a peer in a leadership position.

SUMMARY

Faculty considering service on a cross-functional team should consider a wide variety of issues prior to making a final commitment to serving on the team. The rewards found in the successful development and implementation of a cross-functional program may be unlike any previously experienced in the academic arena, and dramatic changes in program development, implementation, and evaluation are possible. The learning curve will, in most cases, be long, but the rewards as described by students, academic peers, and the business community may make it well worth the effort.

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TEAM TEACHING: IS IT FOR YOU?

Julie Toner Schrader, Bellarmine University

Team teaching is a foreign, but intriguing environment for most seasoned faculty members. Of course, the first question that pops into the minds of most academics is “But, how will we get paid?” Administrators generally want to split the pay for a course in half, thirds, quarters, etc. depending upon the number of teachers involved in the course. What I have found after serving on more than a dozen teaching teams during the last year, however, is that team teaching requires MORE faculty time than teaching alone. Thus, compensation for team teaching is a very important issue for faculty and administrators alike. My school has had a policy of compensating for 1.3 times the number of semester hours taught. In other words, if I had responsibility for approximately one-third of a three credit hour course, then it would count as 1.3 hours toward my teaching load.

Coordination of who will teach which material and which pedagogical techniques are to be used is vital to the success of a team taught course. The agenda for each class session should be crystal clear to faculty and students alike. Team members will need to meet on a regular basis to discuss these issues. In addition, the coordination of who actually puts the syllabus on paper (or the web), who grades which assignment, and who will compute course grades and turn them into the registrar may seem trivial. Someone, (e.g., a member of the team, department chair, course supervisor) however, will have to take the leadership on these issues. It may be that each person involved takes the leadership on one or more of these issues. Alternatively, one person may take the leadership on all of these issues. If a team member is unsure who is in charge of any aspect of the class, it is best to ask!

Otherwise, it is very easy to let these logistical issues fall through the cracks. Team training appears to be lacking at many schools employing team teaching.

Faculty participating on teams may feel a sense of loss of control over their courses. On the other hand, it can feel very freeing when it is someone else’s responsibility to put the syllabus in the new departmental (or school or college or university) format.

Teams may function with each faculty member appearing in the classroom alone and on different days OR the team members may appear together in the classroom. At my university, we have used a combination of these approaches. If a topic is strictly marketing or strictly accounting, etc., then it is probably a waste of time for two faculty from different disciplines to appear together in the classroom. If a topic has aspects of more than one discipline, then it can be very insightful for the students to see the same topic from two different perspectives. It can also be very fun for the faculty appearing together to share these insights with the students. On the other hand, it can be very frustrating for a faculty member to feel like he/she is playing the role of “backup singer” for another faculty member. This can easily happen to a new faculty member who is assigned to team-teach with a returning faculty member.

Team teaching can be an exciting change of pace for both faculty and students. Logistical issues, however, can lead to disaster. In addition, anyone considering team teaching needs to consider the outcomes desired for both the teachers and the students.

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DETERMINING YOUR PREFERRED COMMUNICATION STYLE: A SELF-ASSESSMENT EXERCISE

Roy S. Farris, Southeast Missouri State University
Frank Chong, Southeast Missouri State University
Marie Steinhoff, Southeast Missouri State University

OBJECTIVES

Communication skills are among the most important skills an individual can develop. "Effective communication is essential for the functioning of any organization. Managers need to transmit orders and policies, build cooperation and team spirit, and identify problems and their solutions. Employees need to clarify directives, provide feedback, and make their problems known. Team members need to share feelings and perceptions to solve problems and resolve conflicts" (Cook, Hunsaker, and Coffey 1997, p. 256). Consequently, different styles of communication are required for different types of organizational communication situations.

This exercise is directed toward the achievement of the following objectives:

1. To help the student reflect upon his/her preferred communication style.
2. To help the student identify his/her interpersonal communication skills in an organizational setting.
3. To help the student understand that a particular communication style may be appropriate and effective in a given situation but inappropriate and ineffective in another situation.
4. To help the student reflect upon the various factors that may indicate which style of communication is appropriate for a given organizational communication situation.

PREPARATION

The time required for preparing for the exercise is approximately 30 to 40 minutes. The procedure for completing the exercise is as follows:

1. Respond to the twelve organizational communication scenarios.
2. Score the responses at the end of the exercise.
3. Discuss the results after the instructor has tabulated and summarized the results for the class.

The discussion should center around the communication style chosen by the class for each of the twelve organizational communication scenarios and the reasons why some students may have chosen one communication style while others selected totally different communication styles for the same organizational communication scenario.

The instructor should provide information to the class regarding the important factors that may be important for choosing one communication style over others in regard to the organizational communication scenario being considered. For example, students sometimes believe that the autocratic and laissez-faire styles of communication are inappropriate. Information should be provided to illustrate that both these styles of communication are more appropriate and effective for a given organizational communication scenario than either the consultative or the participative communication style.

PROVISION OF INFORMATION TO PARTICIPANTS

A copy of the complete self-assessment exercise will be provided to each participant by the presenters of the project.

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TEACHING RELATIONSHIP SELLING SKILLS

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The field of marketing is changing rapidly. Formerly, the emphasis was on generating sales in the short run with minimal thought to long-term relationships. This was called transaction marketing. Transaction marketing is being replaced by relationship marketing in which the emphasis is on developing and maintaining long-term profitable relationships with customers (Bearden, Ingram, LaForge 1998). Textbooks in selling are shifting to this new emphasis. For example, the sixth edition of *Personal Selling* by Ronald B. Marks not only has a chapter on relationship selling but integrates relationship selling concepts throughout the entire text (Marks 1997).

THE IMPORTANCE OF LISTENING SKILLS

The key to relationship marketing is listening skills. An article in *American Salesman* (1997) summarizes the reason: “Listening to customers demonstrates that the salesperson is concerned about them, and thus helps develop and strengthen the customer-seller relationship.” Ridnour (1997) indicates that listening skills are particularly important in business to business sales. Salopek (1999) reports that 80 percent of respondents to a survey of executives rated listening as the most important skill in the work force. The same survey shows that listening skill, in addition to being important, is one of the skills most lacking in managerial ranks. Cooper (1997) confirms that despite the value of listening, the vast majority of individuals in organizations do not have any formal training in how to listen effectively.

THE IMPORTANCE OF QUESTIONING SKILLS

The power of listening is unleashed by effective questions. In addition to uncovering the needs and interests of customers, good questions help build relationships with prospects because they show that the sales representative cares about them (Kahle 1997). The most effective type of question is the open-ended question.

SKILL DEVELOPMENT STRATEGY

Listening and questioning skills take several weeks to learn in the classroom. Therefore, the development of listening and questioning skills should start early in the semester, such as in the second or third week. Such skill development exercises should continue for several weeks,

and then be phased into the sales role playing exercises that typically take place in the last half of the semester. Two exercises develop the necessary skills.

Exercise 1: Questioning/Paraphrasing

Divide the class into smaller groups of three students. Have students rotate three assignments: questioner, responder and observer. Assign a topic that the whole class can relate to such as the weather, their class schedule, their car or a recent occurrence. Then instruct the person who is to do the questioning to ask an open-ended question and to paraphrase the response. (Paraphrasing is the key to effective listening.) When the paraphrasing has been adequately done (at least a reasonable approximation) then students rotate assignments. The initial attempts are rather rough but students will learn to refine their paraphrasing skills as they gain experience.

The classroom exercises should be followed by an assignment in which students practice questioning and paraphrasing outside of class. Students should be advised to practice with people other than family and close friends who are most likely to notice a behavioral change and comment on it in a negative way. Instructors should ask students to report on their questioning and paraphrasing experiences. Most will be extremely positive.

Students initially can handle only a limited number of open-ended questions. Students easily confuse open ended questions with closed ended questions. After several years of classroom experimentation, the open-ended questions that students seem to be able to most easily master are: “Tell me about . . .” and “Help me understand . . .”

These two forms of open-ended questions generate long responses which can be readily paraphrased. Later in the semester students are then able to broaden their set of open-ended questions to include other forms.

Helping students to understand the importance of paraphrasing and listening skills is enhanced if an article by Peter Myer (1998) is assigned as a reading. This article indicates that Boards of Directors give heavy weight to listening skills when selecting a new CEO. Student reaction is “Wow! I guess listening skills *are* important!”

Exercise 2: Partial Sales Role Play

After students master basic questioning and listening skills they are ready to try out their skills in a partial role play. The reason for the partial (rather than full) role play is that role-playing an entire selling process is too much for them to handle without “warm-up” activities. Students find it difficult to simultaneously explore customer wants and needs, identify product needs, formulate an appropriate response, handle objections, and close. So the partial role play is done relatively early in the semester and uses only open-ended questions, paraphrasing, and need identification.

This partial role-play stops short of the actual presentation. At the conclusion of this partial role play I ask students to summarize the customer’s needs and state what points they would make in an actual presentation. This is an important step. It addresses the problem that many students have who do a fairly good job of identifying customer needs, but somehow are unable to formulate an appropriate response based on the expressed needs of the customer.

The partial role-play sets up subsequent complete role-plays in which the student goes through the entire selling process. In my experience those students who have mastered questioning and listening skills do well in the complete role-play. Those who have not mastered questioning and paraphrasing skills tend to flounder in the complete role-play.

CONCLUSION

This paper has outlined the rationale for additional attention to relationship selling and the key role that open-ended questions and paraphrasing play in understanding customer needs. Teaching questioning and listening skills early in the semester lays the foundation for a partial role play of a sale. The partial role play, in turn, prepares students for a relationship-oriented sales role play later in the semester.

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DEVELOPING A SCENARIO BASED ROLE PLAY

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Role play assignments in personal selling seem to be one of the more vexing pedagogical issues. Among the challenges is how to fit something that consumes this much time into a 45-hour semester. At the end of a series of fifty role plays, one can often hold the opinion that the class is filled with some of the most unintelligent, incapable individuals ever to enter a university classroom. What causes the role play situation in which professors question the commitment and capabilities of either themselves or their students? What can be done to remedy this situation? The purpose of this paper is to address these questions one and two.

First, what is the cause of the described role play dilemma? One of the primary causes can be termed *unrealistic expectations*. Many professors expect their students to be capable of performing the intricate tasks associated with sales after being *told* how to accomplish this task. With some consideration, most sales professors can probably recall skills that they have acquired and the length of dedicated practice that was required to develop these skills. In the sales role play many professors develop the unrealistic expectations which engender either feelings of student incompetence or professorial failure when perfection is not exhibited.

A second cause of the role play dilemma arises from the development of the role play assignment itself. How does one stage this artificial situation to promote the development of skills, to provide a basis for a reasonable assessment of the student's performance, practice, and effort, while promoting as much realism as possible? This is a difficult issue for numerous reasons. First, students often are provided with the opportunity to sell items (services) of their own choosing. This situation creates numerous challenges, including the fact that some students may select products with which they are familiar. Some could argue that this creates an unfair advantage. Additionally, some products are inherently more interesting than others and are more conducive to role play assignments. The obvious remedy to this problem entails requiring all students to sell the same product or service. Yet this solution creates challenges, for example, how does the typical professor feel after hearing 50 role plays which are almost identical? What about the *learning curve*, as some students present early and others later in the semester?

While there are few easy answers, during the most recent semester an attempt was made to resolve the issue of

product selection and to insert a means of controlling the skill development process. With the cooperation of a firm that sells a variety of home products, products were selected that would provide the basis for the role play assignments. This firm selected three types of wall coverings as alternative products. These products were paint, faux finish, and vinyl wall coverings. The firm's regional manager provided one page descriptions of each product and their use in interior designs. The manager then visited each class and provided information pertaining to the type of wall covering which would be best used in different situations.

Students were told that they would be selling one of the three types of wall coverings to *someone* (an individual owner, a builder/contractor, an interior designer, a painter, etc.). Further, students were advised that they would not know the customer until immediately prior to their sales encounter. This required that the students engage in considerable preparation prior to their role play. First, they were required to learn about the three types of wall coverings and the benefits associated with each. Second, they had to determine the types of situations in which a particular wall covering could be used to greatest advantage. Third, they needed to develop a method of learning from the buyer which wall covering would satisfy the buyer. Finally, they had to prepare to discuss the benefits that could be obtained by purchasing any one of the three alternatives.

Next, the professor developed a series of scenarios for each of the products. For example, one situation had a landlord (Joe, the owner of a building downtown has offices to rent) who needed to purchase one of the three alternative products. The professor developed 18 separate scenarios for the students. In each scenario, the buyer's needs were identified and points of resistance to the seller's selection of any of the (including the correct) alternative products were provided.

The use of the scenarios facilitated the accomplishment of several objectives. First, the students were required to discover each buyer's needs through a questioning process. Second, the students had to be able to not only identify the buyer's needs, the student was also required to discuss the benefits of purchasing the product selected. Third, the student had to be prepared and able to negotiate the sales resistance provided by the buyer. Finally, the seller had to be capable of negotiating the final decision.

The advantages of the scenario approach to the role play are numerous. First, each student has a similar opportunity that is not mitigated by the product. A second advantage is the increased opportunity to develop a specific skill. Furthermore, by altering the situation, the professor can emphasize other sales skills by selectively changing the situation. Third, each student was approximately equal in their knowledge of the products. Finally, the use of the scenarios enabled the professor to insert an element of realism into an admittedly situation.

On the other hand, disadvantages exist. First, the development of the scenarios requires significant work by the professor. He/she must work at developing situations in which each product could be effectively substituted for another, without making the student's efforts too simple.

Second, some scenarios were probably easier than others. Thus, an element of luck entered into the process as some students could be fortunate to be given an assignment that was not adequately challenging. Finally, when students felt that they had selected the correct product, they often failed to apply benefit-based selling in the role play and proceeded too quickly to the close.

In conclusion, this method of developing the role play assignment seems to have promise. It not only allows for the development of specific sales skills, but it removes much of the inherent external variability in the process, while simultaneously including some element of flexibility in the development of the role play. Finally, it creates an element of realism and helps facilitate a partnership with the sponsoring firm.

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CREATING COLLEGIATE ADVERTISING AGENCIES-WINNING EDUCATION

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Something was wrong. Teaching advertising out of the business department for several years it was obvious that something was not right. After a job change and during an orientation session for new faculty in 1990, what was wrong became clear. Another new faculty member joined me in orientation. He was a graphic design professional with experience as a creative director in an advertising agency. For prior years I had given students “real life” experiences with clients, but it was not really real life. Advertising is a cross-disciplinary activity. I was teaching it from a marketing perspective. Integration of communication, management, finance, graphic design, and media was needed. Unfortunately, most of these disciplines are housed in other academic departments. This precluded effective instruction in advertising. The new graphic design instructor came to the same conclusion. A partnership was formed.

This panel proposal for the 5th Annual Fall Educators’ Conference reports on the efforts to ingrate the different disciplines across the university into the creation of collegiate advertising agencies. The objective is to encourage cross-disciplinary efforts between academic departments when teaching advertising/integrated marketing communications. While the challenge is fraught with frustrations, it brings significant benefits to the students.

The traditional structure of the academic world produces inherent barriers to effective instruction in advertising. With the advent of integrated marketing communications and the focus on “total communications” it seems incongruent to teach advertising out of one academic “silo.”

Anderson University is a church related liberal arts institution of 1800 undergraduate students. Lacking any reputation in the advertising world and without an advertising tradition on campus, we were starting from scratch. The “advertising curriculum” consists of one upper division three-hour course as part of a general marketing major. In the art department, there is a graphic design major with one course that focuses on advertising type projects. Prior to 1990, there was no connection between the two courses. AU also has a broadcasting major and a public relations major out of the Communication Department. English and music majors are also available, as well as other majors in the business department. While the talent is on campus, there was no effort to bring it

together and integrate the pieces into an effective teaching model.

In 1990, a decision was made to set up an advertising class as if it is an actual advertising agency. Recognizing that agency life is cross-disciplinary, efforts were made to form teams in the advertising class that were fully integrated. This required that faculty from various departments work together to provide the talent in the class and then to facilitate the process of creating work. Each team is set up with an account executive, art director, media planner, copy writer and market researcher. Two primary professors, the marketing professor and the graphic design instructor, volunteered to work together through their separate courses.

In the first few years, a competition was set up between the various agencies to win the account of a local business. The client was identified and met with students to outline their communication need. Students then completed marketing research and developed initial creative concepts to share with the client in the first presentation. After this first meeting, the teams developed strategy for the creative concept and produced beginning art. The work was again shared with the client for feedback. The final step was the completion of the campaign, including media plan, budget and final art and media work. The client then came to campus to hear final presentations and to make a decision on which team wins the account. In most cases, the campaign was then used.

In 1996, a decision was made to enter the student work into a national advertising contest. The same process is being used, except, instead of working with a “real client” face to face, the students are working from a brief created by the client. This takes away an element of realism, but adds the motivation of the opportunity to compete on a national level. The team work selected from Anderson University was sent to New York the first year and a month later we found out that we were co-winners (out of 179) in the MasterCard National Collegiate Advertising Contest. In the next year, the AU entry won the Citibank National Collegiate Advertising Contest (out of 200 schools). Due to a desire to focus on “integrated marketing communications” the next year’s class entered the ECHO Direct Marketing Contest with BankOne as the client. This contest allows a school to send multiple

entries. Submitting work from nine teams, five teams finished in the top ten percent with AU earning the Bronze ECHO and fourth place.

The experiment in integrating the disciplines in the instruction of Advertising is proving to be valuable. The students are learning to work with persons from different discipline to accomplish a common goal. Competition and cooperation are being illustrated and the students in marketing are gaining an appreciation for the perspective of the artist, and vice versa.

Providing integration has required participation of different academic disciplines in a cross-disciplinary experience. Integrative education has its challenges. There are conflicts between students and differences of opinion and approach between faculty. Just as is true in an agency, the creative and the business types do not always see eye-to-eye. But, even the conflict gives an opportunity to teach “real to life” and foster student breadth of experience.

Results for students have been very positive. When the student walks in the class, they know that they are in for more than a typical three-hour class. They find out the first day that the pressure of the class will far exceed that

of the typical college course. But, it has produced the desired results. A parade of students has landed jobs in major advertising agencies. Reports for the agencies tell us that the young professionals are now performing at high levels. Employers have given feedback that the experience in college gives the students a competitive advantage at getting the job and excelling in the position. Student feedback assures the instructors that the extra effort is valued. Consistent among the new graduates working in the field of advertising is the opinion that integration is an effective teaching/learning technique.

The inherent barriers to effective academic integration found in my college remain in place. I have been fortunate to have a dean that has been very supportive and has even offered financial resources to offset the student expenses. Yet, effective integration requires faculty commitment and sacrifice. Institutions will need to provide incentives for integration if it is going to become the learning norm. But, if student learning is truly the goal, ways to make the structure fit the strategy need to be developed. A discussion of how this may be accomplished would be helpful. How can the academic structure be redesigned to facilitate effective cross-disciplinary learning in marketing?

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MARKETING TEXTBOOKS: AN AUTHOR'S THOUGHTS ON THEIR FUTURE CONTENT, FORMAT, SALES STRATEGIES, AND RELATED INTELLECTUAL PROPERTY ISSUES

David L. Kurtz, University of Arkansas

Meetings of the Marketing Management Association's predecessor organization – the Midwest Marketing Association – used to feature an exhibit hall of, perhaps, two dozen publishers. Today, a conference room could handle the survivors in this highly competitive industry. In fact, there are now only five full line publishers of marketing textbooks.

Industry consolidation has impacted the discipline's classroom materials in a variety of ways. For instance, there are now less options available for advanced courses. Modern publishers set rigorous sales standards for what they publish. If a title does not hit its sales target, or have a reasonable expectation of doing so in the next edition, it is canceled. In short, publishers are now acting like real businesses – something that was not always true twenty years ago.

At the other end of the textbook spectrum, the principles books now available are far superior to earlier offerings. Not only do these volumes have to meet tough sales targets to survive, publishers are backing up their product with considerable investments. As a side note, evolving educational technology was once expected to cut publishing expenses. But most industry sources will tell you that the opposite is true.

Now let's turn to the future: From the perspective of nearly 30 years in the industry, let me offer some predictions – let's briefly examine the content and format of tomorrow's textbook; how it will be sold; and some selected intellectual property issues.

FUTURE CONTENT

This author's best guess is that topic integration will dominate tomorrow's texts. In short, there will be a shift from separate chapter coverage to conceptual integration. Global business and marketing ethics are obvious examples. To a lesser extent, the same could be said about strategic issues. Of course, the latest addition is E-commerce. It is interesting to point out that the integration described here is much like what has occurred in

business administration courses at both the MSA and undergraduate levels.

TOMORROW'S FORMAT

Let me offer two suggestions here. The first is that there is a clear trend to offering more versions of basic texts; thus, creating more teaching options. The industry's ability to "custom publish" – or combine specific materials instructors want to use – is significantly changing the format of marketing texts.

My second observation concerns electronic publishing – sometimes called E-books. Many faculty are prone to observe that textbooks will soon be a thing of the past. My counterpoint is simple: students do not want to read 800 page volumes off a laptop, let alone a Palm Pilot. So, what is the future of electronic publishing? In my opinion, it is annual updates or editions that will enhance the customary three year publishing cycle.

SELLING TOMORROW'S TEXTBOOK

While traditional sales channels will survive, it is clear that the industry is moving toward direct sales efforts. In other words, selling books directly to students via the internet and other means. Publishers can offer students very competitive prices considering the 33-40 percent bookstore markup commonplace today. The channel conflicts are obvious between the publisher, bookstores, and the authors, who are often paid a lower royalty rate on direct sales.

INTELLECTUAL PROPERTY ISSUES

Our colleagues who write in the public policy area recognize the wide array of intellectual property rights issues facing publishers and authors. Traditionally, marketing textbooks were produced via a contractual relationship between a publisher and a professor-writer. Today, things are a lot more complicated. Consider just a couple of the issues:

1. Some schools and even states are requiring that royalties paid on a textbook produced during professorial time on a university owned computer belong to the institution, not the creator of the intellectual property. They point to patents earned in the basic sciences and agriculture as their model for such policies.

If such policies were to become widespread, the results seem obvious:

- a. Only inferior intellectual property – of no commercial value – would be created.

- b. Successful textbook authors would have to move on. In frustration, many might retire from classroom responsibilities. I would argue that full time authoring – without student contact – is the ticket to textbook mediocrity.

2. Internet-based courses may be the textbook industry's biggest future challenge. The basic issue is that publishers own the intellectual property. But, tell that to an internet course developer? Then, universities – in their ignorance – seem to see this as a debate between themselves and their professors. In reality, both are expropriating intellectual property owned by others. Suffice it to say, the litigation possibilities seem endless.

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DEVELOPING SELF-PROMOTIONAL MATERIALS AND PREPARING STUDENTS TO MARKET THEMSELVES

Melissa Burnett, Southwest Missouri State University

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Grading has never been any teacher's favorite part of the job description. This is particularly true when the task is subjective. One-way to help deal with subjectiveness is to have multiple judges. If possible, I like to bring the "real world" into the classroom by having "experts," that is potential employers of students, give input and feedback on student performance.

As a professor who teaches advertising, a majority of my grading is subjective in nature. While there are fundamentals of communication, design, strategy and copy, no one would argue that what advertisement is effective—like beauty—can inevitably lie in the eye of the beholder. One example of bringing experts into the classroom is for an individual creative assignment which all of my creative and advanced advertising students are required to complete. Specifically, they are asked to identify an advertising agency and a specific job where they would like to ultimately work. The assignment requires the student to research agencies, clients, positions, their own strengths and weaknesses, and in the end, focus on designing a direct mail piece, which promotes themselves as the product. The objective is to get an interview with the agency. The assignment is truly a real world assignment and is well received by students, as sooner or later, they all seek jobs. This time however, they can start preparing early, get feedback and input, and receive credit for it—a welcomed combination.

As most professors emphasize to disgruntled students, you will see an A, B, C, D, or perhaps an F, but reality is, there are only two grades in the real world: pass or fail.

Consequently, for this project, I will assign the traditional A through F grade, but the student will also have a real-world evaluation by a professional in the advertising industry. In this context, the potential employer will mark the direct mail piece with a "plus" to indicate that they would be called for an interview, a "O" indicating that it was read, but there was nothing presented to interest the advertising professional to call them, or a "minus," which indicates the piece was so bad the expert didn't even bother to read it, or the expert read, and sent it around the office for public ridicule, and as a result, filed it in the trash can.

As a follow up to the assignment, I have the experts come to the class and summarize typical errors, problems, challenges, and provide examples and explanations of what does work to attract their attention in the interview screening and why.

This alternative form of grading allows the professor to stay in touch with what professionals are looking for in potential candidates and helps give him/her credibility by having another opinion confirm his/her assessment. This exercise also gives a real-world feel to the project by letting the student know what the actual outcome of the direct mail piece would be "an interview," the "file," or the "trash can."

This is an exercise in expert opinion, which can be adapted for any project or class. As always, the bottom line is the best way of providing feedback and regardless of the project, someone has to answer, "Would I buy it?"

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THE TERM PROJECT: A PERSONAL MARKETING PLAN

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INTRODUCTION

Instructors teaching required, comprehensive Principles of Marketing courses in undergraduate business management programs oftentimes find themselves assigning term projects. Sometimes instructors have students analyze marketing strategies of specific companies or for specific products. Others call for a SWOT analysis. And still others ask students to create a marketing program for a new product. The list goes on.

Instructors' objectives typically are quite noble: to engage students, many of whom are not otherwise interested or majoring in marketing; to generate more proactive "hands on" feelings; to bring to life the possibilities and excitement of marketing; to improve students' understanding and ability to use marketing concepts; to improve students' research and writing skills; and, not least, to offset what otherwise can be a laborious, mind numbing march through textbooks of prodigious lengths, density, and expense.

Of course, if the "chemistry" between the instructor and students is just right in a given semester, any reasonable topic will work well. More often, however, only a portion of the class will be "tuned in" and "turned on" to any given project. The rest simply go through the motions of the assignment.

The Personal Marketing Plan is far from a perfect alternative, and what is presented here, as the cliché goes, continues to be a work in progress. Nonetheless, for the author it has turned out to be a very useful assignment in meeting the objectives noted above. And since each student prepares her or his own marketing plan, the

assignment also reduces opportunities for cheating, not an unimportant objective in this day and age.

THE GLAZED EYE LOOK

The current economic boom notwithstanding, thinking about let alone planning for one's own future is an inherently distracting, even frightening activity for many students. They often get a glazed look when anyone brings up the topic and choose instead to ignore planning and focus on a task at hand, which for most students is getting through their baccalaureate. The Term Project: A Personal Marketing Plan, while not painless, provides a step-by-step assignment that walks students through a planning process they otherwise are likely to avoid.

THE SELF-EMPLOYED CONTRACTOR

Viewing oneself as a self-employed contractor marketing one's services is a new experience for most individuals; it certainly is a new experience for most undergraduate students. As the semester moves along, students are obliged to draw on a variety of marketing concepts as they individually work through the development of their own personal marketing plan. An interesting fall out of the assignment is that regardless of students' majors and interests – marketing, sales, advertising; management information systems, finance, human resources, accounting, CPA, etc. – they come to recognize that they have no choice but to market themselves. And that raises conundrums the solutions to which they find can be found to a surprising degree in the study of marketing.

As a panel participant, I shall provide examples, handouts and brief descriptions of the structure and challenges associated with "The Term Project: A Personal Marketing Plan."

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PROFESSIONAL PRESENCE

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Every year our graduating seniors are faced with not only the challenges of the classroom environment, but the business environment. The business environment is not only looking at the students' qualifications, but their professional presence. How does a student develop a professional presence? At Southwest Missouri State University we offer a senior level course entitled, "Marketing Yourself." The students learn the finer points of networking, interviewing, negotiating, dining etiquette and additional insight into "real world" situations.

Below is a list of twenty-six questions that each student is initially given to determine their knowledge of basic dining etiquette. Take the test and see how well you do.

1. How would you introduce your boss and your friend?
2. What do you do if you forget someone's name?
3. Which gender extends their hand first when meeting?
4. Do you know how to shake hands?
5. How much should you tip at the coat check? When do you tip? Server?
6. At the table, the guest should be facing the _____.
7. Which side of your chair should you enter/exit?
8. If you carry a purse, where should you put it while dining?
9. When should you place your napkin on your lap?
10. What should you do with your napkin when you are briefly leaving the table?
11. Who orders first at the table?
12. Who should participate in conversation?
13. What topics should typically be avoided at a meal?
14. What signal, using your silverware, can you give to

the waiter to let him know you have temporarily left the table and will return?

15. The food is served on your left or right?
16. When may you place your forearms on the table?
17. When using silverware you should work from the outside-in or the inside-out?
18. You should break your bread and butter it one piece at a time? T/F
19. You should cut all your meat before eating? T/F
20. In which direction do you pass food?
21. Who should pass the salt/pepper, cream, etc.?
22. How do you let the waiter know you're finished eating?
23. Where should you leave your napkin when finished?
24. When do you write a letter vs. type?
25. What are the three paragraphs to a thank you letter?
26. If the salutation reads, "Dear Ms. Jones:" how do you sign your name?

Number right _____.

Number wrong _____.

Given that each of the students enrolled in the course will be representing the University in the workplace, the Department of Marketing decided it was important to teach professional presence before the student left the University. The most positive comments I have ever received from students have come from this class. For example, "great course-loved it, we have many guest speakers and class trips that are coordinated with packets of valuable information given to us. Therefore, we can learn and then experience. I have gotten more relevant and useful information from this course, than any other course I have taken at SMSU."

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CHANNELING MY ENERGY INTO MY FAVORITE COURSE

Frederick B. Hoyt, Illinois Wesleyan University

While all of my children are beautiful, I'm closer to some than to others—and it's the same with my classes. I really do enjoy the courses I teach (if not always the students in them). But if I had to play favorites, I would have an extra bent for an unusual course at a non-marketing department undergraduate institution—Marketing Channels.

WHY?

When I walk into my marketing channels class, I invariably begin by pointing out that in this class I do very little, and students do very little.

Invariably, from the frequent fliers in the back of the room comes the challenge, "How is that different from your other classes?" To the invariable wag, I respond, "In this class, you learn a lot."

I think they do—and I know I do—because the course offers several perspectives that my (and most marketing classes) other classes do not.

First, students know nothing about the great miracle that occurs in distribution. While they come into marketing with (frequently erroneous) preconceived notions, they are usually clueless about how goods and services appear when and where needed. The first day, I'll ask them to set up a business for (ultimately) the resale of used books. Knowing little about distribution, they usually fail to think about storage, transportation, inventory, or purchasing. In other words, the first day they learn that they have much to learn. One of the major challenges is to keep them focused on retailer upwards, rather than the consumer-retailer, or manufacturer-consumer relationships that define most basic marketing classes.

Second, I love the tours. They're hands on and real, and a side of business our students get nowhere else. We've been everywhere from the Mrs. Fields franchise to local manufacturers. About a third of the classes are site visits or managers coming into the classroom.

Everybody's favorite stop is the Budweiser wholesaler. I

will never forget Mary, viewing the cases of Bud piled two stories high, gushing, "I think I'm dead and gone to heaven." Or watching students weep as they view the sink where the postdated beer is dumped. For some reason not clear to me, but I think more than serendipity is involved, I've scheduled a trip to a local manufacturer the same day there's a job fair at Illinois State University. The look on the faces of students in heels, or suit and tie, as they put on the fashionless safety glasses, is enlightening. For many, it's their first look at manufacturing, and as several have commented, they want it to be their last. But, as my students would point out, I digress often.

For me, there's an additional perspective over the past decade, I've seen microeconomic examples of the macro examples I teach about in business policy. Companies have become shrewder, more efficient, more merged. Computers and combination have scarred the face of local business, rendering them no longer Bloomington Federal Savings and Loan, but some faceless National City, trying desperately to bring its systems up to par. And the emergence of wonderful niche players, in and out of e-commerce.

Third, I enjoy the papers. That's right. I enjoy the papers. I assign a local business history—(it can be their local)—that is, a paper about a (preferably) small business with historical and distribution dimensions. They're all different, and some are quite good. The ones on Bloomington-Normal wind up in the local historical society, and one, on the local symphony, appeared in the MMA proceedings several years ago as an example of the wheel of retailing. Each is different, a welcome relief at exam time; collectively, they paint a story of what happens to a town when chains come in. Again, big trends confirmed—consolidation, niching, more focus, more productivity, and a smaller share of market for the locals.

Finally, while students enjoy some of my courses more than this one, anecdotal evidence suggests that the things they learn in this class—about how businesses really operate—help them get the jobs and really understand the dynamics of a world blown to bits.

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TEN WAYS TO BRING THE REAL WORLD INTO THE CLASSROOM

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Developing active and engaged students is the challenge facing all instructors. Increasing the relevance of the curriculum by bring the real world into the classroom is one instructional technique. I have used the following activities in undergraduate and graduate courses:

1. Discussion of Current Business Issues: Assignments requiring students to research and discuss a current business issue illustrating a particular study topic will bridge the gap between textbook concepts and business practices. Articles from current business periodicals (*Fortune*, *Business Week*, and *The Wall Street Journal*) are the most frequent source of discussion topics. Students can be required to research “current, real world” business practice or management issue, prepare a 2-3-page paper and discuss in class. The following are examples of topics I have used in finance and strategy classes:
 - a. Review the development and purpose of mission and vision statement. In finance we state the objective of a firm’s management is to maximize shareholder wealth. Do firm’s mission statements reflect this objective?
 - b. Examine use of Market Value Added (MVA) and Economic Valued Added (EVA) as performance indicators. This can be accomplished using *Fortune* annual MVA ranking issue. Why are these performance measures gaining widespread acceptance?
 - c. Examination of *Fortune*’s “Most Admired Companies” list. How is the list developed (i.e., criteria)? What characteristics are common to the “most admired” companies? Does company “admiration” correlate with financial performance?
 - d. Examination of *Fortune*’s “Best Companies to Work For” list. How is the list developed (i.e., criteria)? What role does leadership play in the rankings?
 - e. Review the development and importance of ethics statements. Is ethical behavior consistent with maximizing shareholder wealth?
2. Guest Speakers: Business professionals are asked to discuss current challenges facing their firm or how their company handles a particular task. During the last two years, speakers have addressed the following business issues: (1) business forecasting and planning, (2) financial reporting, (3) working capital management, (4) obtaining a bank loan (5) strategic planning, (6) beginning and operating a small business and (7) business valuation. To gain maximum benefit from a speaker, it is necessary to prepare the speaker and the class. Prior to the speaker class session, I provide the speaker with a course overview and a detail of the particular issue or issues I would like the speaker to address. I prepare the students by reviewing the theory or concept the speaker will be covering.
3. Business Simulation: There are a number of quality simulations that can be used as a tool for providing an integrative perspective of management principles. Effective use requires the simulation be integrated into the course content and the instructor must continually use the simulation to illustrate concepts and theory. Simulations require a major time commitment from the instructor.
4. Case Studies: Cases provide an excellent opportunity to expose the students to problems faced by businesses. Student must analyze the problem and apply textbook principles and concepts to offer a solution. To be effective, cases need to be closely related to course content. Cases also provide students the opportunity to develop and refine their communication skills by preparing a written solution and presenting the solution to the class.
5. Company Analyses: When teaching corporate finance, students are assigned a company to track and analyze. When studying a particular topic such as dividend policy, the students are required to report on their firm’s dividend policy and how business practice compares to theory.
6. Internet Research Projects: A plethora of free financial information is readily available from Internet sources. Students are assigned a topic or Internet site that must be researched. A paper and class presenta-

tion using the Internet is required as part of the final report. Some of the sites and topics assigned include:

- a. Business valuation
 - b. Obtaining venture capital
 - c. Small Business Administration resources
 - d. Bond ratings (Moody's and Standard and Poor's)
 - e. Services provided by Robert Morris and Associates (RMA)
 - f. Business plans
7. Consulting Projects: Consulting projects are similar to case studies, but in this instance the companies are real businesses with real problems. Students, working as assistants to an instructor, must analyze the situation, identify the problem, and using textbook concepts, recommend alternative solutions. Consulting opportunities are provided by the Small Business Development Center (SBDC) associated with the University.
8. Career Panel: The use of a panel of recent graduates (1-5 years) provides an opportunity for students to hear about the "real world" from their peers. Panel participants discuss (1) their current position and associated responsibilities, (2) the relevance of the business curriculum, (3) skills and knowledge re-

quired for business success and (4) the components of an effective job search. Panelists are provided with an outline of suggested topics prior to the session. Panelists are requested to discuss in detail the relevance of the curriculum and how they are using what was learned as a student.

9. Video Tapes: Similar to guest speakers, videos narrated by business professionals can also reinforce textbook theory and concepts. Instructor must be selective in using video and insure the connection between the video and course content is reinforced by class discussion.
10. Professional Programs: Allowing/requiring students to attend programs sponsored by campus organizations or professional business organizations (AICPA, FEI, IMA) will provide students the opportunity to interact with members of the business community. Although this activity requires leaving the classroom, it can be substituted for a class session.

Not all activities can be used for all classes. Some work better in undergraduate classes and some better in graduate classes, but a selective interaction of these types of activities should increase relevance of learning process.

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STRATEGIES FOR TEACHING MARKETING RESEARCH COURSES

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Today's competitive educational environment demands an ever-increasing responsiveness from universities to be *marketing oriented*. No institution, large or small, private or public, can afford to neglect customer needs and wants. Many universities hire "consultants" to help them serve customers better. The labor, drive, curiosity, and knowledge of students and faculty are excellent assets to universities. Students often become tired of studying abstract topics without seeing how the knowledge can be applied. This is especially true among senior undergraduate and graduate students who wish reassurance that what they are learning is in fact valid and useful outside the classroom. Presenting these students with "real world" problems is often a challenge for faculty members. One solution to providing senior undergraduate and graduate students the opportunity to solve real world problems is by conducting institutional research.

Also, increasing legislative input into the faculty evaluation and performance system (e.g., post-tenure review) coupled with the dominating "publish-or-perish" philosophy, has compelled faculty members to look for alternatives, besides teaching and service, to secure promotion and tenure. One possible alternative for faculty members is to be actively involved in institutional research. Involving students in the collection and analysis of both primary and secondary data coupled with solutions to real world problems give faculty members an excellent opportunity to publish and disseminate research.

While the term *institutional research* has disparate interpretations, here it means "research done for the betterment of the institution." In the past, I have conducted studies for the university public relations office, the College of Business Administration, the university library, students' union, computer services, etc. All of these studies were conducted in conjunction with students of marketing research classes. These studies have led to several publications in conference proceedings and academic journals.

The institutional research project begins with an administrator (e.g., public relations officer, dean of the college, director of computer services, librarian) approaching the faculty member for some assistance in data collection and statistical analysis in an area the university can improve upon. The administrator provides the managerial questions that the professor fine-tunes before sharing it with his/her students. The students collectively develop the instruments for the study, using standard questionnaire development procedures and word processors. The administrator is requested to evaluate the instrument to ensure that it answers all of the research questions and/or objectives. After completing the institute=s human subject approval requirements, a pretest is conducted using a small representative sample from the population. Both reliability and validity is checked before the instrument is distributed on a larger scale. The students are instructed to collect data using one of many probability-sampling techniques (e.g., stratified sampling). This may involve distributing the instruments through mail, telephone, or personally interviewing potential respondents. The students are then taught to edit, code, and input the data into the computer (e.g., spread-sheet). The professor shows the students how to check the accuracy of the data and perform some of the requisite tests (e.g., frequency, cross-tabulations, Analysis of Variance, t-test, regression analysis). The students, in teams or alone, write a report summarizing the findings of the study and make appropriate recommendations to the administrator. The faculty member, along with student(s), then presents their findings to the administrator through a formal presentation.

Conducting institutional research provides faculty members another tool to bring real world problems into the classroom. It does so at a level where the student is somewhat experienced in the arena (i.e., the university) she or he is asked to perform. The institutional research project helps bind students more closely to the university because they feel they have played a part in improving the university. The institution benefits from identifying the needs and wants of its "target market" and validating its

very existence. The results of the study may then be presented at conferences and/or published in proceedings and journals, which benefits the faculty member toward promotion and tenure. Finally, the collection of quality

institutional research can help universities pass regional and national accreditation inspections. It is a true “win-win” situation for all parties involved.

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TECHNOLOGY, COMMUNICATIONS, AND CURRICULUM INTEGRATION

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Integrating technology into our Marketing curriculum took a giant step forward in the fall of 1998 by requiring all marketing majors and minors to lease laptop computers for their marketing coursework. Primary goals of the laptop program were to provide our graduates with technology skills desired by area employers, differentiate our marketing program from the other business majors, and shift our curriculum toward student-centered teaching and learning. This first stage of curriculum improvement focused on enhancing each individual course by integrating the use of computers, electronic communications and information resources into the classroom. Both qualitative and quantitative assessments from this first stage of curriculum improvement were very positive.

Based on these two years of experience of teaching with technology the marketing curriculum has been substantially revised. The core competence our marketing program hopes to instill in our majors and minors involves market-oriented, customer-focused, decision-making capabilities. In an effort to teach a market orientation, our curriculum has been structured around the marketing process: analyze, plan, implement, and control. The new curriculum requires the standard business core courses including Principles of Marketing. However, after Principles students complete a seven-credit Market Analysis course, a seven-credit Marketing Planning course, and then a four-credit Marketing Management course. In addition students must take a three-credit marketing practicum and nine credits of marketing electives (see enclosed catalog copy). Each of the three core courses has a one-credit communication course built in that is designed to assist students in presenting oral and written aspects of the course. Integrating marketing courses within the curriculum is a primary goal of the revised major.

MARKET ANALYSIS OVERVIEW

Marketing research, market analysis, and consumer behavior are now presented as an integrated whole in the one course called Market Analysis. The objectives for Marketing Analysis are to provide the student with both a foundation in consumer behavior and a set of tools and techniques that will enhance the students' ability to monitor and measure consumer attitudes, perceptions and behaviors. Four different pedagogical methods (lecture, IT seminars, current marketing news discussions, and applied projects) are presented in a cohort-based seven-credit class (combining Market Research, Market Analysis and a Communication class). The semester team project is designed to integrate consumer behavior theories into a practical marketing context. Consistent with marketing research theory, the project consists of 4 elements:

1. Market analysis using secondary data sources;
2. Exploratory research using qualitative methods;
3. Conclusive research using quantitative methods;
4. Summarizing these findings into both a written and oral report form.

MARKET PLANNING OVERVIEW

Marketing Planning focuses on the marketing mix and integrates course typically offered as stand alone courses such as promotion, pricing, distribution (channels), and product development. The seven-credit course is divided into strategy development (utilizing tools learned in Market Analysis) and strategy implementation. The semester is divided into two parts:

1. A broad outline of the concepts and models used to analyze industries and competition;

2. The same material presented in a much more detail-oriented fashion.

Both parts of the semester will be accompanied by a business simulation exercise designed to illustrate the implementation of strategy decisions. Focus will be on creating a marketing plan in the first part and refining the aspects of a marketing plan in the second part. Both marketing plans will be presented in an oral and written form.

MARKETING MANAGEMENT OVERVIEW

Marketing Management is offered as the capstone marketing course that integrates the entire marketing curriculum by focusing on the researching, analyzing and planning involved with writing and presenting a marketing plan. Students are required to create a portfolio of evidence documenting their capabilities and marketing-oriented, decision-making competencies. Five different pedagogical methods (cases, simulation, personal marketing plan, real marketing plan, current marketing news) are presented to the students during the course. Students have the option of working individually or in teams on the different assignments. However, in their final portfolio they are responsible for documenting their individual capabilities as well as their teamwork skills,

their market analysis capabilities, their marketing planning skills and their market-oriented, decision-making capabilities. Written and oral presentation skills must be a major component of the portfolio. Frequent assessment is undertaken throughout the course; however, only the final portfolio is evaluated for the course grade.

CONCLUSION

Each of the three core courses is now taught in a team by two or three faculty. The immediate outcome of the revised curriculum is the increased discussion of curriculum issues and learning outcome expectations. Students are also exposed to each marketing faculty member on their journey through the curriculum.

The desired goal of this curriculum revision is to have students cease to treat classes as “learning in a vacuum.” Their previous focus has been to successfully complete one class and leave its knowledge on the table. We hope to focus the students through carefully designed steps that build on previous knowledge and create an integrative model for their use in marketing careers.

In addition, the use of communication classes will hopefully enhance the students’ presentation skills (both oral and written).

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DOES A NEW BUSINESS WORLD REQUIRE A NEW BUSINESS CURRICULUM?

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INTRODUCTION

Maybe there is nothing new under the millennial sun, but the *new economy* that grew out of displacements from downsizing, startling developments in information and communications technology, reduced barriers to global trade, and ever-more diverse workforce and customer bases, does give business educators pause. Does a new business world require a new business curriculum?

NEW BUSINESS WORLD

Many have recognized the changes in the business world. For example, a recent book entitled *Free, Perfect, and Now* illustrates the demands on business in the emerging new economy: a world of globalism, deregulation, networked technologies, and mass customization. In this new world, firms must be flexible, agile, and aggressive in their pursuit of profit-making opportunities (Hartmann and Rodin 1999). This new world has also introduced new ambiguities regarding roles and relationships in the work place (Hartmann and Rodin 1999; Conlin, Coy, Palmer, and Saveri 1999; Davis and Meyer 1998). Information processing and knowledge management have new meanings, too. Are we preparing our students for this new reality?

Key areas such as innovation, product development, continuous improvement, and customer service require problem solving that spans the traditional functional areas. E-commerce success does not permit the luxury of sequential and dispersed decision making. The “extreme responsiveness” of the Internet age requires speed, agility, and flexibility in problem solving. Effective responses to these challenges must also be “boundaryless” in their approach (Davis and Meyer 1998; Ashkenas, Ulrich, Jick, and Kerr 1995). The “customer-centric” focus of the new business environment requires more responsive, lower cost, and higher quality service for all clients of the firm. Mass customization (personalization?) demands an information- and technology- intensive approach, which emphasizes the crucial role of customer relationship management and the customer-centered perspective, noted above.

Critics of the “old” way of doing business point out that the new possibilities enabled by Internet technology have changed the entire environment encompassed by this “new business world” (Obeng 1997). While some basic relationships clearly still exist – e.g., buyers and sellers, employers and employees, clients and firms – the nature of these relationships have changed in some very fundamental ways. As communicated by the authors of *The Cluetrain Manifesto*,

[t]hese [new internet-based] markets are conversations. Their members communicate in language that is natural, open, honest, direct, funny, and often shocking. . . . Most corporations, on the other hand, only know how to talk in the soothing, humorless monotone of the mission statement, marketing brochure, and your-call-is-important-to-us busy signal. . . . [These corporations] need to get out of the way so intranetworked employees can converse directly with internetworked markets (Levine, Locke, Searls, and Weinberger 2000).

A NEW BUSINESS CURRICULUM?

How well does our current business curriculum prepare our students for this new business environment? If we had the luxury of creating a new curriculum, with none of the current constraints, what would that curriculum look like? How closely would it compare to our current curriculum? While many educators are making strides toward modifying their curriculum to better fit this new environment, many attempts are largely “add-ons” and piecemeal, peripheral modifications to traditional approaches. Our thesis is that the curriculum must be modified to more comprehensively address the new challenges, and that these changes should focus on how we teach. That is, we recommend a greater focus on processes that allow students to develop the skills reflective of the patterns of communication and interaction within the new business environment. The themes of this focus on process should include:

Project Management - Work is increasingly project-based. The fast-paced, dynamic demands of the

market require accountable teamwork piercing traditional boundaries to deliver improvements and innovations with greater efficiency and effectiveness.

Cross-Functional Approaches – Less emphasis on functional specialties or silos to encourage business problem solving that is integrative rather than functionally-specific (McCarthy and Smrha 2000).

Problem Solving/Solution Creating/Critical Thinking – In a sense, a “new economy” firm’s mission is to be a problem-solver and solution-creator, thus students preparing to contribute to this mission must understand how to participate effectively within this framework.¹

Integration of Technology – By this we mean more than the “toy” applications often relied upon in the classroom. Rather, the curriculum must include a fuller integration of technology into the learning process, so students see how emerging technologies impact the dynamics of interpersonal and inter-institutional problem solving.

Some issues that remain unclear include the implications for accreditation, institutional cohesion, and assessment if this sort of curriculum revision is pursued. While it is not clear that a single answer to this exists, it is evident that the answer(s) will be dependent on the educational mission of the individual institutions. At its core, the business curriculum should provide an environment for students to develop skills and knowledge that will adequately prepare them for success not only in the workplace but as consumers, citizens and life-long learners.

ENDNOTE

¹ For a discussion of critical thinking in the business and

economic curriculum, please refer to McCarthy and Smrha (1999).

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E-COMMERCE: SHOULD THERE BE AN MBA, MAJOR, OR CONCENTRATION?

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Undoubtedly the Internet and related technology is dramatically altering the way people and organizations communicate and do business. Therefore, it is imperative that business schools must keep abreast of the changes. Already many business schools are taking the lead in preparing students for the E-economy. The e-commerce offerings range from a separate master's degree in e-commerce to course-work emphases and concentrations. It is equally important that both the corporate world and academicians address the issues related to e-commerce curriculum.

The purpose of this paper is to address the following issues related to e-commerce curriculum:

1. The current status of e-commerce curriculum.

2. Scope and breadth of curriculum coverage in e-commerce.
3. What type of e-commerce program should business schools offer: MBA, undergraduate major, concentration, or certificate?
4. What should be the content of e-commerce curriculum, i.e., specific courses.
5. Course-related projects, activities, cross-functional team-teaming, etc.
6. Summary.

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INFORMAL AND INCIDENTAL LEARNING: THE ROLE OF MOVIES IN MANAGEMENT EDUCATION

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The purpose of any education should be to make participants learn from the educational process, and such learning must have a positive impact on all those involved. Learning is said to have occurred if there is a significant shift in one's cognitions, affective tendencies, attitudes, behavioral inclinations and/or action plans- a shift that is primarily attributable to newly learned material. Individuals are more likely to become active participants in the learning process if the learning occurs in an atmosphere that is deemed personally meaningful. It has been observed that individuals learn more effectively when their own identities and growth are seen integral to the learning experience. Students are more apt to learn within flexible learning environments as compared to the one size fits all approach. Unstructured learning environments are critical in helping participants formulate and reach stretch goals. The habits of reflectivity and creativity are better realized under informal learning methodologies rather than formalized means such as lectures. Such methods are more effective not only in identifying learning objectives but also in analyzing the learning outcomes, especially when the learner is given a great deal of discretion in what and how to learn. But make this a reality, stronger emphasis is needed throughout the curricula to promote learning through nontraditional methods.

Learning through movies can be classified as falling under unstructured learning environments. Unstructured learning can be further classified as either informal or incidental. Informal learning is seen to be purposeful and somewhat self-directed. It is mostly experiential and often planned. The incidental learning, on the other hand, is unintentional and mostly the by-product of other activities. In order to maximize learning from unstructured situations, the learners must immerse themselves in the process of creative reflection. Such a process can be stimulated by activities assigned by the moderator. If movies are used as informal tools of learning, then the moderator (or the instructor) might assign students to identify a variety of concepts relating to the class outcomes that are vividly brought out in the assigned movie. The students are expected to identify with the characters or the situations as portrayed in the movie. For maximum

effectiveness the activity list should include: (1) formulating theories about underlying concepts (2) methods of engaging in reflective thinking that is critical in nature (3) seeking evidence against the proposed theory (4) Superimposing a "problematic" scenario into the given situation to enable the learner to visualize real world conditions under the concepts make sense.

In an unstructured learning situation the instructor becomes a guide who makes what students learn interesting, accessible and comprehensible. It is recognized that learning is most effective when one voluntarily participates in an interesting activity. One must find enjoyment in what is learned and how it is learned. This type of learning is built on the premise that "anything you can do with some help today, you will be able to do on your own tomorrow."

It has been observed that one can learn only from activities that are enjoyable and comprehensible—i.e., from those activities that are internally gratifying, and builds on what one has already internalized. Any learning tool, to be effective, must stimulate one's imagination and promote enjoyment. The power of imagination can be indeed provide a faster track for any kind of learning, especially decision making skills. If we can imagine ourselves in the place of various characters having "similar" conversations with other characters in a given movie, the ideas will get deeply rooted in one's memory.

There is great power in watching many movies, especially those that offers supreme opportunities for the imagination to work. Viewers can identify with characters and places – and learn about life/work skills. Viewers can really learn from role playing the characters. Many of our passions and habits are probably shaped to an extent due to the fictional character in movies we identify with.

There is lot to be said for the age old phrase that one learns from the company one keeps, though one rarely thinks about the continual learning that happens through collaborations. But not everyone is fortunate enough to be able to find automatic acceptance in the "right" circles. But courses in decision making methodologies can incor-

porate movies with “stars” that students can identify with and scripts that bring out decision scenarios vividly enabling students to assimilate part of the values.

This may be the next best thing to being there. Several movies have been class tested for their effectiveness in

learning decision making skills. The movies include Dead Poet’s Society, Other People’s Money, Twelve Angry Men, Wall Street, Twelve O’Clock High, Citizen Kane, It’s a Wonderful Life among others. The evidence thus far indicates that the learning through nontraditional methods can be quite significant.

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WORKABLE IDEAS FOR “PRINCIPLES” CLASSES

Martin Meyers, University of Wisconsin – Stevens Point

INTRODUCTION

The purpose of this paper is to explore options for improving the “principles” courses. This paper explores ways of increasing classroom discussion. One suggestion is to use research findings to supplement the topics covered in the text. This can consist of the professor’s research or research conducted by others. Another recommendation is to assign projects that utilize the material covered in the text. Another option is the use of guest speakers.

FACULTY RESEARCH

Customer service is an important topic in a “principles” course. Quite a bit of research has been conducted on this topic. The professor could incorporate the research conducted by Walker (1995) into his or her course. The students are interested when they are presented with his finding that 17 percent of men and 20 percent of women rely on the advice of others before making a personal loan. There could be class discussion when the students identify what they would do to help stimulate favorable word-of-mouth advertising.

In another study, Meyers and Mullins (1998) examined the level of accuracy on loans from financial institutions and the implications for customer service. Their research revealed that there were often errors when the financial institutions calculated the loans. Some of the specific errors have been mentioned in a classroom setting. It stimulates excellent classroom discussion.

In a later study, Meyers and Mullions (1999) investigated the perceived level of satisfaction for banks compared to credit unions by using electronic survey methods in a university community. This study can generate interesting classroom discussion on both the results and methodology.

CLASS PROJECTS

Each student could be assigned to write about a product that has been introduced within the past year. The students could address a number of topics that are covered throughout the course. For example, the students could

identify the mission statement for the company. If the company does not have a mission statement, the students could write an appropriate one. The students could explain if an undifferentiated, differentiated, or concentrated market segmentation strategy is being utilized by the company. A competitive analysis could be conducted. Exact prices for competing prices could be a requirement for this assignment. The competitive advantage of the product could be identified as part of the competitive analysis. The students could state whether skimming, penetration, or parity pricing is being used. Part of the assignment could have the students explain the product position. They could also state whether the product would be a convenience, shopping, specialty, or unsought product. Classroom discussion could be generated from this assignment. There could be discussion on whether or not they think this product will be a success. There could also be discussion on what the company could be doing differently to increase the likelihood that this product will be a success.

GUEST SPEAKERS

A variety of guest speakers could be used in the “principles” courses. People who have conducted business in Eastern Europe could be brought into class when the international marketing chapter is being covered. They tend to make interesting guest speakers because the business environment is so different in that part of the world. The students tend to have a variety of questions for the guest speaker, which leads into some interesting class discussion.

Another interesting guest speaker would be the person who does the marketing for one of the local banks. The students like to hear about the marketing strategies employed by a bank. They tend to be especially interested by the use of mystery shoppers.

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“GREAT IDEAS FOR TEACHING PRINCIPLES” STATS4ME – A WRITING ASSIGNMENT FOR A QUANTITATIVE CORE COURSE

M. Diane Pettypool, Southeast Missouri State University

INTRODUCTION

During this last academic year I took part in a Funding For Results project administered by Dr. Jake Gaskins, Director of the Writing Assessment Center of Southeast Missouri State University. The project concerned modifying an assignment that I give to the students of my Statistics (MG257) classes. This assignment is given at the beginning of the semester. Its initial purpose was to help with motivation for study of this **required core** course for our College of Business students. Originally I gave the assignment orally:

Write a two page paper on “What Statistics Can Do for Me.” You must use one article relating to your major and one interview with someone working in your major/career area. It is permissible to use the Internet to obtain the article. [The assignment was given the code name “STATS4ME.”]

The STATS4ME assignment was modified after I attended one of the Center for Scholarship in Teaching and Learning (CSTL) workshops on “Writing Assessment.” During that workshop several suggestions for consideration and possible improvement of writing assignments were made. The major change I made for the STATS4ME assignment was the development of a **written outline of what specifically was expected** in the paper along with an **Evaluation Form** to be used in the grading of said papers. These were to be given to the students at the time of the assignment.

RESULTS

One observation made during the CSTL workshop concerned whether the student paid attention to the instructor’s corrections and comments or whether they just “file the paper.” Experience said that most would “file” it unless there were **pending action to obtain their points** for the writing assignment. Dr. Gaskins and I determined that a required **revision/correction of the paper** would be beneficial. After initially trying this, I found it useful, but in need of extension. Many students only put in commas, checked typos and did the bare minimum to revise the

paper. What could be done? I looked at the topic of the paper and the goals of this (core) course. One goal was to become “stats literate.” As a result, I now require the revision/correction to **incorporate the language and concepts learned during the course**. While this assignment is still under development, it appears that this change is a useful one. A version of the assignment with its modifications has been used with a Quantitative Methods class (QM4ME) and most recently with a Management and Organization Behavior class (MOB4ME). The modified assignments provide an opportunity for correction/revision AND allow for a type of closure to the papers and the (specific) courses so that the “4ME” assignment goes beyond its original “motivation only” objective.

REFLECTIONS AND FURTHER MODIFICATIONS

I have received written (commonly E-Mail) and oral feedback from students that this kind of assignment is helpful. In one case last year the person interviewed (by the student) asked the student to contact them for a job interview when it was time (if the were interested). In other cases students have stated that they had no idea, before writing the paper, the (core) course would be of value to them in their future careers. **The interview with someone in their chosen career/field** was usually cited as “of greatest benefit.” During one of the Management Department lunches with its majors, this assignment was specifically cited by one of the management majors as beneficial in helping that student see how topics fit in with their major. The student was of the opinion that it would be beneficial if the idea were applied in other [principles and core] courses.

The modification of the assignment continues. Some of the actual **course material may be applied** into the preparation of /for the “4ME” papers. I intend to have the students develop a set of questions for a second, “more knowledgeable,” interview during the semester. For the Statistics class I am considering development of a questionnaire. Information from this second interview (toward the end of the semester) would be incorporated into

the revised paper. The questionnaire or questions list would address one area of weakness of the assignment in its initial (beginning of the semester) phase for these students who have little (initial) information about these principles courses. Another possible revision would “team” students with other students of similar majors/careers so that they could interact and become “experts” on the use of the principles material in their major/career area. These members could then share this information/expe-

rience gained in the “expert” team with their (assigned) cross-functional (mix of majors/backgrounds) team members later.

As in any assignment it is important to see “what works” AND what does not. While the “4ME” paper is not to become the center of the course, it has been, if not a “perfect,” at least a useful vehicle for learning and motivation!

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GLOBALIZING THE MARKETING CURRICULUM

Peter J. Gordon, Southeast Missouri State University

Although this may seem like the continuation of a theme that has been repeated over the past few years at this conference, it is something that is worthwhile repeating. The need to graduate students who will join the work force well prepared for today's global economy will continue to grow. It is imperative that universities develop programs that "internationalize" their students. The key to providing experiences for students is to segment the market and design products for each segment. Clearly program content is a major consideration. However, in this discussion, the focus will be on program timing and length.

The "traditional" student segment is the one to which most international opportunities have been directed. Members of this segment are traditional full-time students whose college experience is funded by scholarship and/or family funds. Such students do not need to work a significant number of hours in order to meet college expenses. These students are prime candidates for semester long programs, having both the financial means and the time opportunity to participate.

For all segments other than the "trads," programs of shorter duration than a full semester are likely to appeal. The key is to find periods when the student can travel and not interfere with other classes. We have developed a number of short term programs, which appeal to different sub-segments of the non-traditional group. One program is offered over Spring break. Leaving on Friday prior to Spring break, we can put together a program of 10 days in duration. Being offered at a non-peak period of the year, when airfare is very cheap, and hotels provide substantial discounts, we can offer an educational experience for about what a student would spend on a spring

break trip. Since the program is relatively short, forgone income is not a major opportunity cost.

Other programs are offered at the end of the spring semester. These pre-summer programs attract the most students. Currently we offer a shorter, condensed program of two weeks, which appeals to students not wanting to be gone too long, and also to these who are uncertain about how much they might enjoy an overseas program. Longer programs during this time period also appeal to certain students. Programs of three and four weeks in duration, traveling to more destinations attract large numbers of students, too.

The break between Fall and Spring is also a good time to offer a program. Most students seem unwilling to be away from home over Christmas and, to a lesser extent, New Year's Eve. So a program sandwiched between January 1 and the start of Spring semester may appeal to some students, provided the university calendar allows enough time during this period. Wanting to escape from the cold and snow, provides the opportunity to visit less-traveled locations. We have offered programs during this time period in Mexico to study the impact of NAFTA, and more recently have offered a program in Portugal, Spain and Northern Africa. This kind of program tends to appeal to students who have perhaps traveled previously and are looking for "different" experiences.

By offering a selection of short term programs, you can provide something that will meet the needs of just about any students. The key is to determine the composition of your student body and design programs that will meet their needs.

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GLOBALIZING THE BUSINESS CURRICULUM

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ABSTRACT

Globalization is an opportunity. It is not simply to be “dealt with” as hot humid summer weather in Kentucky. Rather, it is to be embraced as an exciting world to explore and an endless resource we all can access. Globalization is not merely another text chapter we have to add to an already groaning syllabus; it is a window – like the Internet – whose opening can make our professional lives and those of our students easier, richer, and more exciting.

Globalizing the curriculum begins outside of the classroom with the institution being the focal point for international studies and students. Recommendations and suggestions are presented by exploring some of the available means to integrate globalization in our business curriculum. Like understanding and using the Internet, we cannot ignore the profound impact of the global economy. We must be at the forefront of change. We must globalize the curriculum.

DEFINING INTERNATIONAL EDUCATION OR GLOBALIZATION

What do we mean by the terms “international education,” “internationalizing” or “globalizing” the curriculum?

First, is international education different from education in general? No, it is not if education, broadly understood, is about understanding and experiencing the world in which we live the work. Then the need for understanding other cultures and the nature of global relationships is obvious. The emphasis on international education springs more from the fact that Americans have tended to have a parochial view of the world. We have not always seen the necessity or value of learning from other cultures or appreciated the extent of the global interdependencies that link our well being with that of other countries.

The problems of population growth, immigration, ethnic conflict, economic competitiveness, and global pollution have begun to change this perception. We find our ability to analyze and solve problems somewhat impaired by our limited understanding of the world. At the same time, advances in communication technology have opened the possibility of much greater access to information from other cultures and countries.

Globalization is, put simply, an awareness of other nations and cultures and how they affect and enrich our lives and our businesses as well as how our culture affects other nations. We must recognize our part in a diverse, multi-faceted world. This must be done on an economic, intellectual, emotional, and moral level. For example, many nations have come to acknowledge that the dealing with the environment now requires a team concept and problems must be dealt with at a global level. In the same way, mergers of multinationals, technology, and communication innovations force us to look for new ways of doing business. Globalization is here. The effect of other nations upon us is profound. We are now a world market, a world economy, and an internationally “wired” family.

We must expand our higher educational institutions’ formal and informal patterns and practices of inquiry to include study of other cultures and countries and to include understanding of global patterns or systems that influence our well being. It is our belief that the globalization issue starts with the institution being the focal point for international studies and students. To that end, some recommendations:

RECOMMENDATIONS TO INCREASE GLOBAL AWARENESS

Student Considerations

Serve international students and exchange students.

Provide the study-abroad experiences for students.

Help co-ordinate visits of visiting scholars or groups of visiting scholars.

Create and financially support new student travel or study abroad, increasing student global internships or co-ops.

Establish several courses and exchange programs with other colleges and universities.

Faculty Development Objectives

Recruit faculty with significant global experience and second language capabilities. A significant proportion of the faculty must have international knowledge and experience as a base from which to develop a global, compara-

tive, cross-cultural perspective in the curriculum and as a basis to develop appropriate study abroad and international work experience opportunities for students.

Development Implementation Strategies

Eliminate or offset policies that discourage faculty from seeking international experiences, e.g., loss of fringe benefits, health insurance, years of service, promotion, etc.

Recognize cross-cultural and international training, research, and experience as one criterion in the hiring, tenure and promotion processes. Institutionalize the expectation that international work is valued and rewarded.

Encourage departments and deans to recognize competency in a second language one of the qualifications sought in hiring new faculty. This will open up more opportunities for faculty research and teaching abroad.

Encourage departments and deans to recognize competency in a second language one of the qualifications sought in hiring new faculty. This will open more opportunities for faculty research and teaching abroad.

Encourage and assist departments with the logistics involved in arranging and implementing faculty exchanges and student exchanges.

Curriculum Globalization Objectives

Add more courses with a global perspective to your programs.

Develop multi-disciplinary minors or areas of concentration focusing on geographic regions, e.g., South American Studies, Asian Studies, etc.

Integrate a comparative, cross-cultural or multicultural perspective into all courses where the content lends itself to such an approach. This would require the introduction of content and experience with other cultures and the use of this cross-cultural content and experience to analyze problems addressed by the course.

Curriculum Implementation Strategies

Provide regular faculty/staff in-service workshops on integrating comparative, cross-cultural and global perspectives into the curriculum.

Encourage departments to identify courses, which already have a significant comparative, cross-cultural and/or global component and encourage departments to further develop such components in their courses.

Encourage program directors to include a number of courses that provide students with comparative, cross-cultural and global perspectives.

Establish and produce on a semester basis a "high profile" newsletter distributed to all faculty and staff informing them of international educational activities.

In conclusion, we must be proactive in integrating a global perspective into our institutions' business curriculums. We all remember that only a few years ago the Internet was just a novelty, a pedagogical curiosity. Now it is the cutting edge of our profession. Globalization has a similar inevitability, a similar profundity. We must be part of it. Therefore, making our students aware of our place in the global community is an essential part of our responsibility as educators whether it is in business, history, science, technology, mathematics, or home economics.

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INTRODUCING STUDENTS TO CUSTOMS AND BUSINESS PRACTICES AROUND THE WORLD

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

In an attempt to develop a more global business perspective amongst our marketing and management students, each is required to enroll in our international marketing course. Often times these students come into this class with a fairly narrow perspective. Many have not been out of the country, let alone out of the Midwest or even the state. Therefore, one of the goals of this course is to broaden students' perspectives by enlightening them to various cultures' customs and business practices around the world. While the course continuously eludes to the impact of culture in international marketing, one particular assignment helps to open students' eyes to the world around them. For lack of a more creative name, it is simply referred to as the "Doing Business In . . ." paper.

The primary objective of this assignment is to familiarize students with the business customs and practices of various countries. Since we generally have about 35-40 students per section and this assignment requires a presentation, teams of two students are formed. Each team is asked to select a country and then research what it is like to do business in that country. Each team's paper must be 5-6 (6 maximum) double-spaced typewritten pages (12 point font; one inch margins) and include at least five references. While it might be possible to require a more lengthy paper, I've found that this length helps keep students focused on cultural differences in business customs and practices.

I provide students with an overview of what the paper should encompass. First, students are expected to provide a brief introduction that introduces the country and outlines what their paper will discuss. Second, the paper should provide a brief geographical overview of the country (i.e., location, climate, topography, population). Third, it should focus on business customs and practices in the chosen country, particularly those that differ from the U.S. I point out that any differences in business or marketing practices that would be useful to someone wanting to conduct business in that country should be discussed. Students are encouraged to speak with someone from the country that they are researching to obtain information (we have international students from almost every country on our campus). To help students understand what I'm after I present them with the following:

For instance, maybe you discover that the French typically do not meet until after 10:00 a.m., thus business meetings should not be scheduled prior to 10:00 a.m. Or, perhaps you find that in Mexico the postal service is inefficient, which would make a direct mail advertising campaign a challenge. Maybe you ascertain that the Japanese are very consensus-oriented and this affects their decision making process.

Finally, I suggest that if students still have space they discuss any cultural facts about their chosen country that they find interesting.

Each team is responsible for submitting and presenting the completed paper at a designated time. All the written papers must be submitted on a certain date, but the oral presentations are given throughout the semester. Written papers are evaluated on content, organization, grammar, punctuation, neatness and overall readability. Each team member is evaluated on his/her performance during the oral presentation based on characteristics (e.g., eye contact, clarity, organization, articulation, enthusiasm, etc.) discussed in class prior to the presentation. Presentations, limited to ten minutes, are followed by a question and answer session. Groups generally use PowerPoint to give their presentation.

Upon completion of the paper and presentation, each team is given an intragroup evaluation sheet for purposes of rating the performance of their team member. The evaluation results are revealed at the end of the term.

This assignment accomplishes several objectives towards preparing students for a business career. First, it helps prepare students for the global business environment by exposing them to various cultures, customs and business practices around the world. Not only do students learn about the country that they research, but they learn about various other countries via the in-class presentations. Students generally find the short presentations interesting and informative. Second, the assignment gives students another opportunity to work on their written and oral communication skills, both vital to success in today's business environment. Finally, it gives students an opportunity to hone their teamwork skills, another important business requirement.

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DISTANCE LEARNING AND TESTING

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DISTANCE LEARNING

Continuous improvement in the curriculum is one of the top priorities of all academic institutions. Advances in technology have given educators new opportunities for improvement in the organization, delivery and distribution of knowledge. One of the most recent applications of new technology to the teaching process is the on-line course.

Advantages of On-Line Courses

1. *Convenience.* On-line teaching allows the teachers to deliver, and the students to gain access to, the course materials at any time. Because the teachers and the students don't have to schedule class meetings, this frees both parties from the constraints of limited class time. Teachers have an opportunity to spend the time it takes to organize and present the course materials on the course web page at any convenient time. Similarly, the students, some of whom usually have to work to support their educational endeavors, or may have personal and family obligations that prevent them from attending scheduled classes, have an opportunity to gain access to course materials at times that are more convenient for them.
2. *Speed.* Most on-line courses provide the students with access to bulletin boards for discussion of class topics; on-line testing media for quizzes, exams, etc.; email facilities and password-protected access to their grade reports. One of the major rewards from these facilities is speed. Students may take their tests and get the results immediately. If a student needs access to the teacher, it is faster than in a regular course.
3. *Efficiency and Accuracy.* The delivery of knowledge to the students and the exchange of information between the teachers and the students is accomplished more efficiently and more accurately than in a traditional course. All parties concerned save time and money on transportation, paper work, and other expenses that would be necessary if the students couldn't participate from their home computers.
4. *Participation.* Some students may participate more on a bulletin board than in a classroom because they

feel less intimidated on the board. In the classrooms, some students are afraid of saying the wrong thing. In some cases, if a teacher is not very careful, the teacher's reaction to a wrong answer by a student may make the student feel humiliated. Class participation in a regular course may be limited by various reasons, some real and some imagined by the students based on their past experiences and their personalities. Also, the fact that class time is limited may limit participation. The bulletin board format gives all students an opportunity to participate at their own convenience after spending time to give the topic an ample thought.

5. *Excitement and Motivation.* Some courses involve materials that lend themselves to a better, clearer and more exciting presentation on a course web page than in a classroom. Two examples of such course materials are the four dimensional structures in zoology and archeology courses. In such courses, a picture is worth more than a thousand words. Pictures that are clearer and more exciting than words motivate the students. They make presentations more efficient for the teachers and help them in their effort to do a better job and improve their students' performance.

TESTING

It is because of the advantages of distance learning that educational institutions are increasingly adopting it. But distance learning has disadvantages too.

Disadvantages of On-Line Courses.

1. *Physical Interaction.* One of the major disadvantages is the lack of face-to-face interaction between teachers and students, as well as between the students. Teachers of on-line courses miss the feeling of "community" in their courses. Some students learn better from a face-to-face delivery than from a book or web page. Also, some types of topics are learned easier from a person than from a page, including foreign languages which involve specific intonations and inflexions.
2. *Testing.* Testing is arguably the most important deficiency of on-line courses. On-line testing practically reduces a course to the same level as the

correspondence courses which people tend to devalue because there is no way to tell whether or not the students are doing the work and taking the tests themselves. The pressure to pass a course may drive students to engage in dishonest activities. Teachers have to either trust the students or require them to come and take the tests in class. A teacher may limit the time period within which an exam may be taken,

but however short the period is, once one student has taken the exam, that exam is “exposed.” In a regular course, other students would not be allowed take that exam. In spite of the fact that on-line teaching has so many advantages, without some reasonably satisfactory solution to the testing problem, it seriously undermines the value of the on-line teaching method.

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TEACHING WEB COURSES

Gene C. Wunder, Washburn University

- ◆ Get Acquainted With Your Technical Support Staff
 - ◆ Questions, Questions, Questions!
 - ◆ System Limitations: Yours and Theirs
 - ◆ Selecting the Textbook/Software Package
 - ◆ Planning and Setting Up the Course
- ◆ The Test Drive or Will Everything Really Work?
 - ◆ Dealing With the Unexpected, Part I
 - ◆ The Student – Instructor Learning Curve
- ◆ Student – Instructor Communications
 - ◆ Student Assignments and Examinations
 - ◆ Grading and Other Required Stuff
 - ◆ Dealing With the Unexpected: Part II
 - ◆ Monitoring and Fine Tuning the Course
- ◆ Course Evaluation and Post Audit
 - ◆ FAQs

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THE MARKETING PORTFOLIO: A MULTILEVEL ASSESSMENT TOOL

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While outcomes assessment is an important aspect for AACSB accreditation of business programs, it is relevant for all colleges and universities that are concerned with providing educational benefits to their students. Outcomes assessment requires the use of a variety of evaluation tools, which are administered at different stages of students' educational and professional progress.

Alumni surveys have been mailed to business graduates one year after and five years after graduation. These have been administered periodically since the early 1980s and provide a valuable record of alumni evaluations of Eastern's business programs. In the 1990s, a Senior Survey was developed and administered to all graduating seniors at the end of their final semester. In this survey, 16 questions relating to business core skills are included for all business graduates. For their own majors, each discipline had the opportunity to include specific questions related to the major. Marketing developed 13 discipline specific questions, 11 using a Likert scale and 2 open-ended.

Beginning with the Fall semester of 2000, the marketing faculty has added the third assessment tool—the portfolio. All marketing majors are required to submit a portfolio during the final semester of their senior year to the marketing faculty on disk. The purpose of this portfolio is to assess on three levels:

1. Individual courses can be assessed to determine if the representative project for the portfolio contributes to the course goals.
2. The individual concentrations within the marketing major can be assessed to determine if the required course(s) in the concentrations meet the objectives of the respective tracks.

3. The marketing program can be assessed in light of the goals of the marketing major.

At Eastern Illinois University, all marketing majors are required to complete courses in Buyer Behavior and Marketing Strategies, the capstone case course. In addition, our majors select one of four concentrations: Sales Management, Marketing Communications, General Marketing, or Small Business/Entrepreneurship.

The portfolio requirements are as follows:

- ◆ Consumer profile and organizational customer profile (from MAR 3720—Buyer Behavior)
- ◆ Marketing plan (from MAR 4700—Marketing Strategies)
- ◆ One project from the student's concentration:

Sales Management Concentration:

- Call Plan and Script Presentation from MAR 4770 Professional Sales
- Marketing Communications Concentration: Promotional Plan from MAR 3780—Promotion Management
- Small Business/Entrepreneurship Concentration: Small Business Plan from MGT 4320—Small Business and Entrepreneurship
- General Marketing Concentration: Two projects (of the student's choice) from the list of marketing class projects below or those from MAR 4470, 3780, or MGT 4320.
- ◆ A project of the student's choice from the marketing class projects listed below or from MAR 4470, 3780, or MGT 4320 (if not already submitted).

- MAR 3490—Business-to-Business Marketing: Marketing Plan, including Industry Analysis and Firm Analysis.
- MAR 3860—Marketing Research: Three research exercise applications, one of which must be SPSS.
- MAR 3875—Retail Management: E-commerce project.
- MAR 4480—Sales Management: To be determined

- MAR 4490—International Marketing: Annotated journal.

With each project, students must submit:

- ◆ A statement of the course objectives
- ◆ A statement of the project's purpose—what it demonstrates
- ◆ A copy of the assignment

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AUTHOR INDEX

Arseneau, David	90	Maxwell, James R.	5, 83
Aurand, Timothy W.	48	McCarthy, Kevin J.	73
Beard, Debbie	21	McClure, Peter	62
Bennett, John	37	McDevitt, Paul	25
Bovinet, James W.	71	Mehta, Sanjay S.	69
Burnett, Melissa	14, 61	Meyers, Martin	78
Byrd, Cindy	27	Miller, Tim R.	29
Chandler, E. Wayne	90	Moore, Mary Virginia	10
Cherry, John	1	Moscardelli, Deborah M.	12
Chong, Frank	51	Murphy, J. William	71
Corbin, Steven B.	23	Newberry, C. Robert	71
Daubek, Hugh G.	12	Newstrom, Nanci	90
DeMoranville, Carol	48	O’Gorman, David	53
Dudley, Sid C.	90	Pettijohn, Charles	55
Farris, Roy S.	51	Pettijohn, Linda S.	63
Gilbert, Peggy	14, 61	Pettypool, M. Diane	80
Gordon, Geoff	48	Preston, Scott	90
Gordon, Peter J.	82	Russell, Michael	36
Haase, Larry A.	8	Schrader, Julie Toner	41, 43, 50
Heischmidt, Kenneth	21	Schwepker, Jr., Charles H.	85
Hoyt, Frederick B.	65	Siegel, Carolyn F.	12
Johnson, Gary G.	10	Smith, Jr., Russell	71
Johnston, Timothy C.	16	Smrha, Judith A.	73
Kazura, Martie R.	83	Steinhoff, Marie	51
Kellerman, Bert J.	9	Tate, Uday	75
Kesavan, Ram	76	Thistlethwaite, Paul C.	45
King, Darwin	36	Thomson, Neal F.	7, 47
Klemz, Bruce R.	71	Uzoaru, Ben	87
Knight, Jr., John E.	3	Vanover, Donald A.	33
Kunz, David A.	67	Wagner, Sharon C.	19
Kunz, Michelle B.	37	Wayland, Jane P.	90
Kurtz, David L.	59	Wiese, Michael D.	57
Leipnik, Mark R.	69	Wilkins, Joe	34
Luthy, Michael R.	41, 43	Wunder, Gene C.	89
Maniam, Balasundram	69	Young, Mark	71
Marlow, Nancy D.	90		