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J A M E
Journal for Advancement of Marketing Education

Submissions of papers for competitive review of interest to marketing educators are invited. JAME is an academic journal whose sole purpose is to provide an information base that will aid marketing professors in building their careers. The journal features articles on teaching, research, and service as related to marketing professional positions and is available on line with one volume printed each year.

Send manuscripts for submission electronically to the editor:

Susan M. Pertroshius, Editor
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See the journal website for additional information
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Marketing Management Association

CALL FOR PAPERS
2004 SPRING CONFERENCE

Marketing in a Changing World
Palmer House Hilton, Chicago IL ● March 17 – March 19, 2004

The Marketing Management Association invites submission of papers for competitive review that address both the enduring questions of marketing and their more recent iterations in a changing world. While complete papers must be submitted for double blind review, author(s) of accepted manuscripts may choose to have either complete papers or extended abstracts printed in the proceedings.

COMPETITIVE PAPER TRACKS AND CONTACT INFORMATION
SUBMISSION DEADLINE: OCTOBER 1, 2003

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WORKSHOPS AND SPECIAL SESSIONS

Workshops and special session proposals are invited. Of special interest are proposals that focus on dealing with marketing in a changing world, or those that deal with the theme of the overall MBAA conference on Ethical Organizational Practices for the 21st Century. To propose an idea for a workshop, special session or other pracittioner participation, please submit a one-page proposal to Dr. Michael d'Amico, University of Akron, Lehigh Hall, Akron, OH 44325–4804; 330.972.7024; mdamico@uakron.edu. **DEADLINE: October 1, 2003**.

GRADUATE STUDENT RESEARCH TRACK

A special track designed for graduate student manuscripts is offered. All topics are welcome. Competitive scholarships for up to $100 are available to full-time graduate student presenters. Submit your paper to Dr. Linda Ferrell, Department of Management and Marketing, University of Wyoming, Laramie, WY 82071; 307.766.3723; LFerrell@uwyo.edu. **DEADLINE: October 1, 2003.**

AWARDS

Track and overall awards will be announced at the conference. The best papers will be given special publication consideration in one of two MMA publications, the *Marketing Management Journal* and the *Journal for Advancement of Marketing Education*.

MASTER MARKETING TEACHER COMPETITION

Each year MMA invites excellent teachers to compete for the designation MMA Master Teacher. The winner is honored at the meeting. For more information on the 2004 competition, please contact Dr. Steve Corbin, Department of Marketing, University of Northern Iowa, Cedar Falls, IA 50614–0126; 319.273.6204; steve.corbin@uni.edu.

GUIDELINES FOR COMPETITIVE PAPERS

Authors should email one copy of their complete manuscript in a Microsoft Word document to the appropriate track chair (or, if preferred, send five copies of the manuscript via snail mail). **SUBMISSION DEADLINE: October 1, 2003.**

Papers should not exceed 12 double-spaced, typed pages including references, tables, and figures. Each paper is to have a title page with the author's name, affiliation, address, email, telephone, and fax numbers. The preferred method of author contact will be through email. Papers with multiple authorship should clearly indicate the contact person. Authors should avoid revealing their identities in the body of the paper.

DIRECT ALL QUESTIONS ABOUT THE CONFERENCE PROGRAM TO:

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BUSINESS SIMULATIONS/GAMES/CASES

COLLABORATION IN COURSE DEVELOPMENT: THE ROLE OF THE BUSINESS ADVISORY BOARD IN DESIGNING A PROFESSIONALISM COURSE

Nancy D. Marlow, Eastern Illinois University
Jane Wayland, Eastern Illinois University
Sid Dudley, Eastern Illinois University
Nanci Newstrom, Eastern Illinois University
Scott Preston, Eastern Illinois University
E. Wayne Chandler, Eastern Illinois University
Mike Boorom, Eastern Illinois University

Like many schools and colleges of businesses, Eastern Illinois University has had an advisory board for the business programs for several years. Unfortunately, the faculty, the administration, and the advisory board members all agreed on one thing: the full potential of the board members was not being utilized. Therefore, prior to the fall 2002 meeting, marketing faculty members were polled for their suggestions of topics for discussion. Several topics were suggested; however, one topic became the dominant theme of the fall discussion: How does a degree in marketing relate to success in ones career? What specific knowledge other than communication and working in groups is needed for our marketing majors? What courses should we be teaching? What courses should we NOT be teaching?

The advisory board members had many suggestions for the faculty members. Most of these suggestions centered on the following themes:

◆ Communication Skills. Students need to be able to clearly communicate on paper what they want to do. Marketing majors need to know how to make effective oral presentations, especially presentations from group to group. They need to have the ability to have constructive conversations with their superiors, to express their ideas in a disciplined manner.

◆ Working with Others: Team building is required in marketing more than in any other business discipline. Leadership skills and discipline are important. Most senior managers are looking for solutions. Marketing graduates need to have the leadership skills necessary to suggest solutions.

◆ Analytical Skills: Marketing majors need analytical and mathematical skills. They need to know key marketing measures and how to use these numbers to measure the effectiveness of projects. When presenting project ideas, they need to address the financial aspects clearly and use them to support their decisions. Students should be able to investigate and evaluate software packages and know how to assess marketing information available on the Internet. There needs to be more emphasis on secondary research.

◆ Career Planning: is important for business students. There need to be career-planning seminars outside the classroom. Faculty and students need to develop relationships with recruiters. There needs to be a career-focus throughout the School of Business. Students need to consider the question, "What kind of business person do you want to be?" These types of discussions will affect both the curriculum and students' experiences outside the classroom.

◆ Outside of the Classroom: It is a good idea to get students out of the classroom occasionally with field trips and guest speakers.

In response to that discussion and to concerns expressed by our recent graduates, the marketing faculty developed a course to better prepare students for the marketing profession. Designed as the introductory course to the marketing major, it will allow the student to review important concepts and terms as well as acquaint the student with the expectations of the business world for the professional marketer.

The learning objectives for this course include the following. Upon completing this course, students should be able to:

- Apply marketing terms and concepts.
- Understand marketing as a profession.
- Demonstrate the use of quantitative analysis in marketing decision-making.
- Demonstrate effective written and oral communications in business.
- Work effectively in teams.

Students' work will be graded on a pass/fail system. Students will be evaluated on the following activities: AMA speaker reports, a short business report, a professional resume, quizzes, a written analysis and oral presentation of a marketing case, and class participation.

The course is writing intensive. Writing assignments include three AMA speaker reports, a short report discussing their expectations of the marketing major, a short case analysis, and a professional resume. They will have an opportunity to revise and rewrite the case analysis. These writing assignments will constitute 50 percent of the course grade.

Outline of the Course

- Week 1. Students will be introduced to the course; introduction will include a review of marketing concepts and terms as well as an introduction to professionalism, values, and ethics. Quizzes over concepts and terms will continue throughout the term.
- Week 2. The professional organization in marketing will be the focus. Student leaders from the EIU chapter of AMA will present information on the benefits of joining and participating in the organization. The students will learn the importance of continuing professionalism after graduation by par-

ticipating in meetings of the Bloomington professional AMA chapter.

- Week 3. Students will become acquainted with the objectives of the marketing program and the marketing portfolio.
- Week 4. Students will be introduced to library resources for marketing with a tour of the library's online and other resources for research in business
- Week 5. The skills and knowledge desired by business employers will be introduced. Students will have the opportunity to build their professional resumes.
- Week 6. Students will learn about short business reports and how to write effective reports.
- Week 7. Students will review marketing math and its use in marketing decision-making.
- Weeks 8–9. Students will be introduced to the use of quantitative analysis in marketing decision-making and the financial impact of marketing decisions with the use of spreadsheets, demographic data, and pro forma income statements.
- Week 10. Team building, leadership, and motivation will be introduced.
- Week 11–15. Students will be introduced to the case method and will work in teams on "mini" cases. These cases will be presented orally, after the students have learned the techniques for effective oral presentations.

The business advisory board reviewed the course proposal at the spring meeting and were quite enthusiastic about its promise. The course will be offered as an elective in Spring 2004. It will become a required course for marketing majors Spring 2007. Students will be advised to take the course during the second semester of the junior year. Tenured/tenure-track faculty will team teach the course.

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HARNESSING THE SYNERGY BETWEEN MARKETING STUDENTS AND THE LOCAL COMMUNITY: WRITING MARKETING PLANS FOR SMALL BUSINESSES

John J. Newbold, Sam Houston State University
Sanjay S. Mehta, Sam Houston State University

INTRODUCTION

Today's political environment demands an ever-increasing responsiveness from universities to be more involved with the local community. No institution, large or small, private or public, can afford to neglect the community they serve. This coupled with the drive, curiosity, and knowledge of students and faculty provide excellent opportunity for both the university and the local community to collaborate in a mutually beneficial relationship.

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 want 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 having they write a *Marketing Plan*.

A further advantage to the instructor is the opportunity to leverage this real-world activity in the area of case-writing. 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 case writing research. Involving students in the collection and analysis of qualitative and quantitative primary data coupled with solutions to real world problems give faculty members an excellent opportunity to publish and disseminate case research of real companies.

THE BENEFITS

Having student teams develop marketing plans for local businesses provides benefits on a number of levels;

1. Exposure to real-world professionals.
2. Exposure to real-world problems.
3. A heightened sense of urgency that one might not get from simply working cases or assignments from a book.
4. A real-life example of a marketing project to be discussed in class and in job interviews.

Perhaps most importantly, the creation of a marketing plan from scratch, for a real-world company with real-world problems, affords students a comprehensive learning experience in the development of marketing strategy and marketing programs. This project works best for a senior level undergraduate or graduate course in marketing management or marketing strategy. It is normally the major assignment for the semester.

OBJECTIVES

Some of the objectives of this assignment are to help students:
1. Learn to compile a professional marketing plan.
2. Learn to comprehensively analyze a marketing situation for a firm.
3. Obtain real-world experience by providing consultation to a real company.
4. Obtain experience in presenting marketing tactics, strategy, and programs.

PROCEDURE

While the project is introduced on the first day of class, students will not commence work with local firms until about one quarter of the way through the semester. This gives the instructor several class periods to:
1. Establish the concept of marketing strategy development.
2. Instruct students in the various analytic methods utilized for situation analysis and strategy development.

3. Provide some instruction on the proper protocols when dealing with small business professionals on a consulting project (this is normally not in the textbook).

The best method for identifying small businesses in the local area is through the local Small Business Association (SBA), Small Business Development Center (SBDC), or local Chamber of Commerce. The instructor should attempt to identify a single point of contact with one of these organizations, in order to minimize the administrative burden of balancing multiple teams and multiple businesses. In some cases, it may be appropriate to assign multiple teams to a single business (for example, when the business owner is interested in obtaining alternative potential plans).

Once teams have been assigned to firms (this can be done randomly or systematically), the initial meeting is brokered between the firms and the teams. The SBDC normally handles this. Subsequent to the initial meeting, students work independently with their client firms. As the student teams begin to progress with their clients, related material from the text is covered in class, beginning with Situation Analysis through Evaluation and Control. In this manner, just-in-time instruction accompanies the project schedules.

Prior to the end of the semester, each student team will make a presentation of the key findings of their projects. The presentation covers the highlights of their Marketing Plan (e.g., environmental analysis, SWOT analysis, target market, marketing mix, etc.). It is an opportunity for the team to share their strategic thinking with the class, and to solicit input on their plans prior to finalizing them.

Subsequent to their presentations, the teams will then finalize their marketing plans. The plans are turned in to the professor for a grade. The professor will give input to improve the plans. Finally, the finished plans will be delivered to the clients, with highlights of the plans presented at the time of delivery.

ISSUES FOR DISCUSSION

Some potential issues for class discussion are:
1. What are some of the challenges of developing a situation analysis?
2. What types of decisions required what types of information?
3. What was learned about the relative impact of the various elements of the marketing mix from situation to situation?
4. What was learned about the need for a detailed and thorough approach to the planning and execution of marketing programs?

CONCLUSION

Conducting and overseeing the marketing plan projects provides faculty members another tool to bring real life problems into the classroom. It does so at a level where the student is somewhat experienced. The project helps bind students more closely to the university and the local community because they feel they have played a part in improving the small business. The institution benefits (through goodwill) from serving their constituency.

After the plan is completed, the faculty member can request the small business owner for permission to convert the marketing project into a case study. The results of the project may be presented at conferences and/or published in proceedings, journals, or textbooks (which benefits the faculty member toward promotion and tenure). Finally, the overall project can provide the local SBDC the opportunity to generate consultation hours that could be used to receive government funding in the future. In summary, it is a true "win-win" situation for all parties involved (i.e., faculty, students, university, the small business, and the SBDC).

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A MECHANISM FOR BRINGING CORPORATE CITIZENSHIP INTO THE CLASSROOM AND THE WORKPLACE: A PARTNERSHIP BETWEEN A CORPORATION AND A UNIVERSITY

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

INTRODUCTION

If we hadn't known before, we have certainly learned, the hard way, in the past few years how important it is that individuals in the workplace have a moral compass and approach their work ethically. Enron, Tyco, WorldCom, and other corporate scandals have raised the cry for individuals to understand what it is to behave in an ethical manner in the workplace. Part of ethical behavior is how an individual contributes to an organization having good corporate citizenship; ethical behavior on a collective organizational scale is being a good corporate citizen

Corporate citizenship refers to the way a company integrates basic social values with everyday business practices, operations, and policies. Years ago, when corporations were first confronted with global ethical dilemmas, a framework for helping them think through their responsibilities to their various stakeholders was suggested by the Rev. Leon Sullivan, a member of the General Motors Board of Directors and the first African American to serve on the GM Board of Directors. These principles have been expanded and modified to be relevant for all organizations today and are now called the Global Sullivan Principles of Social Responsibility (see Exhibit 1).

In the words of Dr. Leon Sullivan, "The objectives of the Global Sullivan Principles are to support economic, social, and political justice by companies where they do business; to support human rights and to encourage equal opportunity at all levels of employment, including racial and gender diversity on decision making committees and boards; to train and advance disadvantaged workers for technical, supervisory, and management opportunities; and to assist with greater tolerance and understanding among peoples; thereby, helping to improve the quality of life for communities, workers and children with dignity and equality.

I urge companies large and small in every part of the world to support and follow the Global Sullivan Prin-

ciples of Social Responsibility wherever they have operations" (http://www.globalsullivanprinciples.org/).

University programs also need frameworks for helping faculty and students understand ethical issues and for bringing a discussion of ethics in to classroom. The Global Sullivan Principles provide that necessary framework. With this logical basis, Kettering applied for a corporate grant that would tie the Global Sullivan Principles to classroom and workplace learning.

The grant program was created by a Fortune 500 company to promote better corporate citizenship by educating future organizational leaders about ethical behaviors, values, and practices in the workplace. Kettering University was one of nine universities to receive funding for the first year and one of only four universities to be granted funding for a second year of developmental programs.

INITIATIVES

In order to make students more aware of the Global Sullivan Principles and to bring the Global Sullivan Principles to all classes as Kettering, a number of initiatives have been undertaken through the grant program.

STRATEGIC PLAN

During the recent formulation of a Ten Year Strategic Plan for Kettering University, it was determined that the Global Sullivan Principles should be included in the final version of the Strategic Plan. Thus, the university openly supports and encourages initiatives in educating our students about social responsibility, leading organizations to good corporate citizenship, and making Ethics a standard aspect of the educational process at Kettering University.

SULLIVAN FELLOWS

Each year, two students are selected to be Sullivan

Fellows while at Kettering University. The selection criteria involves demonstrable leadership qualities and an interest in improving the ethical tenor of the workplace. The Sullivan Fellows serve as role models for other students and work actively to improve the good corporate citizenship of their sponsoring organization during their cooperative work term. The Sullivan Fellows have workshops with corporate leaders and report on their activities throughout their time at Kettering.

FRESHMAN WORKSHOPS

Under the terms of, and with support from, the grant, last fall there were two evening Global Sullivan Principles workshops with Kettering's student leaders. In the words of the Kettering Provost, John Lorenz, "Not only was the discussion thought provoking, the enthusiasm of our students and their willingness to discuss serious matters in a positive way was most refreshing. Their energy and eagerness to learn permeated the sessions. One of their recommendations was to have this year's program be part of new student orientation. They felt that the issues raised by the Global Sullivan Principles need to be introduced to students early in their Kettering careers" (personal communication, June 19, 2003).

As a result, all freshmen coming to Kettering will attend workshops during their orientation to acquaint them with the Global Sullivan Principles. The structure of the workshops involves an introduction and overview of the workshop's purpose, an introduction to the Global Sullivan Principles, then small group brainstorming sessions to generate ideas about how the students can bring the principles to the workplace and incorporate the ideals into the practices, values, and behaviors of the organizational members. Two Kettering staff members and the two current Sullivan Fellows will lead the workshops.

The freshmen will come together as a whole group after their brainstorming session to share the ideas generated and take the best of the best. The Corporate Team Leader for the project, from the Kettering staff, will close the workshop with a discussion of the role of ethics in the workplace.

When the students return to campus after their first co-op term, they will be asked to report to the group about their experiences in bringing the Global Sullivan Principles to the workplace. The students will have also conducted a survey so they can measure how their sponsoring organization ranks against the Global Sullivan Principles.

FACULTY DEVELOPMENT SEMINAR

As part of the effort to cascade the Global Sullivan Principles to the entire student body and to encourage more discussion of ethics in the classroom, a Faculty Development Seminar was presented under the sponsorship of the Kettering Center of Excellence for Teaching and Learning (CETL). The Seminar will be repeated this year again. The initial response to the seminar was extremely positive; it generated a great deal of discussion and requests for further support, guidance, and resources for including more full coverage of ethics in all Kettering classes.

CONCLUDING REMARKS

It is our belief that a central part of our responsibilities as teachers is to make students ethically aware and better prepared for acting responsibly in the workplace. Our use of the Global Sullivan Principles as a foundation for our work provides us with the support of the Global Sullivan Principles organization and the framework of established guidelines for responsible corporate behavior, values, and actions.

EXHIBIT 1
The Global Sullivan Principles

As a company which endorses the Global Sullivan Principles we will respect the law, and as a responsible member of society we will apply these Principles with integrity consistent with the legitimate role of business. We will develop and implement company policies, procedures, training and internal reporting structures to ensure commitment to these Principles throughout our organization. We believe the application of these Principles will achieve greater tolerance and better understanding among peoples, and advance the culture of peace.

Accordingly, we will:

♦ Express our support for universal human rights and, particularly, those of our employees, the communities within which we operate, and parties with whom we do business.

♦ Promote equal opportunity for our employees at all levels of the company with respect to issues such as color, race, gender, age, ethnicity, or religious beliefs, and operate without unacceptable worker treatment such as the exploitation of children, physical punishment, female abuse, involuntary servitude, or other forms of abuse.

- Respect our employees' voluntary freedom of association.

- Compensate our employees to enable them to meet at least their basic needs and provide the opportunity to improve their skill and capability in order to raise their social and economic opportunities.

- Provide a safe and healthy workplace; protect human health and the environment; and promote sustainable development.

- Promote fair competition including respect for intellectual and other property rights, and not offer, pay or accept bribes.

- Work with governments and communities in which we do business to improve the quality of life in those communities – their educational, cultural, economic and social well being – and seek to provide training and opportunities for workers from disadvantaged backgrounds.

- Promote the application of these Principles by those with whom we do business.

We will be transparent in our implementation of these Principles and provide information which demonstrates publicly our commitment to them.

(Source: The Global Sullivan Principles of Social Responsibility organization.)

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USING THE WALL STREET JOURNAL TO IMPROVE STUDENT WRITING AND SPREADSHEET SOFTWARE SKILLS

David A. DeBoeuf, Western Illinois University

Corporations are demanding greater communication and computer skills from their employees and future hires, our students. To address these demands, as well as increase the student's understanding of finance, a series of *Wall Street Journal* (WSJ) writing and spreadsheet software assignments are offered throughout the semester. The writing assignments require a summarization of any recent firm-specific WSJ article with the same-day percentage return being calculated to (hopefully) show the connection between a firm's announced actions and the market's (i.e., investors') reaction.

Also offered during the semester are three spreadsheet assignments designed to improve their computer skills while, once again, learning about finance. Each assignment involves the gathering, inputting, and manipulating of data obtained from the WSJ and occasionally the Internet. The three areas of data manipulation involve (1) Stock return calculations and graphing; (2) Exchange rate percentage changes and correlation analysis; and (3) stock return regression analysis and beta calculation.

The following is a sample handout of the *Wall Street Journal* writing assignment. Spacial constraints prevent the inclusion of the three spreadsheet assignment though they will be presented.

WALL STREET JOURNAL (WSJ) WRITING AND SPREADSHEET BONUS ASSIGNMENTS

Purpose: (1) To familiarize you with the Wall Street Journal (the most- read paper in the world), a publication those in business must be knowledgeable of; (2) To improve your writing skills; and (3) To enhance your spreadsheet software skills.

Each successfully completed bonus will add +2 points to your unit test average. Two WSJ bonus writing and one to two WSJ bonus spreadsheet assignments will be available for *each* of the three units (i.e., 6 to 8 points could be added to each unit test average). For those interested in completing the unit 3 bonuses in advance, I will accept three writing bonuses in each of the first two units.

WSJ Spreadsheet Bonuses will involve the gathering of pertinent financial data from the WSJ (e.g., 10 consecutive business days' worth of stock price information for one or more stocks/indexes), the inputting of this data into a spreadsheet (I can help you if the Excel software is used), and the manipulating of this input data (e.g., the use of spreadsheet formulas to calculate the stock's/ indexes' daily percentage returns, as well as the graphing of this data). Specific details will be given approximately two weeks before each spreadsheet due date.

WSJ Writing Bonuses consist of a one-plus page summary of a recent WSJ article. The articles can either be: (1) an economy-related article (located on page A-2 of the WSJ; (2) an international article (located near the back of section A of the WSJ); or (3) a firm-specific article (i.e., an article pertaining to one publicly traded corporation such as Caterpillar, Microsoft, Dell, etc. The left-hand side of "What's News," page A-1 of the WSJ is a good source of potential firm-specific articles.

Depending on the type of article you summarize (i.e., "economy," "international," or "firm-specific"), the following must be calculated: For category (1), the one-day percentage change in the S&P500 index must be included. For (2), a one-day percentage strengthening/ weakening of the specific country's currency – relative to the U.S.$ – is needed. Finally, if (3) is summarized, a one-day percentage change in the applicable stock price must be calculated.

All data needed for these calculations are found in the "Money and Investing" section C of the WSJ. Simply handwriting your % calculation on page two of your summary is acceptable.

WSJ Writing Requirements:

♦ The article must be selected from a recent (i.e., within one week of your summary) WSJ article.
♦ No cover page is necessary. Simply handwriting your name on the back of the summary is acceptable.
♦ The first page will have no type-written titles or names, only written text.

- The second page will have at least one line of text.
- Pages with text will have margins of one inch (left, right, top, bottom), font = 12, and be double spaced.
- After the written text, you must include the one-day index/stock/currency (%) return calculation of the index/company/country covered in the WSJ article. Refer to your notes for calculation instructions. This too can be handwritten.
- The final page of your bonus homework will be a copy of the article you are summarizing.

- Use a word processing spell-check function.
- Because this exercise is meant to improve your writing skills, **use your own words**. Quotes are acceptable when appropriate, but limited to no more than 10 percent of your report. **Plagiarism is a serious offense. Severe violations will result in a unit grade of "F".**

*** *Follow all rules*. If not, the summary will be returned for repair.

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"TURN OUT THE LIGHTS" – USING FILMS AND VIDEO IN CLASS

Frederick B. Hoyt, Illinois Wesleyan University

I once had a professor tell me that he'd never turn off the lights in class. That was, I'm embarrassed to admit, over 40 years ago-when slide rules were state of the art. I doubt that a similar approach would work with what I've dubbed the ADD generation, which, in my experience, is more likely to watch a bad movie than listen to a bad lecture. Turn out the lights and turn on the projector – and they're fascinated! Accordingly, I've provided more visual stimulation. Film clips work well. Seinfeld is wonderful for customer service issues (is there anyone who hasn't dealt with the Soup Nazi?), for example, and Steve Martin's Trains, Planes, etc. has a scene that epitomizes frustration with customer servers. In addition to film clips, I use videos in another way in my service class in particular. Two groups present the same case-on video. Their challenge is to demonstrate they've learned and can apply the concepts they've learned in class in a clever and creative way. Video certainly gives them the opportunity to tangibilize a service, which is one of the great challenges in services marketing! And it frequently makes for entertaining classes!

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BUILDING A MARKETING VOCABULARY

Michael R. Luthy, Bellarmine University

BACKGROUND

Learning a specialized vocabulary is part of exploring any new field of study. This is true even in areas where an individual has significant and perhaps extensive informal experience, as it is with consumers beginning to study marketing. The process for learning this specialized vocabulary for many, unfortunately, has often involved routine drilling requiring simple (or not so simple) memorization. Answers to questions #1, #4, #5, and #7 down as well as #5 across are various negative one-word adjectives students have used to describe this memorization process).

The acquisition of a working vocabulary in marketing is necessary for many of the "more advanced" aspects of putting information to use (e.g., making calculations, conversing with others about concepts, theories, etc.). Consequently, learning objectives related to vocabulary building tend to focus almost exclusively on the lowest level of Bloom's Typology. For example, the objective "students will be able to list the four elements of the marketing mix" is knowledge-based, according to Bloom.

If the task is altered slightly, through the use of a specially constructed crossword puzzle, learning goals involving higher levels of Bloom's Taxonomy may be used (#2 and #3 down, as well as #3 and #8 across reflect the other Bloom levels).

The software used to generate this sample crossword is called Word Cross and retails for approximately $25. The CD-ROM is quite flexible and accommodating. My experiences using it with Principles of Marketing classes have been very positive judging from student evaluations. I have also used it with MBA students, to good success. The positive response should not be limited to my university alone (#6 down).
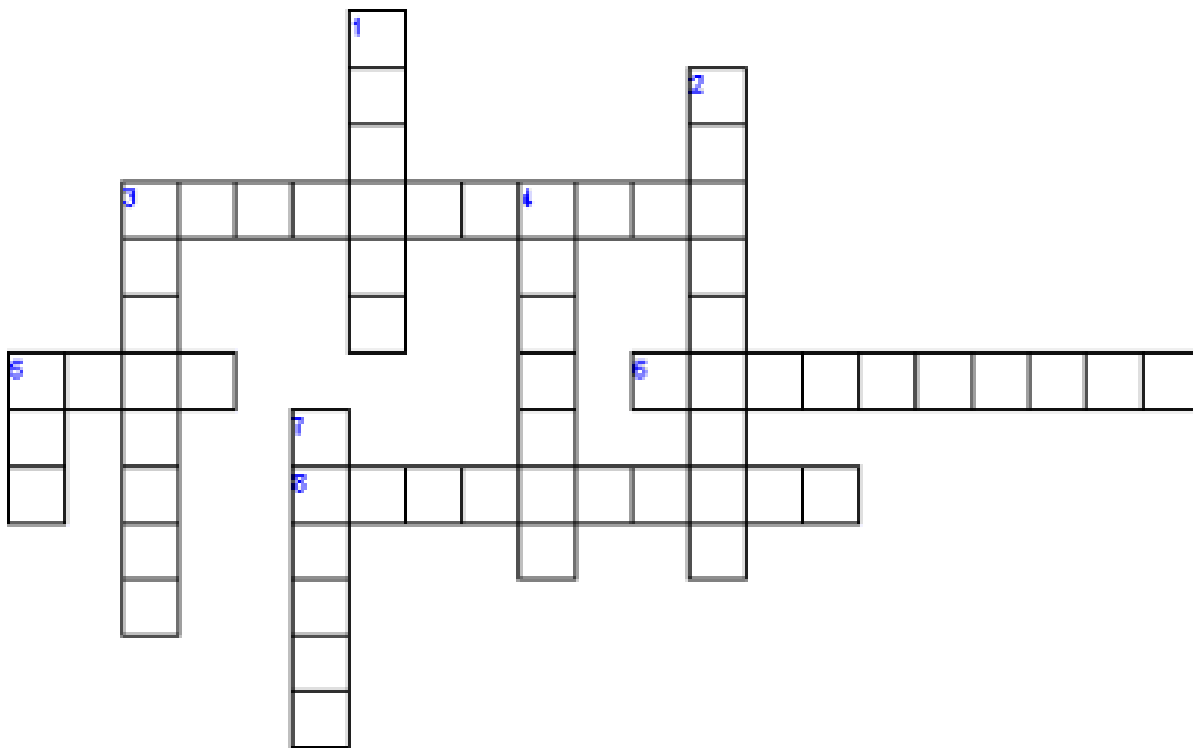
ACROSS

3. One of the levels of Bloom's Taxonomy.
5. A negative adjective describing how many students feel about memorization (think opposite of shiny).
6. The university where the author is on faculty.
8. The highest level from Bloom's Taxonomy.

DOWN

1. A negative adjective describing how many students feel about memorization.
2. The second highest level on Bloom's taxonomy.
3. One of the levels of Bloom's Taxonomy.
4. A negative adjective describing how many students feel about memorization.

5. A negative adjective describing how many students feel about memorization (think opposite of wet).
7. A negative adjective describing how many students feel about memorization (comes from the French).

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USING AN IMMEDIATE RESPONSE SYSTEM TO CREATE INTEREST AND ENHANCE LEARNING

Holt Wilson, Central Michigan University
Deborah M. Moscardelli, Central Michigan University
JoAnn Linrud, Central Michigan University
Alex Thompson, Central Michigan University

ABSTRACT

This panel will discuss the use of an immediate response system in the marketing classroom. The system discussed (Classroom Performance System) is a relatively new technology that can be used in a variety of ways to enhance student learning in a collegiate classroom setting. Students are provided with response pads (similar to a TV remote control device) that they use to provide anonymous answers to questions which are shown on a screen. The instructor can then show the correct answer as well as the distribution of student responses. Class averages can be shown and results for individual students can be saved for use in determining class grades, if desired.

This system provides immediate feedback to students, is dynamic, can be used to promote active learning, and is easily used in conjunction with team/group activities. Our panel will discuss how such a system works, technical issues involved, the costs and various ways to cover the costs, advantages and disadvantages based on our experiences. We will demonstrate the use of a system so that audience members can be actively engaged in seeing how the system works.

Examples will be based on a variety of courses including an introductory marketing course, an eMarketing course, and a marketing research course. We expect to have a representative from the company (eInstruction Corporation, Denton, Texas) whose product we use on the panel and we expect to have a short video of actual classroom use. In addition we will have results of a preliminary survey of our students' reactions to the use of the system.

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INTERDISCIPLINARY TEAM TEACHING: TRIBULATIONS . . . AND TRIUMPHS!

Nancy M. Levenburg, Grand Valley State University
Paul M. Lane, Grand Valley State University
Simha R. Magal, Grand Valley State University
John Farris, Grand Valley State University

Over the past three years, Department of Marketing faculty members designed and launched two new interdisciplinary programs at the graduate level: (1) e-Commerce; and (2) New Products Management. Both programs were team-conceived and team-designed, and have been team-taught since their inception. The e-Commerce program, launched in 2001, is a collaborative initiative between the Department of Marketing and the Department of Management. The New Products Management program, launched in 2002, is a collaboration between faculty members in Marketing (Seidman School of Business) and Padnos School of Engineering. Currently the Marketing faculty are involved in discussion of launching an even more ambitious team project in Entrepreneurship.

While both programs have been intellectually stimulating and enjoyable for faculty team members and have been well-received by students, the "triumphs" have not come without their "tribulations." Considerations and issues associated with team teaching will be presented and discussed along with tips for successful teaming, including: models for team teaching, sources of support (and non-support), class planning and scheduling, grading, and the importance of key personal characteristics (e.g., flexibility, commitment, communication, and a sense of humor) among team members.

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THE MARKETING OF A RECORDING ARTIST: A COMPLEX CHALLENGE

William Perry, Tennessee State University
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As with the marketing of any creative product, there is no "text book" way to accomplish market a recording artist. The goal of this paper is to address and discuss the various aspects of marketing an artist's album and trends in successfully marketing a recording artist's product.

The main purpose of this document will be to share marketing techniques of newer or semi-established artists: ones that show promise or have had some success in selling product. This level of artists will be the main target of this article. The three traditional approaches to successful music sales continue to be radio promotion, retail sales trends and publicity.

RADIO PROMOTION

Traditionally, radio airplay is critical to selling records – the consumer, in most cases, hear of new music through this method. It's usually the first step by a record label in breaking a new – recorded product.

Generally, there are two types of radio stations: Reporting Stations and Secondary Stations. On Reporting Stations, air play status of a recorded product is shared with major music publications in order to assist them in developing their "Air play Charts." These Charts are used nationwide by other stations in their programming decisions. Retailers in their sales offering also use them.

The top two music publications that develop radio – reporting charts are Billboard Publications and Radio and Records (R & R). For example, Billboard has a "panel" of 147 Country stations. R & R have 237 Country stations that report in developing its chart. Billboard also has a chart, called "SoundScan" that monitors recorded product sales. This is particularly helpful to retailers.

Reporting radio stations are helpful in developing new artists. An example is a new artist on DreamWorks Records, a Nashville – based primarily County Music label, Jimmy Wayne. According to Tricia Cramer, Publicity: "Even before Jimmy is doing any significant 'live' performance touring, we have him on a pretty intense tour of radio stations – for visits, interviews and promotion of his new single, 'Stay Gone'." According to the label's promotion department, they involve mainly reporting stations. According to the success of the single, it has worked. Secondary Stations can be best described as non-reporters so their sales do not appear in sales figures in Billboard. However, they can be very dominant in their respective market. Record labels do not ignore their importance in developing new artists.

RETAIL SALES: IMPORTANCE AND TRENDS

This are is critical because most artist that have long successes as an artist have successful sales of recorded product.

The sales practices of major chain retailers or large retailers have a major impact. Normally, product stocking or album specials are at the discretion of company corporate head quarters with a lot influence from the various respective record labels. For example, the Target Stores, Inc. has ongoing specials of various Country artists. These were all directed by corporate head quarters. The chain finds these promotions are successful in furthering an artist's career.

The trends in selling product through major retailer has become risk averse. According to Ricky Nichloson, Target's Sales Force Manager – Electronics/Music, "As far as Country and Pop music goes, everything is getting 'cookie cutter.' Everybody is copying what's already been successful. What we are finding is a demand for artists that are marketing their unique product a little bit differently. A good example is a Russian Country group called 'Berring Strait.' At the recent Grammy Awards they were nominated for an award. They had print coverage also. We got several calls for their product immediately. Another example is Allison Kraus and Union Station. We have had good results in selling her product, but without a lot of radio coverage. She uses her live performances as the key exposure tool. We sold product on Darrel Worley after a People Magazine article before he got radio exposure on his current single 'Do You Remember.' Marketing of recording product is changing. At Target, we are making an effort to keep up."

PRESS AND PUBLICITY: THE MARKETING EDGE

Free advertising in the trade Press and Consumer press remain important. Trade Press involves media relations with music industry business publications. These involve Billboard, R & R, Music Row and others. Constant press releases sent and personal relationships are critical.

Consumer Press is more extensive. It includes the areas of TV appearances, key print publications (both regional and national), Internet exposure, radio interviews others. Here, personal relationships with various contacts are very important. Again, the main tool in this area is effective press releases.

Craig Campbell, Director, Press/Publicity, Sony Music Nashville says "Publicity has always been an important tool at every level of an artist's career. With the consolidation at radio and smaller budgets for promotion, marketing and music video, more emphasis is being placed on publicity for the development of new artists. One of the main reasons is publicity is basically free exposure. Articles in magazines, newspapers and internet sites as well as appearances on local and national television shows reach a very targeted audience at a dramatically lower cost than purchasing an ad or doing a time buy. Since radio rarely identifies the song and singer, publicity puts a face with the voice and helps educate the consumer when they're purchasing new music."

Although there is much attention to the impact of the Internet on the music industry the three traditional approaches to marketing remain critical to record sales.

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ELECTRONIC CASES: ENHANCEMENT OF INTERACTIVITY IN MARKETING EDUCATION

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EXTENDED ABSTRACT

Over the last decade**,** marketing courses across the globe are leveraging the Internet and other educational technologies in aiding pedagogical delivery systems. Case studies, a popular teaching tool, is one such teaching technique that has the potential of benefitting from this innovation. At the outset, this paper discusses the possible options of case delivery over the Internet. We, then, compare two major sources, i.e., *i-case.com* and *Power web-Marketing,* which offer interactive electronic cases. The pros and cons of both models and suggestions for future development in improving interactivity of case discussions are also discussed.

The case method has progressively become an integral part of any marketing curriculum (Bernhardt 1991), and has historically proven to be a critical teaching tool. They usually involve two major types of potential challenges to students: issue identification and issue analysis. The students are asked to evaluate the facts of the case, balance the strengths and weaknesses of alternative solutions before making their recommendations.

The cases can be either long Harvard-style cases, or short discussion cases (Chapman 1992). The former is usually lengthy (20 to 40 pages) and complex, involving a set of inter-related issues. The short discussion cases, on the other hand, are typically a couple of pages long, and focuses on a single issue or very closely inter-related set of issues. They take fifteen to twenty minutes of discussion time, and prior student preparation typically tends to be minimal.

The Internet, on the other hand, continues to revolutionize marketing education and research by leaps and bounds (Evans 2001; Ives and Jarvenpaa 1996). Interactive and distance learning systems have been shown to be comparatively effective with respect to face-to-face based education (Ponzurick, France, and Logar 2000). Various companies and institutions are attempting to leverage this media in a myriad of ways (McCorkle, Alexander, and Reardon 2001). The interactivity of case dissemination and discussion is one such application.

At the most basic level, many organizations such as the Harvard Business School Publishing (http://www.hbsp.harvard.edu), Thompson Learning (http://casenet.thompsonlearning.com) and Mark Net World (http://www.mnworld.net/cases) are examples of web sites that allow customers to download cases for a fee. Although the Internet facilitates the transaction in each of these instances, the cases themselves are not inherently interactive. HBS Publishing does have excellent interactive cases that are available on CDs.

Our search yielded two sites, i.e., *i-Case* and *Powerweb: Marketing* that offer cases on the Internet and are also interactive in nature. Next, we discuss the main features and differences between the two options and then provide suggestions for improvement. The use of interactive electronic cases as a tremendous potential as an innovative pedagogical source are also discussed.

CONCLUSION AND FUTURE DIRECTIONS

Cases are a very popular pedagogical tool within any marketing curriculum. The electronic cases offered by *i-Case* and *PowerWeb: Marketing* are a new genre that adds several new dimensions to this technique and provided many pedagogical flexibilities as outlined above. Most importantly, it leverages the technological tools and allows students to think critically about current events that are impacting the field of marketing.

Because Marketing is such a dynamic field, its curricula are constantly facing innovative challenges (Mayo and Miciak 1997). Interactive electronic cases offer a tremendous potential as an innovative pedagogical source. In many ways, the central premise in marketing is the "exchange" process, and interactive electronic cases allow students to see and feel several components of the case instantaneously. Further improvements in the design and delivery of these cases will allow them to interact with each other as well as their instructors. It is our hope that marketing educators will provide the leadership and direction in trail blazing the frontiers of the Internet for case disseminations and discussions.

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USING COACHING TECHNIQUES FOR STUDENT ADVISING

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Registration for next term is under way, with a steady stream of students at the door. Some are well prepared, with schedules written out, but others seem lost. Some view our encounter as a necessary evil, hoping only for a required signature so they can get back to more important business.

The student is given a question, "Think ahead five or ten years. Where would you like to be, and what would you like to be doing?" It usually stops them cold! The students want a job after they graduate, but many of them really haven't thought about what kind of job or what skills they will need. They need to think about that.

While it may be difficult to identify a specific career path, they are encouraged to come up with things they like to do, general directions to take. A logical and sensible script could be written for any of them, but they need to make their own plans. It is, after all, the first day in the rest of their lives. This is a great opportunity to do real counseling, not just program planning. This is where the relatively new field of coaching can help. Coaching is not consulting. Consultants give solutions. Coaches help people find their own solutions.

Fifteen years ago, it took a lot of looking to find a coach that could help empower better decisions. Coaches were for sports! Almost nobody had a personal trainer. Personal coaches? Business coaches? It was practically unheard of. But, if a coach can improve a ball player's performance, why not use one to help with fitness? Then, why not someone who can help you think through a problem; help you discover your strengths and weaknesses in business; help you find ways to work on them; help you improve your business or personal performance? The coaching profession in all its flavors began to grow by quantum leaps. Today there are approximately 12,000 to 30,000 business and personal coaches in America, depending on who is counting (Berglas 2002; Carr 2002; Jaeger and Surowski 2003).

Leading-edge business and personal coaches are not there to tell people what to do. They do not "fix" people, as a psychologist might, and carefully avoid this confusion (Berglas 2002). The coaching ideal is, let's help people discover for themselves what they want and need. *Why not apply those same techniques to empowering students?*

A typical first question in coaching is, "What's important?" Here, the coach is not trying to designate or define. The person being coached will sort their own priorities. "What's important?" helps the client focus on important issues, values, or areas that need attention and work. For advising students, "Where do you want to be five years from now?" helps them focus on the future. A follow-on question might be, "What is your passion? What do you really want to do?" Then, they can begin to sort their own priorities to make it happen.

In coaching, the client's decision-making, meaning-making, and problem-solving capabilities are evaluated. Strengths and weaknesses are discovered, celebrated, or worked on. Students usually have little difficulty identifying their strengths and weaknesses. They are expected to know the college catalog and departmental requirements. They are helped through alternatives, with minimal leading.

A coach makes many assessments during the coaching encounter. Is the client ready, willing, and fit to undertake the necessary work to make progress? How healthy is the client's personal and business support system? Do they have one? What systems and resources will support changes needed for optimal growth? In advising, students can talk about success and failure in classes they have taken, what they did about it, and how it is affecting their current choices. The student may bring up family or financial issues. It is important for the advisor to listen. The object is to let the student find their own insights and explore consequences, with minimal leading.

Coaching paradigms that make the client do most of the discovery take time, but being coached in this way can be a fundamentally moving or even spiritual experience. The majority of people who have been coached in a business or personal setting feel that it was a positive and valuable experience (Jaeger and Surowski 2003). With students, it may be more work for the advisor, but it

facilitates long-term growth. Students who discover their own way typically spend less time in follow-up sessions, and as advisors learn more about coaching techniques, they speed up the process. In the end, helping students make their own decisions and helping them become emotionally and intellectually invested in the process probably saves time.

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THE CHANGING OF CLASS ROOM DECORUM BY STUDENTS IN HIGHER EDUCATION: DESCRIPTORS AND ADJUSTMENTS

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Jerry Plummer, Austin Peay State University

ABSTRACT

During the past thirty years, it is clear that general class decorum by students in higher education has changed; generally in a negative, or "looser" fashion. Examples of such decorum, variances from previous actions and possible remedies are detailed.

In the Beginning

The "traditional" classroom decorum involved a more delineated separation between Professor and student, with the Professor holding a stronger position of leader vis-a-vis the student. Accepted postures were to regularly attend class on time, to be quiet and respectful to the Professor and peer students, answer questions when asked, and to generally regard the Professor as a role model and bastion of knowledge.

Deviations from the Decorum Norm

Many sociologists believe that changes from these accepted decorum norms in life in general, and in higher education, began in the 1980's, when changes in the basic family structure, such as increasing divorce rates and the rapid increase of "latch key kids"[1] (due to single family moms, or both parents working full time jobs) started to deliver their side effects on youth reaching college age.

Increasing independence on the part of the children, as an offshoot of the above lack of supervision, produced such undesirable results as increases in teen age pregnancies, drug use, increasing brushes with the law and a general disrespect for authority. Some sociologists believe that the advent of cable television, with a wider range of topics previously unavailable to youth, played a considerable role in molding thoughts on impressionate minds. Shows such as *Miami Vice* often placed the criminal in an attractive light. Popular music of the era extolled the virtues of rebellion again authority and promiscuous sex. The lack of parental supervision, as well as declining church attendances, have been claimed to produce a youth devoid of respect in general. This time period also ushered in placement of police in elementary, middle and high schools.

This general lack of supervision and training would logically soon wind its way into the collegiate classroom.

Examples of Poor Classroom Decorum

Late attendance, cell phones and beepers going off in class, referring to the Professor by first name, talking in class during lectures, responding openly to questions without being asked are just a beginning list of classroom decorum negative deviations and extends to the Professor's office, where students will come, unasked, into the Professor's office for consultation; sometimes while the Professor is on the phone or counseling another student.

There are certainly other examples of negative decorum that occur on a daily basis; but these examples are atypical of the burgeoning lack of decorum exhibited by a larger percentage of college students today. Some say that this type of activity could possibly be expected from freshman and maybe sophomores; but certainly not from upper-classmen or non-traditional students.

Possible Remedies

There are at least two paths to take to remedy, or attempt to adjust, the deviations from traditional classroom decorum. Both involve behaviour modification.

First, a stern approach can be taken, which involves (for example) stating clearly in the syllabus what is and is not tolerated; and then adhering strictly to the noted accepted behaviour patterns; with grade reductions associated with improper decorum behaviour.[2] Examples of this approach would be requiring all cell phones and beepers to be turned off, or not brought into the classroom; or locking the door to disallow late entrants.[3] Care must be taken in the type of approach in the specific wording of the syllabus, since "incorrect" verbiage can lead to potential

discord with the students, students going to the Administration or potential lawsuits against the Professor.

A second approach would be the "softer" version of the above,[4] with emphasis placed on development of a parental-type relationship with the students; mentoring them using Pavlov-type instruments such as emphasis on proper decorum[5] being associated with post-graduation job advancement possibilities.

Of course, some type of mixture of the two approaches can be utilized; a mixture of "tough love" with a mentoring approach.

Is There Really a Simple Remedy?

No. By the time the student gets to college age, many semblances of their psychological makeup are inherently blended into their psyche. It is hard for Professors to change this makeup in the short time available to them. The increased competition for students by college administrators often leave the Professor with no backup, since many administrators will side with the students to maintain FTE funding. The best option, unfortunately, for the Professor may be a mixture of the two above postures, and maintain a positive attitude.

ENDNOTES

[1] http://www.parentkidsright.com/print/print-pt-latchkeykids.html
[2] http://www.nea.org/he/advo01/advo0101/dialog.html
[3] http://www.ciceros-pillar.com/Decorum/
[4] http://www.temple.edu/ATTIC/decorum.html
[5] http://dus.sdsu.edu/ctl/index.shtml?tips

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MINI-CASES: MERGING DECLARATIVE, PROCEDURAL, AND CONTEXTUAL KNOWLEDGE

John Branch, Washington University

As a professor, I believe that my purpose is to help students learn. In the context of marketing, this learning centres on what I call the foundations of marketing knowledge. These foundations are organised around the three questions "What?" "How?" and "When/Where?" and correspond to the three categories of knowledge: declarative knowledge, procedural knowledge, and contextual knowledge. In other words, I believe that when students graduate from our university and begin their careers as marketing practitioners, they must know marketing concepts and theories; know the tools to apply these concepts and theories; and know the appropriate contexts for the tools, concepts, and theories.

My teaching strategies, therefore, parallel these foundations of knowledge; indeed, any course activity – in-class or otherwise – which I select is used in order to address the three questions. One services marketing assignment, for example, requires that students conduct an audit on the services environment of a local company, then make strategic recommendations for improvement to its services environment.

The in-class activity which I have found to be most useful in merging declarative, procedural, and contextual knowledge, however, is the mini-case. Unlike Harvard cases which often exceed twenty pages in length, and which present the management decision with all the requisite "messiness," a mini-case is simply a short description (sometimes only one paragraph in length) of a situation. As such, it serves as more of a teaser, forcing students to pose questions and to look for conceptual links, rather than requiring them to make some management decision. I have written almost fifty mini-cases in the past five years or so (see page 2 for an example).

The purpose of this individual session is to discuss the use of mini-cases. I shall first overview the three categories of knowledge. I shall then describe how I use mini-cases in a typical class session. Finally, I shall makes some observations about the use of mini-cases.

EXAMPLE MINI-CASE

Washington University in St.Louis

OLIN SCHOOL OF BUSINESS

MKT579I International Marketing

Irbit Motorcycle Factory

In 1939, with war against Hitler's Germany impending, production of a three-wheeled motorcycle for the Soviet military began in a small factory in Moscow (See photograph below right.). Its design was copied almost directly from the five German BMW motorcycles which were smuggled into the U.S.S.R. through Sweden. The M-72, as it was known, was powered by a 746 cc boxer twin, the original and now famous layout of which was developed by Max Friz in 1912, and which was adapted for use in both Volkswagen and Porsche vehicles, and, ironically, in Harley-Davidson war-time vehicles. In 1941, the Soviet government moved the factory to a small trading town East of the Ural mountains called Irbit, out of bombing range and into reach of the vast resources of the area. By the end of the war, more than 5 000 Urals, as they became known to the military, had been produced.

Following the war, the popularity of the three-wheeled Ural motorcycle grew, and in the early 1960s, Irbit Motorcycle Factory was converted to civilian production (Another factory was built in Kiev to take over military needs, the product of which became known as the Dniepr.). Since then, significant improvements have been made to various

components of the Ural, including the engine, drivetrain, and frame. Its basic design, however, and especially its spirit, have changed little since the late 1930s. At last count, more than 3.2 million Urals have been sold.

In November 1992, following the dissolution of the U.S.S.R, the Irbit Motorcycle was transformed into an open-end joint stock company. The company is now legally, *Uralmoto Joint Stock Company*, a privatized entity which is owned 40% by management and employees through grant, 38% by holders of privatization vouchers (mostly management and employees), and 22% by the Russian government. The value of the company's shares escalated quickly at the privatization auctions, and it is currently the most successful privatization in the whole URAL industrial region.

About 40% of the equipment at the Irbit Motorcyle Factory, however, is out-dated, and many of the operations are continue to be performed manually. Much of the equipment, in fact, was "leased" to Russia by the United States in the war for military production, and ended up staying at the factory after the war. Domestic demand for Ural motorcycles has also dropped significantly. They are too expensive for most Russians. Those who can afford a motorcycle, are more attracted to foreign vehicles, especially those from Japan, Italy, and France.

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THE FIRST THREE MINUTES

Robert F. Young, Northeastern University

Case teaching continues to be a useful and powerful pedagogical method for most all Business disciplines. It is a form of "experiential" learning whereby the student learns by "doing." In addition, it has proven to be an excellent technique for teaching critical thinking skills within a business curriculum.

Critical to the success of any case discussion is the tone set in the first three minutes of the class. Students need to see and hear signals that indicate what is expected of them.

Pacing, expectations, ground rules, and overall behavior are all difficult to change once the class goes beyond this opening. Energy level, eagerness to participate, and willingness to stretch intellectually are "decisions" which students will make at the beginning of the class. They observe the leader (i.e., Professor) set the pace and establish the ground rules. Since no case discussion goes exactly like the last and often each class goes in unexpected directions, there is always uncertainty. Thus, the instructor must set the tone and create the learning environment that she/he wants.

ENTRY

The actions upon first entering the classroom are important. The obvious activities are to erase the blackboard and arrange class notes. If an instructor has detailed notes (e.g., three to six pages) it indicates that detailed preparation was called for. Students will notice.

Most instructors engage students in some dialogue before the class begins. If the topic is related to the day's assignment (e.g., "I found this case really interesting"), then the instructor is setting the stage for serious discussion. Of course, another option is the "social" chatter ("What did you think of the football game this weekend?"). This tends to relax the students and establishes the instructor as a "good guy." However, it may detract from the seriousness with which the instructor wants the students to engage that day's assignment.

THE APPROACH

Instructors should think about where they stand and what "body language" they project at the time of the first interaction on the day's case. I recommend instructors move in front of the desk. Be among the students. Then, ask the first question. Students will feel that the teacher wants to engage in conversation. The instructor becomes "one of us" and clearly wants to interact. Further, if the instructor is on the sole of his or her shoes and bent slightly forward it indicates a "reaching out" and an effort to engage. The students will observe this signal and respond accordingly. Finally, hands at the side with the palms facing the class signals a willingness to listen and accept others comments. Arms folded across the chest say "you can't approach me." Show with your body language that you are both ready to engage as well as being open.

THE FIRST QUESTION

There are many issues of both tone and substance that need to be considered with the first question. The instructor should decide on level of difficulty. An opening question such as "What should the Jones Company do?" followed by a demand for justification requires that the student lay out an entire analysis. This approach is useful when the instructor wants to have the class see the entire scope of the case at the beginning of class. It also puts emphasis on decision making that is linked to insightful analysis. When this type of question is used repeatedly it motivates student to be thorough in their preparation and to come to class fully prepared to justify their decisions.

The drawback of the "big" question is that students are often not prepared to answer it fully and there is a risk that only a superficial analysis will follow. In addition, some students (despite what the instructor has said previously) will think that after the decision has been made, there is little else worth discussing.

Another approach is more in line with inductive analysis. A student can be asked to outline the genesis of the problem or to explain how the company came to face a dilemma. In line with this could be a question such as "What is really hard about the decision facing the company?" This forces students to think hard about the details of the problem and to see how their analysis is related to the decision at hand.

In a sense the choice is "top down" or "bottom up." The instructor can begin with the key decision and then move down to the minutiae of analysis. Alternatively, the class can start with the more detailed points with the plan being to eventually move up to the big decision. What is most

important is that the instructor think through where the discussion will go after that first question. Have a game plan (even if you have to deviate).

Another issue with the first question is whether to look for volunteers or whether to "cold call." The search for the hand up in the air shows a certain respect for the students. It also increases the likelihood that the first respondent will make a substantive contribution. On the other hand, cold calling increases the pressure on students. They learn very quickly that they must come fully prepared. The important point here is that the instructor think through before hand what type of atmosphere she/he wants in the classroom. The decision about cold calling versus using volunteers has an important impact on the level of preparation, the pressure, and the level of tension in the classroom

THE RESPONSE

Almost as important as the first question is the instructor's response to the first respondent. The issues here are of both style and substance. One accomplished business school professor was fond of saying, "you must write something on the board from that first student or you will kill the whole rest of the class." Writing something on the board, no matter how trivial, signals to the class that the instructor is open to any answer. While this has risks, it is an affirmation that can affect the participation for the rest of the session.

Likewise, simple body language signs are important in responding to the first question. A nod, a positive shake of the head, even a smile at this moment can go a long way towards encouraging the remainder of the student to take the risk of participating. In addition, if the instructor can maintain eye contact, it shows a positive acknowledgment of the responding student.

SUMMARY

The first three minutes of any case class are the most important. Expectations, energy level, and the tone of these first moments will carry for the rest of the class. The instructor needs to carefully think through signals such as "body language" and informal interactions as they signal what is expected. Likewise, the first question establishes an intellectual framework for the day's discussion as well as communicating the instructors thoughts about the depth and intensity of preparation required.

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A PORTFOLIO APPROACH TO INTERNATIONAL BUSINESS STUDY ABROAD PROGRAMS

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ABSTRACT

Increasingly, business schools are being called on to provide greater opportunities for their students to gain international experience. The AACSB is encouraging business schools to develop international skills in their graduates in order to meet the needs of the globalized business community. This paper discusses some options available to business schools to aid in achieving the goal of a graduate with a more international perspective.

INTRODUCTION

Colleges of Business across the country are seeking ways to "internationalize" their programs. In part due to AACSB guidelines, universities need to develop international skills in their graduates in order to meet the needs of a globalized business community. Several options may be available in order to accomplish that goal. Recognizing the different ages, life-stages, and economic backgrounds of today's more diverse student body would suggest that a portfolio of international opportunities should be available to students. Reliance on programs that may have been originally established with a "liberal arts" educational objective in mind may not optimize international business learning opportunities – business students need programs that provide exposure to skills needed in the workplace.

In addition, there is a growing number of non-traditional students for whom semester long study abroad programs is not a viable option. Family and work obligations make an out-of-country experience of several months virtually impossible. Furthermore, many traditional students are reliant on part-time (or even full-time) jobs to finance their academic program. They, too, are unable to participate in semester or longer programs as the short term opportunity cost is perceived as too high.

SEMESTER LONG OPTIONS

There are several options for students wishing to spend a semester (or longer) studying overseas. There are a large number of foreign universities which encourage overseas student to attend on a visiting/temporary student basis.

Usually the student pays tuition to the foreign institution. This presents a couple of drawbacks to such arrangements – the student usually pays a much higher rate of tuition at the foreign institution than they would pay at their home institution, and since such arrangements are not "exchange programs," an opening at the U.S. university is not automatically generated for a potential incoming foreign university. Thus the U.S. university does not benefit in terms of internationalizing their campus.

A second option is for the U.S. university to offer courses/programs abroad on what could best be described as an "distant" campus. These can be either conducted by a single university or offered through a consortium. Several large universities operate campuses overseas, mainly in large cities. Under such arrangements, students attend the distant campus with students from their home institution and lectures are provided by professors from their home institution. Usually students pay their usual tuition and fees, but there may be a surcharge to help cover the costs of the distant campus. Although the students may be physically outside the U.S., and the opportunity for cultural interchange outside of class and the possibility of arranging an internship in the host country are great, the learning experience is not optimized since the students' exposure to "different" ideas and teaching techniques that a foreign professor would provide, and the enhanced learning from sharing classroom space with those from another culture is non-existent.

A variation on this option is the development of a consortium which pools students and faculty from a number of institutions. One example is a program in which the authors' university participates in London. This program draws students from a number of Missouri universities and professors come from the same institutions. While this provides a slightly more diverse student body and a broader selection of professors, it is still not an optimal "internationalizing" experience. Again, the student may find this economically attractive, as they usually pay only regular fees and tuition.

Another variation is when the consortium is based on universities from different countries. For example, the Maastricht (Netherlands) Center for Trans Atlantic Stud-

ies is a consortium of over twenty universities from seven different countries. Universities from the U.S. span over half a dozen states as well as universities from countries such as Spain, U.K., Poland, Sweden, Hungary, and Mexico. Students attending programs here benefit from mixing with multi-national students and multi-national faculty members, distinct advantages over the more limited extended campus concept. Fees for such programs tend to be higher than for regular "on-campus" classes.

Most of the overseas programs such as those discussed above share the common problem that students may have a limited selection of business courses from which to choose. These programs would seem to offer the best study opportunities to freshmen and sophomores, as these students are taking a mix of general studies type courses. Very rarely could a business student in their senior year hope to be able to complete a full semester of credits which would count toward graduation. Obviously, the larger the student enrollment in such a program, the greater is the variety of courses which may be offered. Again, however, a problem with such programs is that they do not provide reciprocal enrollment opportunities at the home campus.

Finally, in these days of tight budgets, university administrators may see the operation of overseas campuses as a cost-ineffective way of promoting international education. Maintaining educational and housing facilities overseas is an expensive proposition, and given the availability of alternatives, it may be an option which is cut by the budget axe.

A popular option is to develop an "exchange" programs with a foreign institution In such programs, the outgoing student pays all fees to their home institution. This means the students pay their regular tuition, and the U.S. university benefits by hosting a foreign student for a semester. Part of the internationalizing process is to create opportunities to bring foreign students to the U.S., allowing them to better understand U.S. culture and attitudes. In addition, the university incurs no costs for maintaining facilities overseas.

Exchange programs can be offered in a variety of countries, thus allowing students to choose specific places of study that suites their needs. U.S. students participating in an exchange program will be part of a minority group sitting in a foreign classroom, being lectured by a foreign professor. This would likely represent a much greater cultural learning experience for the student. As long as the U.S. university keeps its parity account in rough balance, such programs offer many advantages at a very minimal cost to the institution or the student. In addition, a student studying at a foreign university usually has both a breadth and depth of course offering – making such arrangements more attractive to upper classmen and graduate students.

Perhaps one challenge presented by exchange program placements is the need by many American students to take classes in English. Although the study of languages has increased over the past two decades, many students are not sufficiently fluent to take classes in a foreign language during their first semester overseas – which is the normal study abroad period for students. Fortunately, a growing number of universities in non-English speaking countries are offering courses in business in English. Exchange programs need not be limited to English speaking countries, which broadens the opportunities considerably.

Almost all semester long programs share one other common trait – they offer an experience in a single country. While one might become very familiar with customs in Germany during a semester there, this might provide very little opportunity for the student to absorb knowledge of, say, British or French culture. While students spending a semester overseas do tend to travel a lot on weekends, their cultural experience is primarily limited to mainly their host country.

SHORT-TERM PROGRAMS

Short-term programs – those lasting for a few weeks – are appealing to non-traditional students and those "working their way through college." A student can more easily afford to be away from family or work for a few weeks than for four or five months. Additionally, short programs usually provide a survey, rather than cultural immersion approach. Most short programs are not anchored in a single location. Rather than becoming "expert" on a single culture, short term participants gain a little knowledge of a number of different cultures.

There are several approaches that may be used in order to offer your students a short-term international experience. Possibly the one that involves the least work is to use a commercial vendor. Their program costs are reasonable for one of their standard packages. These companies offer the advantage of a large number of programs to different parts of the world, with a large choice of departure dates. In order to "fill a bus," they sometimes combine groups. This sometimes leads to mixing people with no common interest level, such as mixing high school and college aged groups. Furthermore, because of contractual agreements with hotels, such tour operators have standardized tours. If you want to deviate from this "standard," such as visit a different city (or country) the additional cost is often considerable, and is only possible if you have a full bus-load of people.

Any business study program must include various business lectures, presentations and facility tours. If a travel company arranges transportation, you will still need to schedule these special programs. However, this may be difficult if you are trying to fit into a rigid tour schedule established by the tour company. Most educational package tours are designed for cultural and historic study and leave little time for business related programming. In addition, it may be necessary to arrange extra coach rental to get your group to a business you plan to visit, assuming you can deviate from, or schedule within, the pre-arranged, standardized tour. One must also be careful to include all the costs associated with packaged programs. Some companies charge additional fees for "membership," porterage, "optional" sightseeing, meals, etc. These can sometimes add hundreds of dollars to the final cost for the student. Overall, however, such package programs may be worth considering, particularly for a first time experience in short-term programming.

A second option that may be more attractive if one is seeking a focused business-content program, is to participate in one of the educational packages offered by one of several universities. Such programs offer the advantage of being business oriented and being restricted to university students. They also provide a comprehensive program of transportation, accommodation and business visits and presentations. The faculty member can literally leave all arrangements to the program coordinator. Another advantage of such programs is that a participating university can send as many or as few students as demand dictates. Nationwide programs such as these operate with a professional staff which ensure a consistent quality. As they offer far fewer programs than do the commercial providers discussed earlier, they tend to have lessor economies of scale, resulting in a higher student cost than the programs discussed earlier. However, the more focused business content provides students with a better learning experience. In addition, since the number of programs offered is not a great as the commercial vendors, departure dates may not exactly match your university's calendar.

A third option of developing "in-house" programs may be feasible. As well as the advantage of lower cost, such programs can be designed to match your university's calendar, and be tailored to specific academic specialties. They also can strengthen links to the community and with alumni. Involvement of these stakeholders in arranging overseas programs can be mutually beneficial. However, developing an in-house program necessitates considerable work for the faculty member.

SUMMARY

The purpose of this paper is to encourage universities to embrace a portfolio approach to their internationalization efforts. International offerings need to provide an array of options from which students might be able to choose in order to meet the internationalization objectives of their university that are consistent with the size and resources of their student body.

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A SEMESTER ABROAD ENHANCES PROFESSORIAL SKILLS

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ABSTRACT

The purpose of this symposium is to identify (1) the ways in which being abroad for a semester can enhance professorial skills of even the most seasoned faculty and (2) the concerns and issues regarding a developmental semester abroad.

Our acceptance of the "routine," high comfort level, the assumptions which we make (often without awareness), the expectations, the standards that we have may serve us well but periodically we can improve as scholars with introspective examination. A semester abroad sensitizes us to the many assumptions, routines, habits and expectations we carry to and have developed in our roles as professors. A too common statement about a comment regarding the desire to spend a semester abroad is: "Are you crazy!" or "OK, if you are going, then tell them you are Canadian when you are there." This must not be a deterrent to a faculty's improvement and development plans. The college/school or the university expectations are increasing, the students are more challenging in the teaching-learning environment, and the (business and the general) community is dependent upon highly successful scholarly activities in and out of the classroom. Much is at stake to enhance professorial skills; this requires change in which many past practices are to be altered that creates concerns and certain negative issues.

The drivers for change, e.g., technology, communications, mobility, has created a more diverse student (domestic and international) and global business (a direct foreign presence or within the supply chain) that must be addressed by a successful faculty. An outstanding opportunity is offered through faculty exchange, government sponsored, placement, and other programs for short-term (one term, one semester, or one year) assignment abroad. This enhances a faculty's development internationally through teaching (pedagogy, content), research (data collection, case studies development), and service (educational models, local/country professional organizations).

Teaching varies from country to country. In the Middle East, such as the Gulf Region at the United Arab Emirates University where Islamic beliefs are dominate, the general practice is separating male and female students for courses, and even on different campuses. For undergraduates the same class will be offered on both the female campus and on the male campus even if the enrollment on each campus is less than ten. Male and female faculty members are on both campuses. Faculty members travel back and forth between campuses. All activities regarding female and male students must keep them separated, for example if the college sponsors a career fair one day is for female students and another day for male students. But UAEU is progressive in recognizing that both genders are required to collaborate professionally (job responsibilities and to achieve organizational goals). The MBA is the only program at the University in which there are coeducational courses. Student participation is outstanding, and not an issue, but teaching strategy, however, has to include a (equal) balance of male (dominated) discussion/presentation with that for female opportunity.

With a teaching abroad assignment, a faculty member has the opportunity to collect (primary) or have access to (secondary) data that offers new or extend current research opportunities. For instance, ethics in business and society continue as a focal point in the study of business within the U.S. and internationally. Do UAEU business students have different ethical values and believe or at least apply them differently than students in other countries? Observation indicates that UAEU students are different. Faculties in other countries and at UAEU are working to collect data using the "Defining Issues Test" (DIT) in each country to make a comparison across countries. The UAEU MBA Program is offered in partnership with and located in the building of the Chamber of Commerce and Industry (equivalent to the Chamber of Commerce in the U.S.). The Chamber has databases available, local business information, and possibility of consulting opportunities for visiting faculty.

While serving aboard as visiting faculty, there are many opportunities for university/college and professional ser-

vice. Visiting faculty may find that the local (central, college, department) administration will be as interested in knowing and learning U.S. practices, procedures, and policies as the visitor has from the host. Businesses and/ or particular industries will likely have professional organizations to attend, e.g., human resource, procurement management, marketing, general management. In the UAE (and in other countries), there is the American Business Group, which is jointly sponsored by the U.S. Embassy (the Commercial Services section). The only requirement is that the business or the member is U.S. This provides a great learning experience, e.g., how U.S.

business operates in (or adapt to) that country, how locals (nationals) manage in a foreign (U.S.) firm. Female faculty members in the UAE may want to participate in the "Women in Business Association" which promotes and encourages women to start and operate their own businesses.

The 2003 MMA Fall Conference theme is very true: "Great Professors Make the Difference." But, great professors should, if not must have the required (international), current professorial skills that a semester abroad provides.

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ENHANCING PROFESSORIAL SKILLS AND PERCEPTIONS A SEMESTER ABROAD: AN EXAMPLE UAEU

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INTRODUCTION

Professional skills utilization in a very different context sensitizes the many day-to-day assumptions faculty made about teaching, research, and service. When these assumptions are challenged by different culture values and mores, instructor-student relationship paradigms, performance expectations, campus politics, networking opportunities and classroom environments it encourages their re-thinking. A high contrast to U.S. experienced faculty may be no greater than in the Middle East, e.g., European heritage and Christian beliefs as compared to the Arabic heritage and Islamic beliefs that allows for greater opportunities and unique challenges to these faculty assumptions. This presentation draws from the authors teaching experience in the United Arab Emirates.

LIVING THE CULTURE

Studying a culture is one thing; living in it is quite another. All the little nuances in a culture come to life as one lives in a country as an expatriate rather than as a tourist. The workweek may be different. For example, in the United Arab Emirates the week begins on Saturday and ends on Wednesday, while Thursday and Friday are weekend days (Williams 1998). Mail service is generally not like the U.S. Postal Service delivering door-to-door. Mail in the UAE is delivered to a post office box and the post office does not seem to have a monopoly on mail delivery; much of the mail is delivered by private services (Callan and Robison 2000). In addition, an afternoon stop at the post office will find it closed from 1:00 PM to 4:00 PM but it re-opens from 4:00 PM until 8:00 PM. This is common in the UAE and other Arab countries for non-retail stores (Humphrey, Brosnahan et al. 1997). Other customs and beliefs are very different. For example, Muslims pray five times each day – dawn/sunrise, mid-day, afternoon, sunset, and night – and class sessions are planned (with breaks) to accommodate prayer times at Maghreb (sunset) and Isha (night) (Williams 1998). Muslims also are allowed as many as four wives (Holton 1997). While these practices are very different from those found in Western countries, it is important for a faculty to be accepting and respectful.

UAE has a very diverse population of 3.5 million (Al Abed, Vine et al. 2003) with about 75 percent, or 2.6 million being expatriates, and has a landmass about the size of Maine (Callan and Robison 2000). UAE nationals are peaceful, patient people who much prefer resolving differences diplomatically and by negotiations, not militarily. However, misconduct, unacceptable behavior, and unlawful acts result in serve criminal punishment. As safe as the UAE has been, the U.S. State Department does provide information, local embassy and consul services, and warnings and alerts for those living there, as well as other countries throughout the world (U.S. Department of State 2003).

CLASSROOM EXPERIENCES

"Good Morning Teacher!" and "Teacher! Teacher!" comments often heard in the UAEU undergraduate College of Business classroom. "Teacher! Teacher!" means the student had a question. All students are supposed to speak and write English. Some had excellent English skills and the language of instruction is English but effective learning requires supplementing lecture material with handouts summaries, PowerPoint slides and reducing the amount of material covered. An issue with regard to language, should students be permitted to speak Arabic in the classroom to explain concepts to each other. The non-Arabic speaking instructor has no idea what the conversation is really and the whispers in Arabic during a test absolutely forbidden occasionally occur anyway. Women students dress in black from the top of their heads to their toes. Three possibilities existed for women the head completely covered, the eyes only uncovered or the face uncovered. Imagine a classroom of ten to twenty students the typical size class with all heads completely covered. Motivation often a challenge in any classroom potentially can be even more so in UAEU. Nationals attend UAEU at no cost except to purchase a laptop computer. Few of students upon graduation will become a part of the

workforce. Their wealth permits the choice of working or not working.

Students in and out of the classroom exhibited a cordial friendly approach with the instructor. The cordial friendly approach observation occurred immediately before, during and after the war in Iraq.

Class size [MBA: about 20 students in each cohort, co-educational (only co-ed Program at UAEU), about 30% female and 5% international students, about 40% with U.S. undergrad degree].

Performance expectations [Undergrad: most frequent earned grade in College of Business and Economics is a D (55%), followed by C, B, A, and F – grade deflation; MBA: high quality, stringent documentation and personal interview process for admission, no forgiveness (1 F and out, no re-takes), 18 contact hours per credit hour].

Student participation [MBA: highly competitive, interactive among students (and faculty) but particularly challenging between male students and/with females].

Faculty qualification (MBA: AACSB – International accredited and expectations clearly meets and exceeds those required in quality of teaching, research requirements and service).

Technology [All (students and faculty) receive a Dell laptop computer for in and out of class use, faculty use BlackBoard and Banner system].

Modifying instructional strategies to accommodate variations in student ability and English Proficiency (English is UAE's second language; most speak English. A minimum score of 500 is required for the TOFEL, but primary and secondary schools now are requiring English language courses. English is now the language of instruction for all UAEU courses).

OBTAINING THE SEMESTER ABROAD EXPERIENCE

Compensation: Pay, taxes [MBA: opportunity for an 8-week Term course or a semester long (2 8-week Term courses) paid per course and competitively to US compensation; Undergraduate: semester or year paid monthly and competitively to US compensation; both grad and undergrad faculty receive living accommodations and flight to and from UAE; Term and Semester appointments include meals. No UAE taxes; if work outside the U.S. for 11 out of 12 months, faculty may qualify for an income tax exemption on the first $80K earned. UAE currency pegged to US currency: US$1 = 3.67 Dirhams (Al Abed and Vine et al. 2003).]

Steps in obtaining a position abroad at UAEU College of Business and Economics contact Donald Bates (Dean) (d.bates@uaeu.ac.ae) for undergrad and/or grad position or Robert Green (Executive Director, MBA) (r.green@useu.ac.ae) for questions or expressing an interest in a graduate position. Course coverage is planned a year in advance, but can be as short as a semester; the University and the College and/or Program will provide support services in such areas as work visa, housing, air travel. Others: University/College faculty exchange, government sponsored, placement, and other programs for short-term (one term, one semester, or one year) assignment abroad. Learn the new job market.

Having taught in a culture for years may instill acceptance without questions but living in a different culture encourages questioning and re-thinking.

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MBA PROGRAMS: RESPONDING TO THE CRITICS

Joseph F. Hair, Jr., Louisiana State University
David L. Kurtz, University of Arkansas
William J. Whitmore, University of Missouri – St. Louis

At last year's MMA Fall Conference, this panel discussed the topic "MBA Programs: What the Critics Are Saying." This year's panel discussion continues on that general theme but we gear it specifically to respond to some of the criticisms critics have made about MBA programs.

The first critic we discussed was **Peter Robinson** who wrote *Snapshots from Hell: The Making of an MBA*. Robinson's critique was about the first year of the MBA program at Stanford University. Robinson's primary criticisms were about the content of many of the courses in the first year. His primary objection was that so many of the courses did not have a business application. Instructors of these courses could not even develop exam questions with business applications. He made this criticism about the Decision Trees, Data Analysis, and Operations courses. He thought the OB and Strategic Management courses could have application, but he thought they were very superficial. He had not complaint about Marketing and though it was the best course in the first year curriculum. We agree that it is a mistake to teach an MBA course without business application. If we are going to teach a "tool," we should teach it in the course where it has the best application. We should not teach a stand-alone tool course.

The next criticisms addressed were those raised by **Jeffrey Pfeffer** and **Christina T. Fong** (*Academy of Management Learning & Education,* 1 (1), 78–95). They compare MBA programs with programs in medicine and dentistry. MBA programs come in a distant second. We plead guilty on this account. Medical Schools and Dental Schools have a much better understanding of the needs of their graduates than Business Schools do. We think faculties should spend more time trying to understand what procedures and decisions business managers and executives need. We do not think that most Marketing courses are very far off the mark in terms of what managers need.

The final critic we discussed was **Harold J. Leavitt** (*California Management Review,* 31 (3), 38–50). Leavitt thinks we do a good job of teaching *analysis* but that we do not do a good job with *skills*. He thinks that we teach both quantitative analysis and qualitative analysis well. He thinks we need to do a better job teach such things as leadership, vision, and imagination.

We think business faculties need to do more marketing research about the content of the MBA program.

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POST PROFESSORIAL MERIT REVIEW PROCESS

Kenneth Heischmidt, Southeast Missouri State University
Gerald McDougall, Southeast Missouri State University
Jack L. Sterrett, Southeast Missouri State University

The panel will discuss the collegial Post Professorial review decision making process used by a Midwestern University implemented in the spring of 2003. Post Professorial judgments were made at the department, college, and University levels and submitted to the Board of Regents for approval. The criteria used were specific to the departments. All criteria contained goals of excellence in teaching, professional growth, and service. The traditional University promotion criteria were used to ensure that standards were applied consistently throughout the University.

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THE DEVELOPMENT OF GREAT PROFESSORS

Larry Haase, Central Missouri State University

At the University of Utopia, all professors are "Great Professors." Deans and department chairs recruit, hire and retain these quality professors for their faculty. In the real world of Higher Education, the demand for these ideal professors is high and the supply limited, therefore, attention must be given to the process by which professors are developed into "Great Professors."

To aid this process the advanced education programs of many universities have adapted to enhance the teaching and research skills for new entrants into the profession. In addition, many universities have been proactive in providing professional development planning for faculty in the critical early years of their academic careers. This paper addresses the need for department chairs to recognize this opportunity and become proactive in the professional development process for their faculty.

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EXPERIENTIAL LEARNING: THEORY AND PRACTICE

John Branch, Washington University

More and more business schools in the United States and around the world are looking to experiential learning as alternatives or complements to the more traditional lecture- and case-based methods of teaching. Working trading floors and real investment portfolios which students manage, for example, are sprouting up. In Europe, many M.B.A. degrees have a sizable company-based consulting project component (At one *grande école* in France, this project comprises one fifth of the total degree!). And student-run entrepreneurial ventures are becoming commonplace.

The purpose of this panel session, therefore, is to provide a forum in which to discuss both the theory and practice of experiential learning. Panel members and participants will have the opportunity to explain their theoretical understanding of experiential learning – to describe the models or frameworks, and the language, which undergird their approaches to experiential learning. And equally importantly, they will be able to share the ways in which they have implemented experiential learning in there business schools, by illustrating the types of activities in which their students are engaged.

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PROVIDING EXPERIENTIAL LEARNING OPPORTUNITIES THROUGH CONSULTING PROJECTS TO UNDERGRADUATE MARKETING STUDENTS

Mary M. Albrecht, Maryville University – St. Louis

Consulting projects provide excellent, experiential learning opportunities to undergraduate marketing students. Experiential learning is an exciting learning process for both the students and the professors. Joplin (1995) provides a model for understanding experiential learning. The model of the iterative experiential decision process identifies four steps: focus, action, support, feedback, and debrief (Mitchell and Poutiatine 2000). This experiential learning model applies well to the consulting projects in undergraduate marketing classes. Consulting projects are course activities that involve the class working with a marketing professional to develop solutions to a problem that the marketer has in his business.

During the first step of the experiential learning model, **focus**, the students' attention is directed to the parameters of the consulting project (Mitchell and Poutiatine 2000). The professor outlines the purpose of the project, introduces the marketing professional who will serve as the "client," and describes the consulting roles the students will play. Emphasis is placed on the value for the students to work with a real marketing problem. The professor plays multiple roles during the project: Coach, Boss, Partner, Cop, Cheerleader, and Enforcer.

Clearly stating the consulting projects learning objectives defines the purpose of the consulting project and the value of the experiential learning process. The following are several objectives appropriate for this type of project.

1. To apply the concepts of the course to a real marketing problem of a real organization.
2. To develop the students' problem solving and critical thinking skills through a project that closely simulates work conditions outside of the classroom.
3. To develop the students ability to gather information through the interview with the marketing managers involved in the project, primary research, and secondary research sources.

In the second step of the experiential learning model, **action**, the students meet with the marketing professional who describes the situation of the company and the problem confronting the marketer. The students ask questions and listen carefully to the information that includes what the marketer expects from the class. Lines of communication between the students and the people from the company who will participate in the project are established. Usually the marketer returns to the class several times, depending on the complexity of the project. Taking the following actions aids in the organizing and controlling of the consulting project.

1. Define specific outcomes of the project that students are responsible for producing.
2. Break the project into segments and have the students report on progress at regular intervals.
3. Divide the class into teams to work on different aspects of the project.
4. Give specific written directions to the students and follow up frequently with verbal discussion in class

Explicitly describing how the content of the course relates to the consulting project is necessary. The students get deeply involved in the project activities and sometimes lose sight of the connection to the course content. Define the tasks of the consulting project using the vocabulary and concepts from the course, referencing chapters, models, and specific ideas.

The third step of the experiential learning model is to give the learners timely and helpful **support** while they are confronting the problem and developing solutions. Most undergraduate students have limited experience in conducting a consulting project. The professor needs to monitor the students' progress closely. Breaking the project into segments with control points and having each team report on their work for each segment helps keep the teams moving forward. The students can support one another with suggestions and encouragement. One team critiquing another team's work is a valuable support tool. The professor may want to meet with the teams individually to identify any problems and resolve them quickly. The students must not procrastinate with a consulting

project. Getting started the day before the presentation to the company guarantees an embarrassing result. Setting and enforcing strict standards reduces procrastination. Consulting projects like all experiential learning is unstructured. Creating interim checkpoints and holding the students accountable for their work gives the students some structure.

Encouraging the students to do the very best work they can is important throughout the project. Setting a standard of only accepting "A" level work, and refusing to grade any work that is not "A" level helps support the students producing their very best work. Remind the students that their work represents not only themselves but also the marketing program, the business school, and the university to the community. Emphasize the importance of building a strong reputation.

The students present the final solutions to representatives of the company including the key marketing person. Several weeks before the presentation, the students should rehearse their presentation with the class. A second rehearsal often is needed. This builds the confidence of the students, and gives the professor an opportunity to assess the outcomes, and make suggestions.

The fourth step of the experiential learning is **feedback**. Throughout the project both the peers and the professor give feedback to the teams. One of the greatest benefits of the consulting project is for the students to get valuable feedback and assessment from marketing professionals on the students' work. The professor also benefits from the feedback as an assessment tool for the marketing program. An evaluation form can be helpful to the company people in providing good feedback.

Experiential learning is an iterative process. The support and the feedback given throughout the project leads to formulating another problem, taking action on that new problem, leading to more support and feedback. The teams provide a mechanism for continuous support and feedback to the team members.

The final step in the experiential learning model is the **debrief**. After the students present their solutions, the professor then engages the student in a debriefing of the experience. The purpose of the debrief is to identify and validate what was learned. This final step is a reflective opportunity for the student and professor to articulate how the concepts of the class were learned through the project (Mitchell and Poutiatine 2002). Soliciting from the students their perceptions of the experience and reflecting back to the students how their observations translate into lessons learned validates the learning of the students. The students get caught up in the excitement of solving the problem, polishing their work, rehearsing their presentations, and presenting to the marketing professionals. In the midst of the flurry of activity, and due to the unstructured nature of the process of experiential learning, the students find it hard to articulate specific concepts from the class that they learned. Since the experience is outside of the "read the textbook, listen to the lecture and take the test" method of learning, the students may not see the experience as "learning." Therefore, the professor explaining what learning occurred is essential. Taking time to reflect and guiding the students in the process of reflection brings closure to this exciting learning process.

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TEACHING MBA ON-CAMPUS VERSUS ON-LINE: THE UW-EAU CLAIRE EXPERIENCE

Rama Yelkur, University of Wisconsin – Eau Claire
Robert C. Erffmeyer, University of Wisconsin – Eau Claire

The University of Wisconsin-Eau Claire offers an MBA program both on-campus and on-line. Both the on-campus and on-line programs are offered concurrently. The 30 credit program includes four, 4-credit modules and 14 credits of elective classes. The modules are offered during the regular semesters of Fall and Spring and elective classes are offered both on-line and on-campus throughout the year. Modules 1 and 3 are offered in the Fall semester and Modules 2 and 4 are offered in the Spring semester. The on-line program is offered through a consortium of four UW-System institutions, each of the four institutions has ownership of one of the four on-line modules (i.e., the content and delivery of the on-line module). The University of Wisconsin-Eau Claire pre-pared the content for and delivered Module 2 in the Spring semester of 2003. The same module was delivered simultaneously on-campus. The content of the two modules, i.e., the course material, instructors, assignments and projects were identical. The course was team taught by four faculty members from a variety of disciplines. The purpose of this panel is to highlight the best practices of the teaching and learning practices that were effective on-line versus on-campus. The panelists will discuss best practices related to course content, delivery and teaching methods. In addition, the dynamics of team teaching on-line will be discussed. The pros and cons of offering a semester-long course simultaneously on-campus and on-line will also be discussed.

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GOING ONLINE FOR THE FIRST TIME: A VIEW FROM ALL SIDES

Bonita Barger, Tennessee Technological University
Amy Carpenter, Tennessee Technological University
Richard Rand, Tennessee Technological University

This panel presentation focuses on four unique perspectives of creating and delivering an online MBA program. It is intended to provide information for faculty and administrators who have committed to or are considering putting courses or entire programs online for the first time.

Focus areas include: administration, preparing faculty, staff involvement, and student learnings about going online the first time. Practical advice, best practices, online instructional techniques, and faculty preparation will be the topics of discussion. Various tools will also be presented. The differences between conventional course management and online course management will be highlighted from faculty and student perspectives.

The panel presentation is intended to help you prepare for teaching online and laying the foundation for a successful online teaching experience.

Who Should Attend

This panel presentation is for faculty and administrators who are preparing to teach online using WebCT, CD's and other forms of technology, including those who plan to use a publisher e-Pack.

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ONE SIZE DOESN'T FIT ALL: ENHANCING INSTRUCTION WITH A VARIETY OF TEACHING METHODS

Hadley Leavell, Sam Houston State University
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Throughout history, academics have lectured students. This continues to be the traditional form of transmitting material, ideas, and concepts to our students. Lion F. Gardner estimates as many as 90 percent of professors still utilize this method. Yet, the National Training Laboratories in Maine ranks it as the worst possible teaching model in terms of student retention rates at 5 percent. Other methods in descending order of success are Reading, Audio-Visual, demonstration, discussion Group, Practice by Doing, and teach Others/Immediate Use of Learning. This paper will illustrate ways to include all of the different methods within a class in order to enhance instruction.

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TEACHING THE HISTORICAL, POLITICAL AND SOCIAL IMPLICATIONS OF OUR FEDERAL AND STATE INCOME TAXES TO A GROUP OF DIVERSIFIED MAJORS (ACCOUNTING AND NONACCOUNTING LIBERAL ARTS STUDENTS)

Patricia Miller Selvy, Bellarmine University

For the past several of years Bellarmine University has been offering classes in the core used to teach students basic research, computer, presentation and writing skills. At the sophomore level, courses representing some United States experience has been offered. These courses are aimed at exposing students to a topic that will impact most if not all U.S. citizens. Faculty members willing to teach students or courses outside their majors are allowed to choose any topic as long as it meets the basic criteria for each level (sophomore year equating to U.S. experiences). In our society there does not seem any experience more universal or integrated than our tax system.

The basic requirements for the class are that it teach students the following goals and outcomes; First the course should build on the skills taught or stressed in the freshman year core course, these being things such as using the online library resources, writing, and presenting. The course is expected to be at a higher level than the previous years course and is expected to prepare the students for their International Experience Courses in their Junior year and their Senior Seminar classes in their Senior year.

"The Historical, Political, and Social Implications of Our Tax System" uses a readings and discussion approach to presenting the students with the implications of our tax system and structure. The students begin the semester by outlining their knowledge of and their thoughts and reactions to our current tax system as they know it in a short perspective paper. They are then assigned their first reading which is *Those Dirty Rotten Taxes: The Tax Revolts That Built America,* Charles Adams. This book chronicles the historical and political issues surrounding taxation in America since the passage of traffics to our present system. The students are required to lead discussions and participate in friendly and open debate regarding their reactions to the readings. At this point they are introduced to the criteria for evaluating a "good tax" and are encouraged to use these criteria throughout the rest of their readings and research.

Once we have explored the historical aspects of our tax system, we begin reading our second book, *The Greedy Hand: How Taxes Drive Americans Crazy and What to do About It,* by Amity Shlaes. We follow the same process for group discussions and debates as before and we finalize our discussion on the current Federal system of taxation by watching and critiquing the film, *John Stossel Goes to Washington.*

Our third and final reading looks at state taxation by reading, *State Tax Policy: A Political Perspective,* by David Brunori. After we have discussed and debated these issues we move on to synthesize our readings and discussions.

In an effort to reinforce the fact that our tax system is not static and just as it has gone through many metamorphosis in the past it is still subject to review and revisions, the students are asked to research, write a paper and perform a PowerPoint presentation to the class discussing some current and diversified tax proposals.

To complete the course the students are asked to write a second perspective paper detailing how their opinions have changed or have been reinforced by their exposure to the historical, political, and societal factors impacting our tax system.

These students not only gain practice at being able to think and debate but they become increasingly aware of how significant their input into our political system is and how even though they may not know all the calculations involved in preparing tax returns they can grasp the impact and pervasiveness of our tax system in the U.S. While a portfolio is maintained on these students they gain the ability to evaluate the improvement in their critical thinking and writing skills as well as their increased awareness of an area in our society that directly impacts all working and retired U.S. citizens.

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GETTING THE MOST FROM SIMULATIONS: A MODEL FOR DECISION-MAKING, COMMUNICATION, AND COMMUNITY-BUILDING

Rolanda P. Farrington Pollard, San Jose State University

ABSTRACT

The simulation model presented in this paper was created to simulate communication scenarios found in real business settings. Results are based on anecdotal, case-study evidence from 15 class simulations, using this model. The model utilizes dual group membership (large and small), interdependent tasks, and inter- and intra-group dynamics. The model emphasizes group communication and decision-making, and minimizes the negative affects of inter-group competition. Three benefits have been exhibited. First, the simulation develops critical-thinking skills, with regard to audience-oriented communication skills. Students must create and implement their own communication strategies to complete tasks as both a small and large group. Second, the simulation develops problem-solving and group decision-making abilities. Students must recognize individual differences (diversity), yet make small and large group decisions, primarily through democratic vote or consensus. Students often employ creative-thinking skills to create solutions, which balance the needs of the individuals in the group(s) with the larger group goals; as a result, they learn how to make sound "business" decisions that are ethical, fair to all participants, and accomplish simulation goals. Third, the simulation builds university and class "community" by enabling students to build relationships with people outside of their small group. This benefit may be a promising mechanism to build school loyalty and spirit, especially at metropolitan universities where students often work all day and commute to night classes. The simulation model is paramount to the three benefits, for two reasons. First, the simulation is semester-long, and group membership remains essentially the same, which allows group norms and student relationships to develop; as students plan and implement strategies, they begin to create and negotiate strategies to solve the problems associated with small and large group decision-making and communication. Second, interdependence in the simulation tasks and goals creates a cooperative environment, versus a competitive one, since small group decisions must be consistent with the larger group goals. This interdependence requires that students navigate both intra- and inter-group dynamics, and manage tasks at both large and small group levels. The specifics of the simulation structure will be addressed, as will the relationship between this structure and the exhibited benefits. In addition, variations will be discussed, with the goal of helping conference participants adapt the model to their own courses.

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INTERACTIVE MARKETING SIMULATIONS (MARKETING GAMES)

Peter McClure, University of Massachusetts – Boston

Simulations (games) have been used in marketing classes for decades. After many of faulty starts and considerable effort, the quality and sophistication of what is available today has improved enormously. In general, games available now are far more realistic in their simulation of marketing and business relationships, and expanded administrative options make it possible to utilize them in an increasing variety of classroom situations. Nonetheless, interactive marketing simulations rarely can be implemented with ease, and their effectiveness as a learning device is not a sure bet. The purpose of the session is to share experiences and suggestions for the more effective administration and use of interactive simulations (games) in marketing courses.

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ADOPTING A COMPUTER-BASED MARKETING SIMULATION

Peter McClure, University of Massachusetts – Boston

INTRODUCTION

Given that marketing is anything but a static activity, computer-based marketing games make it possible to introduce students weaned on lectures, textbooks, written assignments, and even case analyses to the dynamic interactions of controllable and uncontrollable marketing variables. Nonetheless, interactive marketing simulations rarely can be implemented with ease, and their effectiveness as a learning device is not a sure bet. This brief narrative highlights issues encountered while setting up and administering one particular computer-based marketing simulation, *The Marketing Game!**, for the first time.

OVERVIEW

The author first used the game in a senior "capstone" course for marketing concentrators and in the basic marketing management course for MBA students. Students purchased the game's manual and CD-ROM. The manual describes the business firm and the industry in which they will be operating. It also presents detailed instructions explaining how decisions are to be recorded and submitted and how reports can be accessed. Although some class time was spent discussing these details, students were expected to figure out how to play the game. Four and only four firms comprise an industry. The number of students in a firm and the number of industries is a tradeoff determined by the instructor.

One student or student teams: A firm can be comprised of one or more students. Having tried it both ways, it is clear that the positive features of one were the negative features of the other. Assigning each student to his/her own firm obliges every student to deal with all aspects of the game, e.g., understanding financial statements, market research reports, writing coherent reports, and, in general, understanding what is going on. The downside: If a student falls behind, whatever the reason, the game either has to be delayed until the tardy student catches up or else his/her previous period's decisions are reused. Either way, the frustrations affect the entire class and, not least, the instructor.

Setting up teams, as was done in the MBA course, reduces tardiness and obliges students to work together – either face-to-face or via the Internet and telephone. Teams also reduce demands on the instructor, since many questions can be resolved internally. However, as with all group activities, students weak in one skill set, e.g., finance, writing, or numerical analysis, can hide behind other team members with stronger skills.

Number of plays: *The Marketing Game!*, like other simulations, is played over several periods. Eight plays or decision sets replicating eight quarters or two years of business activity appears to be a reasonable goal for a one semester course. After each "play," each firm must analyze its financial, production, sales, and other reports and then submits its decisions to the instructor for the next period.

For example, all firms begin with the same product, marketing, financial and human resources, and they face the same external situation. Thereafter, each team can go its own way and specify:

- ♦ which products with what features should be continued, added or deleted,
- ♦ production levels,
- ♦ through which channels should the product(s) be distributed
- ♦ the number of sales people to retain, hire or fire; to what territories and tasks they should be assigned; and what should be their compensation,
- ♦ advertising and promotion budgets,
- ♦ product prices, and
- ♦ whether and if so which of several marketing research reports to purchase

The game also is designed to reflect additional costs and carrying charges if changes are made too quickly or too slowly. These decisions are made against the competition of the three other firms in the industry competing to achieve their respective goals – goals that may or may not be different from one's own.

In these particular courses, each firm also was required to submit a memorandum after each round of play explaining its rationale for its next round of decisions. After four plays (one year) each firm also was required to submit a longer report in which it analyzed its own and its industry's performances over the past (first) year and then lay out its

strategy for the coming year. During the final class meeting, each firm was obliged to make a PowerPoint presentation in the spirit of a "Monday-morning quarterbacking" session. They were encouraged to brag, tease, and reveal their mistakes. *The Marketing Game!* counted for 40 percent of a student's grade. The balance was based on traditional business case analyses. Students were required to submit written analyses of selected cases, discuss other cases actively in class, and write an analysis of yet another case for their final in-class examination.

Conclusion: Setting up and administering a computer-based marketing game can be intimidating for instructors with modest computer skills. Without adequate help, it is not unlike running a small business. The chief drawback is the time and constant attention to administrative detail the game demands. But unlike previous generations of business simulations in which one firm often rose to dominance early in the semester while the competitors became hopelessly bankrupt, current simulations, such as *The Marketing Game!*, make it possible for more than one firm, in fact all four firms, in an industry, to do well. Of course, they do not all do well, but the opportunity to make a comeback was a major factor in maintaining students' interest over the several weeks during which the game was played. In fact it can be a surprise to watch how involved students become, especially students who, otherwise, show little interest in traditional assignments.

*Charlotte H. Mason and William D. Perreault, Jr. (2002), *The Marketing Game!*, 3rd ed. Boston, MA: McGraw-Hill/Irwin.

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CAN WE ALTER PROFESSOR ATTITUDE AND IMPROVE STUDENT EVALUATIONS?

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INTRODUCTION

Student evaluations allow the student to rate professors on their teaching style and teaching effectiveness. Student ratings of instruction can provide valid measures of an underlying dimension of instruction with attitude viewed as the underlying factor of teaching effectiveness (Caldwell and Jenkins 1985). Student ratings appear to be determined by the actual classroom behaviors in conjunction with attitude as portrayed by the professor (Feldman 1986).

The purpose of this study is to determine if professors' attitudes, as perceived by their students, can be altered through training or suggestions to improve student evaluations of their teaching. If the attitude can be altered through a prescribed action plan, there should be an improvement in teaching effectiveness, which ultimately impacts the student's evaluation of the professor. Our previous research (Kim, Damewood, and Hodge 2000) indicated that this may be possible.

METHOD

The population for this study was comprised of professors in the various colleges comprising our university of approximately 16,000 students. Letters asking for participation in our study titled "Desired Characteristics of Professors" were mailed to all 628 faculty members. The letter explained the overall purpose of the study, and that each participating professor would be required to have his /her students complete a questionnaire two different times during fall semester 2000.

A sample of 34 professors agreed to participate in the study. An intermediary was selected to distribute and collect all student questionnaires in order to ensure complete confidentiality of professors participating in the study. The data were collected and coded by the intermediary.

The study represents an experimental design with a pretest, posttest and a control group and an experimental group. Participating professors were randomly assigned to either the Control Group or the Experimental Group. Each group was evaluated early in the semester (Round 1) to determine their students' perceptions of them using a computer scored version of the questionnaire. Members of the Experimental Group were then given a written "improvement action plan" to help them address negative behaviors in the classroom. These improvement action plans were based on each Experimental Group professor's three poorest average responses to questions on their student evaluations. Members of the Control Group were not given any type of improvement plan.
Results

Twenty six of the 34 participating professors completed the study, with 13 in each group, the Experimental Group and the Control Group.

Round one questionnaire data were compiled from 765 Control Group student responses and 575 Experimental Group student responses. Round two questionnaire data was compiled from 713 Control Group student responses and 499 Experimental Group student responses. Each participating professor's results were entered into the computer, edited for errors and analyzed using a statistical analysis package.

The results of responses by question and Experimental Group and Control Group, in Round 1 and Round 2 were analyzed using large sample hypothesis tests for comparison of two population means to test for statistically significant improvements or worsenings between Round 1 and Round 2 means at alpha = .05 in one tail tests. The professors in the Control Group showed a significant improvement on more questions than did the Experimental Group. Thus the attitude improvement suggestions provided to the Experimental Group were either not effective or possibly detrimental to the professors' attitude perception by their students as no significant improvement was noted by this group.

The responses were than analyzed with respect to the attitude improvement suggestions given to the Experi-

mental Group on their three questions having the lowest (worst) average responses. This was also done for the three worst question responses for each professor in the Control Group whose professors were given no attitude improvement suggestions.

Since the number of observations was small (< 30) for some professors in each group, two sample t-tests were used to compare means for Round 1 versus Round 2, again for improvement or worsening, using one tail tests at alpha = .05. This analysis also indicated that the attitude improvement recommendations provided to the professors in the Experimental Group had no measurable effect.

DISCUSSION OF RESULTS

An implicit assumption in this study is that change in professor attitude and behavior can occur. The assumption of the study was based on an intervention or action plan that was designed to achieve a major change in professor attitude or behaviors as perceived by the student pre-test questionnaire for each individual professor.

Engineering this change in professor attitude and behavior was the focus of this study. The study has attempted to focus on the necessary change that must be made and the possible results from the proposed interventions. Utiliz-

ing a post-test questionnaire, the changes as indicated by the action plans, were evaluated to determine if the necessary attitudes and behaviors had been altered as perceived by the student.

The results obtained in this study did not support the original hypothesis that a prescribed intervention would change the attitude and the associated behavior. The data in this study indicate there was an inability to change professor attitudes in a measurable way using the written feedback improvement suggestions used and within the time frame provided to affect these changes in this study.

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WHAT DO WE KNOW ABOUT WHAT STUDENTS WANT: WHO IS A GREAT PROFESSOR?

Dennis E. Clayson, University of Northern Iowa

There is considerable evidence of what students expect from professors who they consider being above or below average. Much of this has come from the student evaluation of instruction literature, which is so voluminous that many researchers use meta-analysis with published articles as data points. Other research has looked at what students want from classes, universities, and from future employers.

The purpose of this panel (workshop) is to look carefully at the research on the student preferences of instructors, on the evaluations themselves, and other data. Included will be the results of a new large study of over 700 students from intro marketing and management classes. The facilitator of the panel (workshop) will lead a discussion with attendees. Studies will be distributed; a short presentation to introduce and clarify the topic will be made, followed by a discussion. Attendees will be encouraged to add to the discussion and ask questions of the presenter, and of each other.

Some questions that will be addressed:

1. How do extraneous variables influence student perception? Are students biased by the "grapevine" before attending class? What about class size, major, and classes that are either required or elective? The findings from research on these topics generally come as a surprise to many instructors.
2. Does academic rigor influence how instructors are seen? Surveys have shown that instructors believe that it does. Most research, however, has found no first-order correlations between student preference and academic rigor. Are the instructors wrong? What have more sophisticated statistical methods found?
3. Do students prefer male or female instructors? Some professors insist that they do, but research has found little difference. Is this accurate, or is there some underlying pattern that most researchers have missed?
4. Do students prefer certain personality profiles in professors? Many researchers have claimed that no pattern can be found. Yet individual instructors claim that students have definite personality preferences. What does the research say?
5. If personality does influence student preferences, does this suggest that teaching is a vocation, and not a skill that can be learned?
6. Are student interested in what they learn, or just interested in getting good grades? If given the choice between a professor that gives a good grade for little effort, or a professor who demands that students meet learning standards, which would they choose?
7. Would a predictable professor be more liked by students than one that was less predictable? Students may complain that a professor is boringly consistent, but is this actually what they prefer? New research gives a different insight.
8. Do student evaluations accurately identify "good" professors? Whether you love or hate the evaluation process, the answer may be surprising.

My qualifications for leading this discussion are:

1. Three articles (two currently under review) published in refereed journals on student teacher evaluations and several more on student characteristics and how they relate to performance and preference.
2. Twelve papers presented to refereed conferences on the evaluation process.
3. Being a research consultant on the evaluation process for two different organizations.
4. One of the researchers of a large multi-departmental study of student preferences and orientation.

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A PILOT STUDY OF BASIC MARKETING STUDENTS' ATTITUDES TOWARD STUDENT EVALUATIONS

Ronald E. Milliman, Western Kentucky University
Jerry Gotlieb, Western Kentucky University

INTRODUCTION AND PURPOSE

The appropriateness and use of student evaluations has been an ongoing subject of considerable controversy since the initial use many years ago. As a result, much has been written and published on this general topic, (e.g., most recently: Sojka, Gupta, and Deeter-Schmelz 2002; Carson 2001). The purpose of this paper is to examine students' attitudes toward student evaluations and to investigate what factors influence those attitudes.

RESEARCH METHOD

A multiple item survey instrument was developed consisting of 24 mostly Likert scale questions. The questionnaire consisted of a series of questions designed to elicit students' perceptions and attitudes toward student evaluations. The instrument was given to all students enrolled in two sections of a Basic Marketing course in a mid-central public university of approximately 17,000 students. This is a junior level course required to be taken by all business and several other non-business majors. It was hypothesized that students' ratings on student evaluations would be influenced by their attitudes toward student evaluations.

RESEARCH FINDINGS

Students in this study had only a very slightly positive attitude toward student evaluations. Specifically, the mean score on this three-item, seven point scale of attitude toward student evaluations was 4.56. The related Cronbach's Alpha for the scale was .95.

Using regression analysis of the data, three constructs in our study were found to affect student attitudes toward student evaluations. The R^2 for the model was .59. This result suggests that these three variables explain basic marketing students' attitudes toward student evaluations rather well. Those three specific constructs were:

1. Student evaluations provided the students the opportunity to evaluate the content of the course (B = .50,

t = 6.69, p < .01).
2. Student evaluations affect the quality of a professor's teaching (B = .49, t = 6.39, p < .01).
3. If the professor gives me a low grade, I tend to give that professor a low rating on student evaluations (negative B = -.23, negative t = -3.03, p < .05).

Further, the vast majority of the students admitted that the personal characteristics of the professor effected the students' evaluations of their professors. Specifically, 79 percent of students agreed to some extent that the professor's personality effected their evaluation of their professors. In contrast, Ten percent of students were neutral on this subject, and only 10 percent disagreed with the statement that the professor's personality effected their evaluation of their professors. Likewise, 78 percent agreed to some extent that the friendliness of their professor affected their evaluation of their professor. Again, in contrast, only eleven percent was neutral, and another eleven percent disagreed to some extent that the professor's friendliness affected their evaluation of the professor. Sixty percent of the students in the sample agreed to some extent that the professor's sense of humor effected their evaluation of their professor. Only 21 percent of the subjects were neutral on that subject, and 19 percent of the sample disagreed to some extent that the professor's sense of humor affected their evaluations. A majority of students (65%) agreed that how entertaining the professor was, effected their evaluation of their professor. Only 20 percent were neutral and 15 percent disagreed that this personal trait had any influence on their evaluation of their professor.

CONCLUSIONS

The results suggest that students have only a very moderately positive attitude toward student evaluations. However, students exhibited a more positive attitude toward student evaluations when they felt the evaluations had an influence on course content and the quality of teaching, but students tended to hold a negative attitude if they agreed with the statement: "if the professor gives me a low grade, I tend to give that professor a low rating on the

student evaluations. This latter finding might relate to a more negative attitude in general, but there is no way of being certain of this conclusion from these data.

Finally, it appears quite clear from these findings that personal characteristics of the professor have a major influence on whether a professor receives positive or negative ratings on their student evaluations, e.g., personality, friendliness, sense of humor, and ability to be entertaining. Thus, if a professor wishes to increase the likelihood of his/her receiving higher student evaluation ratings, he/she must seek to develop or augment these traits when marketing themselves to their students. The hypothesis was accepted; that is: students' ratings on student evaluations were influenced by their attitudes toward those student evaluations.

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INCORPORATING SERVICE LEARNING AS A REQUIREMENT IN MARKETING RESEARCH COURSES

Nancy M. Levenburg, Grand Valley State University

Educators are increasingly advocating a strategic change in focus from teaching to learning. Characteristics of this movement, state Barr and Tagg (1995), include creating environments and experiences that lead students to discover and construct knowledge for themselves, making students members of communities of learners who make discoveries and solve problems. "The Learning Paradigm shifts what the institution takes responsibility for: from quality instruction (lecturing, talking) to student learning. Students, the co-producers of learning, can and must, of course, take responsibility for their own learning. Hence, responsibility is a win-win game wherein two agents take responsibility for the same outcome even though neither is in complete control of all the variables. When two agents take such responsibility, the resulting synergy produces powerful results."[1]

In June 2003, Dr. Nancy Levenburg was honored as Research Advocate of the Year for the State of Michigan by the U.S. Small Business Administration. The award was based in large part on her approach to teaching Marketing Research courses as a service learning experience for students. In her courses, service learning projects that span the entire semester are used to promote active engagement in the learning process by providing students with an opportunity to apply course concepts in helping solve challenges faced by local organizations. These projects play an important role not only in helping students to successfully complete the courses, but also in producing lifelong, self-directed learners. By integrating theory with practice through service learning projects, students:

♦ Gain a richer insight into business issues than can be achieved simply in the classroom.
♦ See a direct relevance for academic learning, which increases their curiosity and motivation to learn.
♦ Develop an appreciation for the concrete consequences of decision-making (e.g., people, financial).
♦ Enhance their problem solving and critical thinking skills as a result of planning and executing service projects.
♦ Build self-confidence in their ability to make valued contributions to future employers and society.

The service learning project constitutes half of a student's final grade. Working in teams of four to six, projects are collaborative endeavors in which students hone team leadership and "followership" skills in addition to the above. At the conclusion of the course, team members evaluate each other's contributions and are "rewarded" based both on team performance (demonstrated through written reports and oral presentations) and individual performance in contributing to the team's success.

Using local non-profit organizations and small businesses that are affiliated with the Michigan Small Business Development Center as "clients," students enrolled in Marketing Research conduct research studies according to the objectives and information needs specified by clients. The process used mirrors the practice of professional market research firms: students develop research proposals, design questionnaires, collect and analyze primary data, develop conclusions and recommendations, and prepare written reports and oral presentations for clients.

Since 1997, Marketing Research students (supported by grant-funding) have conducted research studies for over two hundred small businesses, cultivating an outstanding reputation within the community. Local organizations actively seek to become involved in the program and there is always a "waiting list" of clients. The value to these groups is significant. If similar projects were conducted by professional market research firms, studies of similar quality and scope would run from $5,000 to $30,000 – sums that are generally not affordable for non-profit organizations and small businesses in the area. Consequently, the impact of these projects has been extraordinary. They may, in fact, significantly contribute to the reason why the Greater Grand Rapids area is regarded as a "hot bed" for small businesses and leads the nation in terms of proportion of firms that are small businesses (approximately 93% of firms have under fifty employees). Student research studies have enabled clients to better understand their customers' (or stakeholders') profiles and needs, improve promotional methods, enhance the successfulness of new product/service launches, and increase internal effectiveness and efficiencies, as a

few examples. In short, students' research studies have enabled many organizations to enhance their profitability and competitiveness in the marketplace.

Unfortunately, even with experience, coordinating and supervising fifteen to twenty research studies each semester is a time-consuming task. Nevertheless, students appreciate having the opportunity to work in the "real world" and regard this as extremely valuable in preparing for future careers in business. Students are coached through the entire market research process, from setting discussion topics for their initial client meetings and how to dress to designing questionnaires and making oral presentations.

Students' service learning projects have also been highlighted on several occasions in the *Seidman Update,* a publication of the Seidman School of Business, and have been the model for other courses in the School.

ENDNOTE

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IMPLEMENTING SERVICE LEARNING IN MARKETING COURSES

Rick Saucier, St. John's University

ABSTRACT

Service Learning provides opportunities for students to put in to practice marketing theories and concepts learned in the classroom. This study examines my current practices, student and community partner feedback, and how this practice can be effectively implemented in marketing courses.

INTRODUCTION

Service learning is defined as "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities designed to promote student learning and development" (Jacoby and Associates 1996). The three principles of service learning include "those being served control the service(s) provided, those being served become better able to serve and be served by their own actions, and those who serve are also learners and have significant control over what is expected to be learned" (Stanton, Giles, and Cruz 1999).

METHODOLOGY

I was introduced to service learning by the Service Learning Coordinator at St. John's University. After expressing my interest to incorporate service learning in a marketing class, the first step I took was to ask myself what the purpose of service learning should be and how this concept could be best incorporated in the classroom. I wanted students to serve a community need while at the same time to implement marketing concepts and theories they were learning in class. Students were allowed to work alone or with a group of up to three people. They were expected to work a minimum of 15–20 hours outside of class. Next, I needed to find community partners who had marketing projects with which they need assistance. I found it important to outline my expectations for the projects and the ability of our students. The community partners were invited to present their projects the first week of class in the semester. Students were given time at the end of class to discuss individual projects with the community partners. Students were expected to commit to a project within a week of the presentations. Those who signed up for a service project were required to sign a contract that outlined their commitment to the project, insured they had transportation, and waived the college from any claims that might take place off campus. They were also expected to immediately set up an appointment with their respective partners.

Once students projects were underway, my job was to monitor both the community partners and students to ensure they were meeting to ensure both parties were working together and that there were no misunderstandings. I found it important to follow up early in the process to determine that both parties were meeting and that everyone understood the project's goals and each party's point of view. The parties designed their own plan as to how best complete their project. Students were expected to complete two written progress reports during the semester and to present this to the class. At the end of the semester, students handed in a five page paper reflecting on their results and how they incorporated marketing techniques to assist the organization. Their report included documents that supported their efforts.

Upon completion of the service projects, I surveyed both students and community partners to find their level of satisfaction with the service learning activity and to provide feedback as to the benefits as well as improvements that could be made to the program.

CONCLUSIONS

In collegiate discussions, I discovered that faculty initially attempted service projects as an optional part of the course. As instructors discover techniques that are most suitable for their class, the projects become a mandatory graded part of the class. In my case, students had the alternative of completing a service project or to complete readings in the field. It is important that the options are perceived as equitable by students. I found from feedback that it is valuable to create highly structured projects for students that provided a definite outcome. Some examples of projects that worked best for me included designing advertising brochures for American Red Cross and Big Brother/Big Sister, crafting a marketing campaign to encourage college students to attend St. Cloud Symphony concerts, and creating a promotional campaign for the Festival of Lights at St. Cloud Hospital.

My students' feedback strongly endorsed service learning in a marketing course. They enjoyed the opportunity to apply their learning to a real world organization as well as to help a non-profit agency in their community. The community partners in turn found the students' assistance to be valuable and a positive experience.

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STUDENT INVOLVEMENT IN THE COMMUNITY

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STUDENT INVOLVEMENT IN THE COMMUNITY

One of the areas being addressed by a number of universities is that of public affairs, which involves in part, giving back to that community from which the university gets its support. Educational institutions now include a public affairs component in their mission statement as a learning opportunity for our students. This means going beyond the classroom and getting our students to be active participants in the various needs of the overall community. In an effort to incorporate the public affairs mission into a marketing class, a team assignment has been included among the requirements for Marketing 351, Consumer Market Behavior course.

As a nation, we have demonstrated that one of the United States of America's core values is to help others. Probably nothing has served as a more poignant reminder of this value than the coming together of our nation to help others after September 11, 2001. We give our time, our energy, our brainpower, and our money to assist others in time of need. The study of consumer market behavior includes not only our "spending" behavior and "participation" behavior, but also our "giving" behavior. Consequently, in this class, students fulfill the school's public affairs mission while enhancing their understanding of the core consumer behaviors beyond the for-profit sector. Specifically, students learn first-hand about consumer behavior that is critical to the success of not-for-profit organizations by observation and participation.

The students in my Consumer Market Behavior class either choose their own teams, or they are assigned to a team. As a team, the members must select a community area of interest to them where they will endeavor to personally make an improvement in the situation by offering their in-person time and effort for a minimum of four contact hours. Approximately 90 percent of all students in these classes have jobs that are either part time or full time, most of which are off campus. The four contact hours are on "site," and do not include the number of hours required by the teams for planning and organizing their project.

Each team must select its own area, explain why the team chose the area, explain how they helped the situation, and make an oral presentation to the class of the team's activities. Each team is required to keep and submit a diary, along with a one-page synopsis of team activity. Each team keeps a "diary" of team member activities (team member names, how often each person in the team met, dates of meetings, length of meetings, and number of times the team met) to arrange for the team activity, the activity actually performed by the team, what the team learned from the experience, and show the relationship to consumer behavior. In addition, each team must submit before their presentation a participation form signed by a representative of the place or organization where they offered their help.

This assignment is designed to generate cooperation among team members, to provide team members with an opportunity to demonstrate their talents in assisting others in our society, and to provide an opportunity for each team member to make a professional presentation to their class.

The results of this component of the Consumer Market Behavior class requirements have been very gratifying for the students. Students are asked to give their evaluation of this assignment with anonymity. Without exception, students have expressed very positive outcomes to their community involvement. The most often expressed outcome is, "The good feeling I got in helping someone." Of the approximately 750 students who have participated in this assignment, not one student has expressed regret or disappointment in being involved in the community. All students relate the public affairs mission as a very positive learning component of their educational experience at this university. Most say they plan to continue their community involvement after graduation.

During the Spring 2003 semester, the Consumer Market Behavior students "gave" approximately 572 hours to: The Red Cross, The Boys and Girls Club, Ronald McDonald House, The Humane Society, The Salvation Army, The Kitchen, Victory Mission, several area elementary and high schools, Habitat for Humanity, and help with cleanup after the May 4, 2003 tornados. Organizations other than those listed have also benefitted from student involvement in the community.

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USING SIMULATIONS TO GENERATE STUDENT MOTIVATION AND INVOLVEMENT

Russell Casey, Clayton State University

What if professors had a magic wand, a tool at their disposal, which instilled in students a new interest in learning? What if every class period contained the goal of every professor's dreams, a class where every student comes to class prepared and motivated to learn? This magic wand can be the use of computer simulations in business classrooms. The effort you put forward in learning about the simulation software and integrating it into your lesson plans will pay off in the outcome of enabling your students to apply the course work they have learned in a fun way. This paper will give professors a roadmap of how to use and get good results from computer simulations in the classroom.

Introduction to Computer Simulations

There are now numerous computer simulations available to professors. The user friendliness of the software has increased since the first simulation programs were introduced for use in the classroom. When contemplating the use of computer simulations in the classroom you can contact the array of publishers to determine the availability of a simulation for the area of business covered by the particular course. One can also complete an internet search of computer simulation software for the business classroom. The first recommendation is to get a copy of the software and become familiar with its features. Make note of any areas where there may be confusion about the use of the software. It is exceedingly helpful when a publisher of software has a helpline where professors or students can get technical help and software questions answered. The cost to the students for a simulation ranges from $25–$45.

Integrate Simulations into the Classroom

Currently this author has utilized simulations in undergraduate marketing management classes, and graduate marketing classes. In the simulation, the students are brand managers of a computer industry. Depending on the module purchased, it will create the depth of the simulation. Students have the experience of opening factories and determining where to launch their brand and at what price points. Every quarter the student is challenged by the previous quarter's decisions. For instance, if they did not spend enough money on advertising

and their competitors did. Market share goes down. This helps convey to the student the importance of advertising and making sure, they protect their market share.

The simulations get the students excited. The feedback received from students indicates that they enjoy the simulations because they think they are getting away with not having to do a boring research paper, the simulation is project that they can complete on the computer, like a game, and they do not have to do a lot of reading. What is amazing is that in the three years of using simulations, this author has yet to have a student spend less than twenty to thirty hours working on a simulation. They may not realize the number of hours they have spent on the project because the process is so interactive.

The simulation is an interactive learning activity and by the time, the students complete the simulation they are able to understand the importance of decision making as it relates to the whole business process. Dr. Michael Ritchie outlined some of the student learning objectives that are met by using computer simulations in the classroom. "There are four main objectives that business simulations should accomplish: (1) Provide an understanding of the 'matrix' of corporate decision making, (2) Create an experienced responsibility for the results of decision making, (3) Allow the students to actually take on managerial roles, and (4) Provide an understanding of the importance of group effectiveness (http://www.usca. sc.edu/soba/Research/Ritchie/Computer%20Simulation. htm)." The students also learn the importance of positioning their product and how that positioning decision affects the product's brand equity. The students experience downsides of running out of cash flow etc. What about the earlier perception they will not have to read. As one former student commented, "I actually had to use the book to figure out what the simulation was talking about." Students become so interested in the activity, they are frequently seen strategizing with one another and seek this author out wanting to know how to increase their market share, because they priced their product too low and had to lay off sales people. What is interesting is the students are involved and care about the output they create. When this author first started using simulations, students were required to create a PowerPoint of their experience with the simulation. To this author's surprise

students did not recall what they have gained from their participation in the project, the students were less than concrete with their answers. With some changes in the reporting of information from the simulation, a winning formula was created by this author that could be utilized in the classroom.

How to Assign/Grade Computer Simulations

Below is a roadmap created that really works in helping students to get started on the simulation early and apply the knowledge they learned.

Students are required to complete a written report of what they learned during the simulation and give a 7–12 minute PowerPoint (PPT) presentation to the class. Here are the students' guidelines:

Quarter 1&2
♦ In PPT. Tell us what you did and why you did it. Be very specific here.
♦ What would you do differently? Why?

Quarter 3&4
♦ In PPT. Tell us what you did and why you did it. Again, be specific.
♦ How did your competitors react, and why do you think they reacted that way?
♦ What would you do differently? Why?

Quarter 5&6
♦ In PPT. Tell what you did and why you did it. Again, be specific.
♦ How did your competitors react, and how did you react to them?
♦ What would you do differently? Why?
♦ What did you learn from this? Be specific.
♦ Why do you think you did better or worse than your classmates?

Grading Criteria

Presentation Skills 5 Points
Quality of Presentation: 10 Points
    (How well did you explain what you did and why you did it?)
Total Points 15 Points
    Of course, the above template can be modified for different quarters/classes etc.

One of the major objections to utilizing the software in the classroom is the cost of the simulation. Rarely has this is author heard complaints from students about paying $25–$40 for use of a simulation for a semester. If cost is a concern, an option of completing a research paper or similar project can be given to the students.

Grab your magic wand, and get students motivated to learn!!! Simulations are a great place for students to apply what they have learned with little or no ramifications. When they get in the businesses world, it will be a different story. By utilizing tools such as simulations, students get a real taste for how competitive it is in the business world and this experience may give them an edge on all of their competitors. A former student reported that his experience with simulations landed him a job. In an interview, this former student was asked about some of the projects that he worked on as a student when he explained the simulation and what he had learned, it impressed the prospective employer and the former student was offered the position.

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SIMULATION WEBSITES ETC.

PharmaSim (Graduate Level) Marketing Management, or Brand Leadership Class http://www.interpretive.com/.

Marketing Strategy (undergraduate) and ECommerce (Graduate), there are several different packages and types. I have used this simulation the most, it requires students to be set up in teams, and they must have online access. I like the tools they have such as seeing how each student is doing against the other. I have used this simulation with different modules in my ECommerce, Applied Marketing, Marketing Management classes. [http://www.marketplace-game.com/home/instructor/default.php].

McGraw-Hill has some new Sales Simulations out. I have used them in my Sales Management class. It is not as involved as the other simulations, but might be worth checking out. [www.mcgrawhill.com].

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HOOK THEM EARLY: FIRST DAY STRATEGIES TO RAISE STUDENT INTEREST AND PARTICIPATION

Michael T. Goree, Mississippi State University

Opening Day strategies to raise student's interest and level of commitment to generally large classes in Retailing, Personal Selling, and Services Marketing. Strategies are designed to "hook" the students as well as to demonstrate instructor's expectations of thinking about things a little differently than they might expect. The items are designed to show from the start, that classes will be participatory in nature and to provide recognition of the idea that the instructor works from the model of recognizing that students bring a history and a whole person to the class. Includes "souped-up" student information sheet and specific first day questions and left-brain/right-brain exercises tailored to specific class content.

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ALL TESTS COMPREHENSIVE: AN INTERESTING EXPERIMENT

Sid C. Dudley, Eastern Illinois University

In the process of researching an article on assessment, I discovered a suggestion that student learning would be improved by making all tests, and especially final exams, comprehensive (Eastman and Allen 1999, p. 7). This approach would counteract "binge and purge" studying typical in courses in which material is tested only once and the final exam covers only the last material covered or is optional. I immediately related "binge and purge" studying, together with "never learned in the first place," to my experiences in my Business-to-Business Marketing classes.

Many students have been doing very poorly on questions covering basic concepts on my first test and again on the comprehensive final exam when the material was covered again. In the spring semester of 2003, I decided to try Eastman and Allen's suggestion. Historically, I have used either three or four 100-point tests plus a 200-point comprehensive final. This semester, I scheduled three comprehensive tests plus a comprehensive final. The tests had increasing values – 100 points, 125 points, the 150 points, and 200 points (my usual value) on the final. The number of questions increased rather than the value of each question. The fact that I was teaching two 75-minute classes rather than my usual three 50-minute classes facilitated the increased point values of the second and third tests.

The previous four semesters provide the control group and serve as a basis for comparison. Enrollments for the classes varied between 29 and 41 with a total of 142 students. Grade point averages varied between 2.29 and 2.71, with a four-semester average of 2.51.

The performance of students during the Spring 2003, as compared to the previous four semesters, was intriguing (see Table 1). First, the class grade point average (GPA) remained unchanged; 2.51 versus 2.50. However, the distribution of grades changed radically, The percentage of A's increased from an average of 11.3 percent to 31.3 percent while the percentage of B's declined from an average of 38 percent to 12.5 percent. At the opposite end of the grade distribution, the change was equally dramatic. The number of D's and F's tripled, increasing from a combined 6.3 percent to 18.7 percent. The number of C's fell slightly from 44.4 percent to 37.5 percent.

TABLE 1
Comparison of Control and Test Groups

Grades	Control Group		Test Group	
	n	%	n	%
A	16	11.3	5	31.3
B	54	38.0	2	12.5
C	63	44.4	6	37.5
D	5	3.5	2	12.5
F	4	2.8	1	6.2
Total	142	100.0	16	100.0
GPA	2.51		2.50	

These are very interesting results and the question must be asked: Are these reasonable results or was this a very unusual class? I have been teaching Business-to-Business for a number of years and have settled into an approach with which I am conformable. The textbook was the same for all sections and class procedures were unchanged. Projects were similar and involved applications rather the basic knowledge cover by tests. Each test is reviewed the following class period and questions that many students missed were stressed. This review required only a part of a class period and I immediately moved on to new material. Tests papers were not returned to students but they could review their performance in my office. Only a few were interested enough in their performance to come by my office during any semester and these were primarily the best students. Therefore, my performance was not a factor, in my opinion.

The literature provides some clues this outcome may be normal. Eastman and Allen (1999) suggested that learning would be improved by all comprehensive tests. In this case, however, performance improved for the "best" students and worsened for the "poorest" students. Becker (1982) pointed out that learning is a process that involves time and the amount of time spent studying one subject will increase learning in that subject. His study suggests that increased frequency of assessment will lead to an increase in student learning for all students above the modal knowledge level. Testing students on the same

material four times rather than twice during the semester is increased frequency of assessment.

Due to the small size of the Spring 2003 class, I did not perform any statistical analysis. Individual classes can be very unique and vary significantly from the norm. The results reported here can only be called suggestive. However, I will continue this approach, all tests comprehensive, and will continue to monitor the results. With additional data, firm conclusions about the benefits of this approach to testing may be appropriate.

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GRADING DISCREPANCIES BETWEEN FULL-TIME AND ADJUNCT FACULTY

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ABSTRACT

Considerable research has been devoted to the suspected differences in the grading practices of full-time versus adjunct faculty. Conflicting studies have reached differing conclusions as to whether the grading practices of the two groups differ. The most prevalent presumption has been that adjunct professors are influenced to give higher grades than their full-time counterparts and as a result of their increasing numbers bear much of the responsibility for ever-increasing grade inflation.

In this paper, the issue of grading differences between full-time and adjunct faculty and between adjunct faculty groups with differing employment backgrounds was investigated by utilizing a generally homogeneous group of students and by looking at the differences in grade distributions as well as grade averages. Employing this group as a source of sample data, it was possible to evaluate a number of hypotheses concerning differences in the grading practices employed by the two groups. These hypotheses were as follows:

1. **Hypothesis I:** Grades reported by adjunct faculty are in general higher than those reported by full-time faculty.

2. **Hypothesis II:** Grades reported by adjunct faculty not employed full-time at other universities are in general higher than those reported by adjunct faculty employed full-time at other universities.

3. **Hypothesis III:** Grades reported by adjunct faculty not employed full-time at other universities are higher than those reported by regular full-time faculty.

4. **Hypothesis IV:** Grades reported by adjunct faculty employed full-time at other universities generally conform to those reported by regular full-time faculty

5. **Hypothesis V:** Grades reported for elective courses are generally higher than those reported for core/foundation courses.

A sample of 2,306 Master of Business Administration grades was used to test the foregoing hypotheses. The results indicate that:

1. The averages of the grades awarded by full-time faculty and adjunct faculty were not shown to be significantly different but a difference in the distribution of the grades was demonstrated.

2. The difference in the average grades awarded by adjunct faculty regularly employed elsewhere as full-time faculty versus other adjunct faculty was shown to be not statistically significant but a difference in distribution of the grades was demonstrated. Assessment of the data brought to question whether the two classes of adjunct faculty might be having a significantly different influence on the relationship between the grades of full-time and adjunct faculty.

3. A difference in average grades awarded by full-time faculty and adjunct faculty not employed as tenure track or tenured professors at other universities was not proven but the distributions of grades awarded by the two groups were shown to be significantly different.

4. A difference in average grades awarded by full-time faculty and adjunct faculty employed as tenure track or tenured professors at other universities was not proven but the distributions of grades awarded by the two groups were shown to be significantly different.

5. It could not be shown that the average grades of core/foundation and elective courses differ but a difference in grade distributions was statistically significant.

6. A by-product of the study was the discovery that the sampled grades were shown to display a statistically significant skewed-to-the-left saw tooth distribution as compared to the traditionally accepted bell-shaped grade distribution.

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ACHIEVING COURSE LEARNING OBJECTIVES THROUGH THE USE OF BUSINESS SIMULATION GAMES

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William Wellington, University of Windsor
David Hutchinson, University of Windsor
T. Rick Whiteley, The University of Western Ontario

This panel will explore/discuss four issues: (1) the history and development of business simulation games and their current usage levels in business school programs (this will set the stage for the remaining discussions); (2) the lengthy and extensive history of research into the learning effects of business simulation games; (3) the research comparing the learning outcomes from business simulation games versus other teaching methods; and (4) how to use business simulation games to their best advantage in your university course. This panel should serve to provide valuable insights on simulation games to any marketing instructor contemplating business game use or to assist novice users to enhance the value of simulation games in their classes.

To set the stage for the overall panel discussions, a brief simulation history will be presented. The first known usage of a business simulation game in a university class took place in 1957. Since then, studies have shown that usage rates in business schools have grown from 71.1 percent of all AACSB member schools in 1962 to 97.5 percent in 1998. The panel members will report on the history of business simulation games as well as on the results of a current e-mail survey on simulation usage that has been sent to over 16,000 business faculty at AACSB member schools in April and May, 2003.

Starting in the 1960's, business researchers have been reporting the results of studies examining the learning effects of business simulation games. Specifically, researchers have tried to determine what is learned, or can be learned, through the use of business simulation games. Well over fifty rigorous studies of this nature have appeared in the simulation literature. The overall results from these studies will be presented to enhance discussion of this topic.

Relevant to this panel, a second major business game research area for the past forty years has been to compare learning achieved through the use of business games versus other teaching methods. Again, over fifty rigorous studies using controlled experiments have been reported in the simulation and business education literature. The findings from these studies will be presented and discussed.

If one is going to use simulation games, it is important to get the maximum benefit from their usage. Simulation research has reported on various ways to improve the learning/education experience outcomes from business games. The findings from research and the experiences of the panel members (ranging from only a few years experience with business games to thirty years experience) will serve as the basis for discussions in this area.

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THE JOYS AND SORROWS OF STRATEGY/ BUSINESS POLICY GROUP CASES: STRIKING A BALANCE

Janie R. Gregg, Mississippi University for Women

There are numerous positive reasons that cases are used today in the business capstone class, sometimes called Business Strategy, Strategic Management or Business Policy, depending on your school's choice of terms, and in acronym for this paper, SMBP. These cases bring real business world problems into the SMBP classroom, allow students to determine their personal strengths and weaknesses in certain business areas with one last semester to correct them, to learn how the corporate level of a business operates, and for those planning to attend graduate school, a small taste of how graduate school classes differ from undergraduate classes, especially in the use of critical thinking skills. One other reason that cases are a positive factor is they facilitate learning through a team approach when students are placed together to complete a case project. However, group dynamics, student work and school schedules, demands of home responsibilities such as spouses and children, and other school functions can cause the group case approach to fail dramatically. When students are placed together that have totally conflicting schedules, when slackers expect to use good students to accomplish the work at hand, and when personalities clash, the good qualities that can come from the use of cases and group dynamics are diminished and sometimes totally destroyed.

This session will address two major issues associated with using cases: how to structure student groups to accomplish the most from the group case experience, and how to bring more of the "real world" into the SMBP class by using the case itself as a foundation, or starting point from which the students delve deeper into the individual business. Suggestions will be offered that will help students choose compatible group members, such as students interviewing each other prior to group selection, exchanging schedules with potential group members, and ways that students can determine skill levels and the work ethic of potential members. A group evaluation form that captures several aspects of group work ethic will also be distributed. For using cases as a starting point instead of an end decisional tool, a format for structuring group and individual cases will be distributed which encourages students to seek further particular information which is more recent than the case publication date to complete the case. A format for completing a brief analysis of the business' industry early in the semester which aids students in the information-gathering process will also be shared.

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USING A BUSINESS SIMULATION: TEN QUESTIONS

David A. Kunz, Southeast Missouri State University

1. Why consider using a simulation?

    The primary advantage of using a simulation is "active" or "action" learning. Studies have shown that learning is increased when students are actively involved in "doing." A simulation provides a hands-on learning opportunity. Other potential benefits include:
    a. Greater student interest, enthusiasm and satisfaction.
    b. Students will acquire a better understanding of the "big picture" of business. Interrelationships between business activities can be more readily explored.
    c. Students are provided an opportunity to apply theory.
    d. Students are provided the opportunity to analyze performance, identify problems, evaluate alternative courses of action and take corrective action.
    e. A changing business environment requires students to consider external factors that influence performance.

2. What courses should be considered for simulation use?

    Upper level-undergraduate and graduate courses that attempt to integrate concepts and provide an opportunity to apply theory are generally the best candidates for a simulation. Simulations are usually very complex and require a reasonable understanding of business fundamentals. For this reason simulations may not be appropriate for lower-level courses. A simulation should be considered if it will contribute to achieving course learning objectives.

3. When should a simulation not be considered?

    A simulation should only be used if the instructor is teaching the course on a regular basis. The time required to investigate, learn, and effectively integrate a simulation into a course is substantial. Using a simulation is somewhat like learning a new software package. If you don't use it regularly, you need to re-learn it each time you want to use it. Ideally the course should be taught each semester. If not each semester, it should be taught at least once a year.

4. How is a simulation selected for the course?

    Selecting a simulation is not a science. From experience I can state the selection process requires extensive research and is time consuming. Even after a thorough and detailed evaluation, the selection is questionable. The key question that must be answered is, "will the simulation contribute to achieving course objectives?" Instructors must recognize that no simulation is perfect.

5. What is the best approach for an instructor to learn a simulation?
    a. The learning process may be even more difficult than the selection process and requires considerable time. I have used a variety of approaches to gain an understanding of a simulation. These include:
        i.   Participation in the simulation. This approach requires the instructor to participate in the simulation and do everything required of a student. This may not always be possible but many simulations allow the instructor to compete against a computer. This requires substantial time but is the best learning method.
        ii. Talk with other instructors who have used the simulation. Solicit their thoughts and suggestions for use.
        iii. Use a group of students to "test" the simulation.
        iv. Review instructor and student manuals. Both the instructor and student manuals will provide detailed discussion of the simulation. The instructor manual will provide recommendations on how to use the simulation.

6. How much of the student's grade should be related to simulation activities?

Generally the use of a simulation requires students to commit a significant amount of time to simulation activities. Given the time involved, <u>at least</u> 20 percent to 30 percent of a student's course grade should be allocated to simulation assignments.

7. How is student performance graded?

   A number of simulation related activities should be graded.
   a. Simulation performance.
   b. Multiple assignments requiring students to analyze performance.
   c. Team participation. (if teams are part of the simulation)
   d. Exam questions.

8. How is the simulation integrated into the class?

   To gain the maximum benefit from the simulation, it must be integrated into numerous class classroom and non-classroom activities.

9. What are the challenges of using a simulation from an instructor's perspective?

   Instructor is expected to be the expert and must be willing to educate students in peripheral subjects. (Example: accounting and finance) Each class that will have at least one individual or team that is clueless and will require substantial instructor assistance.

10. What are the challenges of using a simulation from a student's perspective?

a. Students can be overwhelmed with simulation instructions.
b. Students have very little understanding of:
   i. The number of and type of decisions required to manage a business.
   ii. How to develop a systematic decision-making process.
   iii. The "big picture" of how decisions in one area impact other business areas. (Example: sales – volume – production – inventory – financing)
   iv. How business theories are applied in a business setting. (Strategic planning, competitive strategy, financial analysis, cash management, dividend theory).
   v. How financial theories are interrelated (financial analysis, capital structure, weighted average cost of capital).
   vi. Proforma development or use. A proforma is a self-prepared forecast and if the assumptions used to prepare the proforma are inaccurate, the proforma will be inaccurate. A "good" proforma does not guarantee "good" results.
   vii. How to analyze and present financial information. (How to prepare charts and present numbers).
   viii. Spreadsheet development and utilization.

CONCLUSION

A simulation can be a very effective teaching and learning tool; however the benefits of the simulation will only materialize if the simulation is appropriately integrated into the course.

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FACILITATING STUDENTS' LEARNING THROUGH EXAMPLES: THE CASE OF COUNTRY-OF-ORIGIN IMAGE

Jerry Rottman, Kentucky State University
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One could expect that the role of country-of-origin in marketing one's product would become less important within the global economy. As producers seek out lowest-cost global sourcing and global production facilities, the image of country-of-origin becomes blurred.

To address this "blurring," Nebenzahl et al. (1997) suggest the development of further refinements in order to understand the influence of the country-of-origin effect. These refinements involve making finer distinctions between:
a. "Country-of-origin" (as perceived by the consumer)
b. "Designed in" country (the country where the product was engineered)
c. "Made in" country (usually the location of the final assembly)
d. "Home" country (the country of residence of the consumer)

Desborde and Rottman (2002) further propose that a country-of-origin image is a major determinant of the country-of-origin effect and can be broken down into three dimensions:
a. political (i.e., are countries on friendly terms or not?)
b. cultural (i.e., are countries culturally similar?)
c. economic (i.e., are countries enjoying a similar level of development?)

Several recent events offer vivid illustrations of the relevance of these dimensions, and such events can be used as effective examples to facilitate students' understanding of previously presented concepts.

First, the recent U.S. – French political rift over Iraq caused a highly visible reaction to French products. While one could question the Congressional response of renaming French Fries as Freedom Fries, the response clearly illustrates how the political dimension can influence the country-of-origin effect.

Specifically, the anti-French reaction appears to have created serious marketing problems for many French-associated products. For example, the JR French company went to great lengths, through press releases and media coverage, to make it clear that its product's brand name is derived from the all American old family name. U.S. citizens are thus encouraged to continue their support of the company and the mustard.

An example of the cultural dimension can be found in the so-called "sweatshops" found primarily in Asian countries. While the conditions seem to have been acceptable to the local culture, they did not meet the cultural standards of the "home" country (U.S.) in terms of hours worked, working conditions and child labor. Nike and other firms experienced serious public relations problems when the conditions in these facilities were exposed.

An illustration of the economic dimension can be found in the enduring success of Japanese cars in the U.S., due to the current perception of Japan as being a highly developed and technologically sophisticated country. This was not true several decades ago.

Thus, while the concept of country-of-origin image may be becoming less significant, the above examples clearly illustrate that a sudden or progressive political, cultural or economic paradigm shift can create problems or opportunities for the marketer. Marketing students and practitioners should continue to be aware of and prepared to defend against or take advantage of any such changes in the marketplace.

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DESIGNING OUTCOMES TO ASSIST STUDENT LEARNING

Dena Lieberman, Alverno College

The birth of the outcomes assessment movement in higher education in this country can be dated to 1985 when the National Institute of Education (NIE) and the American Association of Higher Education (AAHE) cosponsored the first National Conference on Assessment in Higher Education (Ewell 2000). Since that time the interest in outcomes assessment has grown as evidenced by the annual AAHE papers and workshops on assessment as well as the call from accrediting bodies such as AACSB for business and management programs to develop assessment processes to insure that programs are outcomes based and that outcomes assist student learning. As the assessment movement has grown, so the term has acquired many meanings (Heywood 2000). Assessment has been applied to the assessment of student learning and to the assessment of institutions, programs and teaching. Whatever the focus, the fundamental goal is to insure that teaching and student learning is focused on achieving the outcomes of a particular school or program and that the outcomes are consistent with the institution's mission.

A central focus of assessment is on the assessment of learning outcomes where information is collected, analyzed and interpreted to make judgements about student learning and development. A working definition developed and used by the faculty at Alverno College is that outcomes are statements that describe what a student can do with what she knows (Alverno College Faculty 1994). Outcomes combine knowledge, skills and dispositions and thus combine cognitive, behavioral and affective dimensions.

At the heart of every discipline are learning outcomes, or abilities and a particular way of thinking. However, often we as educators are not explicit about these outcomes in our teaching because we have not made these outcomes or goals explicit to ourselves. Why is it important to make learning outcomes explicit or public? Our assumption is that by identifying expected learning outcomes we contribute to creating clarity and direction for students who are learning and developing in a discipline (Loacker 1981). One can argue that we can view our disciplines as frameworks for teaching and learning. This line of thinking leads us to ask questions about what relationships we see between the principles, concepts and methodologies we teach in individual courses and how these connect to other courses in a student's major (Riordan 1994). Have we articulated course outcomes so that they are developmental both within and across courses in a major course of study? If we hold that student learning is important then we need to approach our disciplines as processes that assist our students to take on the knowledge, skills and dispositions of someone who practices the discipline. Practicing the discipline can be interpreted broadly to encompass preparation for working as a practitioner or as preparation for further graduate academic training. Consequently, the outcomes statements for programs should differ dependent on whether the primary purpose is to prepare students to directly enter the work force or to continue on in research oriented graduate programs.

The Alverno College Business and Management faculty (2002) has developed learning outcomes to organize courses and majors to assist student learning. The faculty has been using learning outcomes to guide our curriculum work since the creation of our core business and management major program of study in 1976. We have since added majors in management accounting, marketing management, and international business and these majors are outcomes based as well. Our outcomes have evolved over the years through our understanding of who are students are and what they require. We serve a diverse student population including both an adult population with substantial work experience and a traditional-age student population with limited if any work experience. The majority of our students seek careers after graduating so it is imperative that we continuously assess what employers require and how the professional practice of management has changed. Our own teaching experience and our research in business education have also helped us continue to refine our learning outcomes.

The following outcomes statements describe what we believe our students should be able to do with what they know when they graduate with a major in business and management. These outcome statements describe the unique characteristics of our students as they graduate and they represent integrated statements of the disciplinary knowledge, abilities, and dispositions students have developed.

The student:

♦ uses discipline models and theories to analyze interdependence among systems, organizations, individuals and events (Systems Thinking and Analysis);

♦ applies business and management principles to develop and deliver quality products or services (Enterprising and Problem Solving);

♦ uses team and organizational skills to work effectively with diverse individuals, teams, and organizational units to meet stakeholder and organizational goals (Interacting and Leading).

Students do not exhibit these learning outcomes in their full sense when they begin course work in the major. However, all business and management courses are purposely designed and taught to assist students to achieve these outcomes upon graduation. Faculty have sequenced the major courses into groups of beginning, developing and advanced level courses and have designed developmental learning outcomes for each group of courses. Our goal in the beginning courses is for students to begin to systematically and accurately apply specific business concepts and frameworks to analyze structured problems in typical business environments. At the developing course level we encourage students to bring their knowledge of and ability to use business concepts from introductory courses in business and management, accounting, economics, and quantitative methods to bear on the achievement of overall organizational objectives. In the "Marketing Principles and Management" course, for example, students work in simulated new product development teams for a major company. They develop a new product and present a marketing plan to the organization's simulated board of directors at the end of the semester. Developing courses focus on the mastery of frameworks from traditional functional business areas along with the ability to apply these frameworks in complex settings. At the advanced level the emphasis is on developing the ability to work independently as well as collaboratively on problems where enterprise and creativity are especially required to solve problems. The enterprising ability is emphasized in the marketing course where students work as a team to develop a new product for an organization. In the advanced level "Small Business Management"

course, students individually produce a business plan for a new venture of their choice. While there is instructor guidance, this course requires students to independently select and use a range of business concepts and tools in the development of their business plan.

The faculty has designed performance based assessments throughout the business and management major to insure the development of our major learning outcomes. Within each course we design learning experiences and performance assessments with criteria directly related to the explicit outcomes for each course. We also believe that learning requires practice and continuous instructor feedback related to explicit criteria. Feedback allows students to refine their understanding of criteria and to improve their performance over time. The use of explicit, public criteria and continuous feedback assist students to observe their performance, understand the meaning of it, and set future learning goals. We have found that a systematic assessment process involving the use of criteria and feedback are essential to student achievement of the course and major learning outcomes.

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REINVENTING SABBATICAL: A PRACTITIONER-BASED MODEL FOR PROFESSIONAL RENEWAL AND INCREASED TEACHING RELEVANCE

Kimberly K. Folkers, Wartburg College

Wartburg College, a liberal arts college of the Lutheran church has been engaged in recent years in redefining sabbaticals. This worked to my advantage last fall, as I engaged in the first sabbatical of my 14-year teaching career. In an environment like Wartburg's where teaching is the central focus, a traditional research semester may not offer the most benefit for professors. This may be particularly true for professors who are striving to remain current in a fast changing business discipline like marketing. Encouraged to think beyond the usual sabbatical experience, I designed a semester that revolved around visiting companies in the Midwest, interviewing practitioners about the challenges they face and what constitutes best marketing practices in their industries.

The process, like most sabbatical processes, began over a year in advance. I utilized contacts I had developed over the years at various companies, many of whom were alumni of our business department. Interestingly, because companies responded so positively, it was necessary to limit the number of visits made during the semester. In the end I made eight company visits, plus found time to attend a marketing conference, a combination that proved to be extremely rewarding.

BENEFITS OF A PRACTITIONER-BASED SABBATICAL

In reflecting on the success of my sabbatical, a number of specific benefits stand out. First, I developed a renewed passion for, and appreciation of the marketing discipline. When asked by a colleague what I found most rewarding about my sabbatical my response was simple – the stimulation of conversations with talented practitioners in my field and the opportunity to play the role of inquirer once again. As professors we tend to spend most of our time directing, facilitating and overseeing the learning of others. This experience allowed me to focus on what interested me and to delve into the work of practitioners in more detail, pivoting and asking questions as the conversation unfolded. Also, these contacts provided a level of focused conversation about marketing that is often missing in my interactions with my colleagues in a small business department like Wartburg's.

Related to the first benefit, a second benefit was an updated understanding of the challenges many marketers are facing in today's marketplace. In several instances it was clear that the practitioners felt their companies were doing everything right and still not achieving the desired results. In the classroom I have often quoted an unknown source – "Marketing is easy to talk about, but hard to do!" Many of my sabbatical visits underscored this vividly. The intensity of the business environment and evolving marketing models require marketers not only to keep current, but to think "outside the box" as never before.

It may not be necessary to articulate, but the third benefit was the development of current, relevant examples for classroom teaching. It had been fourteen years since I had been a practitioner myself, and it was interesting to note students' interest in my new experiences, and the renewed sense of credibility I felt in my teaching. Examples were made more concrete with pictures captured on digital camera for use in Power Point slides.

Fourth, new or expanded contacts were made with companies and organizations that may provide internship, employment, and classroom project possibilities for marketing students. Many students approached me after my return to campus asking if I could give them advice about the latest opportunities with companies. And some students sought me out to share their own experiences with internships and job search, comparing and contrasting their impressions to my recent exposure to the marketplace.

Finally, there was real value in my increased visibility in the business community, both as an individual professional, and as a representative of the college. Connections made during my sabbatical may well provide relationships with companies and organizations that will last long into the future. These relationships can be difficult to establish during the harried paced of a normal teaching schedule.

SUGGESTIONS AND INSIGHTS

Throughout my sabbatical I was aware that it would probably be the end of the term before I had a complete vision of how a sabbatical like this should be undertaken. The following suggestions and insights may help others, and will certainly guide my future sabbatical planning:

♦ Have a focus or a specific aspect of marketing that you will highlight in each visit. By my own design I chose to approach most visits with a generalist's outlook – sometimes that worked well, other times more focus would have been more productive.

♦ Be prepared to lead the process – most practitioners were a bit overwhelmed at the prospect of having a professor shadow them for any length of time.

♦ Be specific with your requests – what you hope to accomplish and who you want to meet with.

♦ Keep the timeframe reasonable – trying to spend even a week for visits like these, may be too much for a busy practitioner to manage comfortably. In some cases, it may be best to make an initial visit and then follow up at a later time after both you and the practitioner have had time to reflect.

♦ Be flexible – almost every visit I made was subject to changes in itinerary, including additions and cancellations of meetings.

♦ Have a "champion" in each organization who will coordinate your visit and ensure that people are prepared to meet with you.

♦ People will be generous with their time if you are truly interested in their work. Be sure to express your appreciation for people's time – I took small gifts with me and followed up with thank you notes.

♦ In most cases, the process was mutually beneficial. For some marketers it was the first chance they had to reflect in depth on the work they do and to discuss issues with someone who like them, had a passion for marketing, yet no vested interest in how they responded. Their candor and trust was humbling.

♦ Even when people claimed initially that they didn't think they had much to offer, it was amazing how a few probing questions could spark a long and insightful conversation about their work.

♦ Don't underestimate the impact your interest may have on people. For instance, during one visit to a financial services company, my visit coordinator arranged a meeting with someone in the marketing research department. He wasn't convinced that it would be particularly helpful, but it turned out to be an outstanding meeting. Afterwards, the coordinator seemed to be intrigued by how relevant I had found the conversation. In the end, I think he might have developed a new appreciation for what this research colleague has to offer the company.

CONCLUSION

The practitioner-based sabbatical model resulted in a productive and rejuvenating semester that has already brought new insights and enthusiasm to my classroom teaching. The opportunity to immerse myself in the work of marketing professionals, observing the latest trends and best marketing practices, has enabled me to better prepare my students for the challenges they will face in their careers and has given me a renewed passion for the marketing discipline.

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NETWORKING SKILLS FOR STUDENTS

Linda S. Pettijohn, Southwest Missouri State University

The Southwest Missouri State University's (SMSU) Department of Marketing has been hosting a Business Career Day for the past eight years. The department has experienced incredible interest from employers during good economic times and a lesser response during down economic times. When times are good the students have no trouble getting a job, but during the down times they must work harder to just get an interview. I would like to suggest the power of student networking to increase the numbers of students gaining employment during both a good and bad economy.

Effective networking is developing a long-term relationship based on mutual benefit and respect (Waxman 1999). Therefore, students should be considering networking with potential employers during their freshman year and building these relationships over the next four to six years. Students should be telling friends and family of their career interests and seeking individuals that can provide insight into the chosen field of study. At this point, the student could just be calling to ask questions of the individual. But by doing this they are keeping their names in front of the businessperson who might have a need for the student's skills or knows someone who does.

Students should consider an internship. The company hires the student for part-time or full-time work. This not only provides work experience for the student, but also offers additional opportunities for networking within the company. The companies they interned with during their junior and senior years hire many of our students.

The Department offers a class entitled, "Marketing Yourself" during the summer and spring semesters. One activity in this class includes attending the Chamber of Commerce's Business mixers where the student's goal is to meet area business people and develop a contact for future reference. The second activity requires students to invite seven to eight business people to join them for dinner at an upscale Springfield restaurant. The business people are very enthusiastic about the invitation and do their best to provide references, job leads, and encouragement to the students.

The Department of Marketing sends out an annual newsletter and requests alumni to let the department know where they are working. Alumni responses are then posted on the website for undergraduate review. Several of the business fraternities are using their websites to post networking opportunities for their members.

Other outlets for student networking include current employers, social organizations, church, industry associations, and community clubs.

Students should be reminded that networking is a long-term process and not just a one-time event. Just as with financial investing – if they start networking early in their academic careers the future will take care of itself.

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HIGH PROBABILITY SELLING: METHODOLOGY AND TEACHING EXERCISES

Timothy P. Schweizer, Luther College
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INTRODUCTION AND GOAL OF THIS PRESENTATION

Traditional sales methods have dominated the marketing and sales curricula at colleges and universities for decades. In more recent years, alternative sales models (SPIN Selling, Solution Selling, The New Strategic Selling) have emerged (Rackham 1988; Bosworth, Sherman, Reese 1994; Heiman 1998).

Werth and Ruben (1992) introduced a radically different sales method known as High Probability Selling (HPS). *High Probability Selling: Re-invents the Selling Process* is one of Amazon.com's top selling sales books, and a translated version of the book is a top selling business publication in Japan.

In the foreseeable future, it is reasonable to expect that more schools will incorporate the unique selling principles of HPS into their marketing and sales curricula. Therefore, the primary goal of this session is to present role-play exercises for teaching HPS concepts to undergraduate and graduate students enrolled in marketing and sales courses. Members of the audience are encouraged to ask questions during and after the session to maximize the value of the session for all participants.

HIGH PROBABILITY SELLING EXERCISE
(Adapted from Werth and Ruben 1997, pp. 100–10)

Note: Whenever the words "*this product*" are used, substitute your product or service.

Step 1. Determine Need
  Why do you need *this product*?
Step 2. Determine Want (Desire)
  Do you want *this product*?
  Why?
Step 3. Determine Financial Status
  This product is going to cost approximately X dollars. Are you prepared to spend that?
Step 4. Determine Time Requirements
  If you decided to go forward, when would you want this to start?

What if it doesn't start then?
Step 5. Determine Decision-Makers
  When you're making a decision like this, with whom do you usually likely to talk this over?
  I need to talk with them before I prepare a proposal. Are you willing to arrange that?

  (If the prospect does not agree to your request.)
  That's not the way I work. I'm not willing to prepare a proposal unless I talk with them to find out what their concerns and objectives are. I'm not willing to prepare a proposal and have it rejected over a point that could have been handled up front. What do you want to do?
Step 6. Determine Authority
  If you decided to go forward, who else would have to agree?
  I need to talk with them before I prepare a proposal. Are you willing to arrange that?

  (If the prospect does not agree to your request.)
  That's not the way I work. I'm not willing to prepare a proposal unless I talk with them to find out what their concerns and objectives are. I'm not willing to prepare a proposal and have it rejected over a point that could have been handled up front. What do you want to do?
Step 7. Determine Commitments
  What would happen if you don't purchase *this product*?
Step 8. Determine Brand Preference
  Suppose you had to decide right now, without talking to me or anyone else, which brand would you buy?
Step 9. Determine Supplier Preference
  Is there someone you would rather do business with?
Step 10. Determine Internal Procedures
  What's your procedure for issuing a purchase order?
Step 11. Determine Personal Motivation
  What would it mean to you personally, if you didn't purchase *this product*?
Step 12. Determine Personal Prejudices

Is there any reason why you wouldn't want to do business with me? (pause) Something we haven't covered yet? (pause) An emotional reason? (pause) Anything?

Step 13. Determine Hidden Obstacles

What could be lurking in the background that would prevent this from happening?

Step 14. Determine Commitment

If I can meet all your criteria (or Conditions of Satisfaction) for *this product*, what will you do?

ROLE-PLAY SCENARIOS FOR THE PROSPECT

Scenario A

You have to run all decisions of this type by your boss. You are not willing to make an appointment with your boss, however. You can say that…but try to convince the salesperson to skip that step. (HPS Focus: Step 5)

Scenario B

You are not willing to pay the cost of the product. (HPS Focus: Step 3)

Scenario C

You need, want, and can afford *this product*. You want to buy *this product* from this salesperson. (HPS Focus: Steps 1–14)

Scenario D

You would rather do business with your current supplier. (HPS Focus: Step 9)

Scenario E

You are in a crunch. If this helps you get your product shipped on time, it will help save you from finishing in the red. (HPS Focus: Step 11)

Scenario F

You are just saying yes to this salesperson to get rid of him/her. At stage 14, you are ambiguous and definitely make no commitment to purchase the product. If the salesperson can meet your conditions of satisfaction, you'll "think it over." (HPS Focus: Step 14)

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HOMEMADE SOUP: INTEGRATING THE BUSINESS CURRICULUM INTO BUSINESS COMMUNICATION

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BACKGROUND

Teaching business communications to college students in our current multi-tasking, instant gratification environment poses many challenges. Not the least of these is the formal report assignment. The attitude of "I'll never have to write; I'll just do a spreadsheet or a PowerPoint presentation" adds frustration when attempting to provide a research experience that is meaningful, challenging, and, if possible, maybe even a bit enjoyable. It is indeed like making homemade soup . . . a little of this, a little of that . . . and, alas, you have made something wonderful.

Among the factors to be considered in the formal report project are the level of the students, their academic background, and their writing skills. In this situation, the students might range from first semester juniors through last semester seniors pursuing any of the various majors offered in the business school. The common thread of their preparation is typically freshman and sophomore general education courses, and perhaps beginning accounting and economics. In our own curriculum the courses include freshman-level English composition courses, one mathematics course, one sophomore statistics class, accounting, economics, and business law.

Students are prone to hit the "Mental Delete Key" upon completing a course with the assumption that they won't need these skills again. Our project sought to present an inter-disciplinary approach to integrate the use of basic research skills, statistical tools, and decision making into business writing. While many variations of this assignment exist, we will illustrate the exercise as assigned in our class.

SETTING

The student is placed in the role of a research assistant for a manufacturer operating two plants, one unionized and one not. The nature of the industry is seasonal, necessitating the extensive use of seasonal employees. Union officials at one plant have presented claims that discrimination exists in the following areas: age discrimination in layoffs, gender/wage discrimination, and union/non-union wage discrimination. No such complaints have been filed at the non-unionized plant.

ASSIGNMENT

The CEO has asked you to investigate the claims by analyzing the practices in the two plants. The CEO expects you to provide recommendations to guide a response to the union. Data is provided from the human resources office (we created an artificial data set) from a random sample of employees at each plant. You are instructed to conduct statistical hypothesis tests to perform inter-plant, intra-plant, and corporate wide comparisons where you deem appropriate for the investigation of these claims. You are also instructed to search for secondary sources to ensure you provide accurate terminology/data/information for the CEO to use in the response to the union. The CEO wants a formal report with citations for all sources and visual aids to illustrate your findings.

PREPARATION

Depending on the background factors discussed above, you may need to provide a "practice" session. We found that our students had not previously utilized spreadsheets for statistical analysis. We held a class session to explain the assignment and to give some examples of statistical hypothesis tests. Many sources of "testable" data exist on the Internet. Some readily available examples include:

♦ Sports standings – NFL, NBA MLB, NHL, golf, tennis, etc.
♦ Stock prices – individual stocks, bonds, mutual funds, aggregate indices, etc.
♦ U.S. Census data
♦ Internal Revenue Service data

INTEGRATION

During the "practice" session, we stress that the assignment is interdisciplinary in nature. Data and information from a variety of sources and disciplines is expected. In all

business decision-making, reasonable solutions to problems require the integration of information from many functional areas. In our class the integration encompassed information on/from statistics, human resources management, business law, information systems, business communications and the selected industry.

VARIATIONS

This approach is also suitable for an almost unlimited number of variations with the goal of integrating the business curriculum into business communications. Additional scenarios include:

♦ Statistical analysis of market research data,

♦ Statistical analysis for strategic decision-making,

♦ Financial analysis of companies/portfolios for sales pitches,

♦ Net present value analysis for entrepreneurial ventures,

♦ Ratio analysis for managerial accounting reports.

CONCLUSIONS/RECOMMENDATIONS

Students typically develop a better understanding of the rationale for the various requirements for an undergraduate business degree. They gain firsthand experience integrating their knowledge/research from many disciplines with the goal of coherently communicating useful information to interested or affected parties.

In our exercise the students gained a better appreciation of how statistics are used to make valid decisions and conclusions in a real-world situation. They found an ample supply of secondary data to support their research and gained experience in integrating information systems, human resource management, statistics and business law, into their findings. Their ability to focus on the topic was much improved over previous assignments. From an instructor's position, evaluation of their papers was greatly simplified because we knew exactly what findings should result from the data we provided. Student creativity was not stifled, however, because each was required to submit an individual, complete formal report which included findings, conclusions and recommendations drawn from the research . . . HOMEMADE SOUP! ENJOY!

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PLAGIARISM DETECTORS: A FRAMEWORK TO FOLLOW IN HIGHER EDUCATION

Russell Casey, University of Phoenix Online

Dr. Tenner a Princeton researcher, *"Suggests that they probably often burned more brain cells concocting ways to cheat than they would have by simply learning the material. It was a game, students vs. faculty, and the idea, he said, was not to get A's, but to get by. The students were content if everyone got a 'gentleman's C,' as it was known"* (Neil Genzlinger 2002).

Dr. Tenner now believes that the stakes are higher for people to get A's such as promotions etc then it was years ago (Genzlinger 2002). We as professors know that cheating happens all the time. For many of us we do not like to think about it. Unfortunately, with the proliferation of websites where students can purchase papers we need to make sure we understand what plagiarism is and how to combat it in the new Internet age. This paper will focus on using plagiarism detectors in the classroom to help reduce plagiarism.

Many of us do not work for schools with budgets for plagiarism detectors. That is why I purchased Eve (Essay Verification Engine) for $19.95 at http://www.canexus.com/eve/purchase.shtml. Eve has done a fantastic job of finding plagiarized papers. At my new University, they are testing the plagiarism detector from http://www.turnitin.com/static/index.html, which is a much easier system to use. The problem is it is more expensive. This papers scope is not to discuss which plagiarism detector is better, but to help convey to professors how to utilize a plagiarism detector, avoid false positives and what to do if you catch it.

I unfortunately have experienced first hand plagiarism from an A student. I was shocked when the plagiarism detector found that almost 78 percent of the paper was plagiarized. In fact, Eve directed me to www.Chuckiiipapers.com where I found where she had purchased the paper. She did not even bother to change a single thing on the paper. Before I ran the paper through the plagiarism detector, I found it poorly written. Which made me very suspicious since this lady was an A student. When confronted, the student denied it and in fact told me, "That she had gotten mixed up, she had turned in the wrong paper." She even went as far to bring me a new paper very different on the same subject. When I reported her to the University that was her argument.

Later that semester to my surprise, I found several more plagiarized papers although these were not as blatant as the first. I had several students copy and paste from a website. One of the students gave me a paper that was five pages long and three pages was verbatim from a website that EVE found. He told me, "That was okay if he took the pages from the website, because at the end of the paper he referenced it."

Students also get very creative when it comes to plagiarism for instance; A student turned into me an analysis that was in all quotes with the source clearly marked. I gave the student a chance to rewrite the whole thing, and she became very angry in fact, "She told me she wasn't plagiarizing, because she had put the whole paper in quotes." I might have to agree to a point with her on that argument, yet when I asked her what her contribution was she sheeplessly looked away and later dropped the class.

Do these stories sound all too familiar to you? At my former University, I use to have at least one to two plagiarists in a class of 22 to 25. I decided to slow this down. I have been using plagiarism detectors for the last two years now to much success. As with any technology, we have to make sure we use it appropriately so that we do not accuse a student of plagiarism when in fact it is not warranted. To protect yourself the author has come up with a framework to follow in regards to plagiarism.

When using a plagiarism detector it is important that you be cautious for several reasons:

♦ **A plagiarism detector can give you a false positive.** For instance, a case study I did came back with 46% plagiarized. I gulped and started to look further by comparing the analysis to my original paper. To my surprise, quotes that I used were counted against me. This taught me an important lesson regarding plagiarism detectors. Make sure you double-check what they are telling you. I have found the longer the paper the higher the chance of it detecting a false positive.

♦ **Plagiarism Detectors require that you get an electronic copy of the document:** For the plagiarisms detectors to work, they require that an electronic copy (usually in Word) be submitted. I generally use EVE,

which does a search immediately while reading the paper. That way it is fresh in my mind. With a fast Internet connection, it takes about 2 minutes for EVE to do an analysis of the paper. Turintin.com takes about 24 hours and will give you a bar code to let you know how much it believes the paper is plagiarized. Again, make sure you check what it is telling you.

♦ **Plagiarism Detectors are like locks they only keep honest people honest:** As you know, locks keep honest people out. If someone wants to break into your house, they will break into your house. Students that want to cheat will cheat. The key is to hope you catch a few of them. I found when I caught the earlier students I mentioned word spread not to cheat in my class. That is okay with me. Remember, just because the plagiarism detector did not find plagiarism does not mean it did not occur. No differently when a person is acquitted, it does not mean they didn do it. It just means there wasn enough evidence.

♦ **Show the Students the Technology:** On my first day at my new University, I decided to show the students EVE in action. I took two old papers I had (deleting the any identifying markers of course) and ran the EVE program. To the students surprise, EVE showed one of the papers was purchased from schoolsucks.com. I then go over with the students that professors are using this program. A discussion ensued regarding the penalties for plagiarism. I am going to continue to use this strategy, because I made it through my first semester with no plagiarists. That is the way I like it.

♦ **When You Confirm Plagiarism:** Be sure to follow your Universities policy when approaching the student etc. I print out the different websites that the plagiarism detector finds and highlight the similarities between the student and the purchased or plagiarized paper. I have found by doing that, there is little argument from the student or from administration.

♦ Mention Use of Plagiarism Detector in the Syllabus: I make it a point to let students know that I am using a plagiarism detector and what is and is not plagiarism. This way students are aware that it is in use.

Electronic communication has evolved in the last hundred years. We as professors have to evolve too. That is why I recommend utilizing the different plagiarism detectors on the market. It evens the playing field between student and professor.

Not convinced? I just did a search for papers online via www.google.com and found many websites awaiting our students, such as schoolsucks.com, termpaper.com, ezwrite.com and many more. Why in the 1900's did more and more Americans start locking their doors at night? To keep honest people honest. Now let us start using plagiarism detectors to keep the honest students honest.

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STUDENT PLAGIARISM: TRENDS, ATTITUDES, AND COUNTER-STRATEGIES

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Plagiarism, along with other forms of academic cheating, is not a new problem; in our digital age, however, plagiarism has become an increasingly effortless way to complete assignments. Students in past eras had to go to the library, find a relevant "hard copy" source and then retype the passages they wished to steal. Today's students can log onto the Internet, pull up a few on-line sources and "cut and paste" their way to completing an essay. With so many potential sources available on the Internet, students know that their professors could not possibly have read everything. Technology has also been a boon for students wishing to purchase a completed paper on the black market . There's no need now to retype entire term papers; one can simply "outsource" the work of writing a paper to an Internet-based company such as http://www.marketing assignments.co.uk/default.asp.

While technology has been making plagiarism easier to accomplish, there has been a simultaneous shift in student attitudes from seeing plagiarism as clearly wrong to seeing it more as an acceptable short-cut. Today's students see lying as a common occurrence in the business and political realms; many students therefore feel they can rationalize plagiarism as a reasonable way to manage the competing demands on their time. For many students, plagiarism has become the equivalent of speeding on the interstate; while it is clearly illegal, everyone does it and getting caught doing it does not make you a bad person.

From the faculty perspective, there has been a third relevant trend developing: the increased emphasis on "student rights" and "judicial process" within the academic environment. Today's faculty know that to successfully "prosecute" a plagiarism case, they will need strong evidence and a large reservoir of patience to successfully complete the numerous steps set forth by university administration.

Faculty responses to these trends have been mixed. Some faculty, knowing that plagiarism is going on but feeling unable or unwilling to do anything about it, simply ignore the problem. They hope that the extent of the plagiarism is "not too bad" and argue that "students who cheat on assignments are really just cheating themselves." Other faculty have taken the more extreme route of dropping all writing components from their courses. These faculty have absolved themselves of the dilemma of trying to fairly enforce academic standards but their students are missing out on a key learning opportunity.

A more positive alternative strategy for faculty is to admit that plagiarism is a problem and resolve to deal with it in a proactive fashion. This approach allows students to continue to have the challenge of completing written assignments while not disregarding our responsibility to uphold academic standards. I have been working on such a project during the past year while teaching a junior-level management course at the University of Wisconsin – Stevens Point. My course includes numerous short writing assignments and in the past has produced a small but steady stream of plagiarists. My recent efforts, while far from a perfect cure for the scourge of plagiarism, have yielded encouraging results.

My approach has four key components. First, I devote a significant portion of class time, early in the semester, to educating students about the standards for proper paraphrasing and citation. Second, I explain how I will be monitoring for plagiarism. Besides my usual careful reading of student papers, I will require all student papers to be submitted to an on-line plagiarism-deterrence service called turnitin.com. Third, I take time to explain to students why I will be monitoring so thoroughly for potential plagiarism. Many students respond positively when they see that a professor is making an effort to create a level playing field in the classroom. I stress to students that my objective is to prevent plagiarism from occurring in the first place, not to boost the number of students I catch doing so. Fourth, I follow through on the procedures I have set up to deter plagiarism. This primarily involves checking to make sure that all students submit their work to the on-line service and imposing costs on students who either accidently or deliberately fail to do so. Should an incident of possible plagiarism arise, I would also use the computer-generated report as part of an investigation into academic misconduct.

With services such as turnitin.com available, faculty can use technology for "good" (upholding academic standards) rather than "evil" (rampant plagiarism). With the prospect of improved student learning – plus less paperwork for faculty – at hand, what is there to lose?

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LIGHTING THE WAY TO UNDERSTANDING OF OPERATIONS: AN EXPERIENTIAL LEARNING EXERCISE

Daniel L. Tracy, The University of Tennessee at Martin

BACKGROUND

Most business programs do not have large numbers of majors in operations management. In fact, many do not have an operations-oriented major at all. The majority of students in a typical undergraduate operations (or production) management course will not take jobs dedicated to operations management. However, every business graduate will take a job that *involves* operations management. As a "service" course to most other majors, it is sometimes difficult for instructors to invoke student interest in the subject. Polling my students the first day of class each semester, I ask "Why are you taking this course?" and "What is involved in operations management?" Routinely, the answers each semester are the same. The answer to the latter question is an almost scary, "I don't know." The answer to the former question is a predictable, "Because it is required." Most of the students are convinced that it is simply an academic hoop to be jumped that can be followed by hitting the "mental delete key" immediately after the final. In those instances you graduate students that are ill-prepared for at least a portion of their future careers. Worse yet, they are unable to effectively communicate in written or oral form about operations. This exercise is to exorcise both of these demons that haunt operations management professors.

ASSIGNMENT

The assignment is very simple. During the semester each student is be required to write a paper based on the textbook material as it applies to their experience shadowing a professional from the student's chosen major field. The body of the paper must include a description of how the operations function is integrated into the job and person observed. The paper must include coverage of topics covered in class. Since most of the more production oriented material appears at the end of most textbooks (and consequently later in most course outlines), I usually include the more strategic and non-production oriented topics so as to make the paper easily applied to services. This allows students time to think about what they have observed from an operations context before having to write a paper.

I also include the following technical requirements:

1. Proper parenthetical citations must be included if the student is quoting or paraphrasing the person shadowed, any propaganda from the person/organization, or outside sources (such as the textbook).

2. An executive summary must also be included on a separate page at the beginning of the paper.

3. The body of the paper is expected to be 4-6 pages in length.

4. The paper must reflect professional standards in terms of organization, spelling, and grammar.

5. A specific format given in terms of font type, font size, and margins.

Requirement 1 is a simple way of reminding the students that they are preparing a professional document that must adhere to certain quality standards. Plagiarism is usually not a problem with this assignment, but this ensures proper documentation of even the simplest of sources. Requirement 2 is intended to get the students in the habit of using a good professional/technical writing style indicative of their preparation for business communication in the marketplace. Most students initially groan about requirement 3, but find in the end that six pages is not long enough to include everything that they observed. The length limitations really force two things: adequate topical coverage of operations and brevity of presentation. Both are required in good business communication…short, but complete. Requirement 4 is to remind the students that spell-checking does not equal effective writing. Requirement 5 eliminates the games of font type, font size, and margins width/height. I also tell the students not to waste money on special elaborate bindings/covers as they will not improve grades. I am interested in substance, not fluff and window-dressing. No handwritten papers will be accepted and the paper should be completed and turned in by a specific due date. Earlier submission of papers is encouraged, but late papers receive no credit (indicative of the marketplace).

RECOMMENDATIONS

Instructors using this exercise should submit appropriate applications for human subjects review to avoid any issues related to alleviate any possible liability issues for the instructor or the college. I make it the student's responsibility to identify a person to be shadowed and secure their permission to do so via an informed consent letter. I provide a letter approved by our human subjects review board. The person shadowed must then verify that the student has shadowed him/her by returning the informed consent letter, indicating their name, title, and the student's name as having shadowed them for a specific date and time. This also serves to verify that the student *actually* shadowed someone, instead of fabricating a shadowing experience.

The shadowing experience should last for a minimum of four hours, preferably a whole day. This allows the students to both ask questions and observe. A well developed plan for shadowing (a draft of sorts) might also help the students to focus on the operations aspects of the job observed instead of focusing on the part of the job related to the student's major.

The paper should NOT include any more than a cursory introduction to the person/company shadowed. I include specific penalties for papers that are predominantly comprised of company or personal history. This keeps the student focused on the assignment.

CONCLUSIONS

Students are typically amazed at the number of topics/concepts from an undergraduate operations management course that apply directly to the day-to-day activities of "non-operations" jobs. They routinely express that the professionals in the marketplace "know" operations and use the concepts daily regardless of the discipline-oriented nature of the job and the student's major. I have found this exercise to bridge the gap between operations and other business disciplines through the integration of operations with the students' majors. In addition, I have found that the written papers are of significantly higher quality than most "essays" assigned that are solely operations focused. As an added benefit for operations professors, some of the students change their majors to operations or seek additional operations courses after being exposed to the cross-disciplinary nature of the marketplace. Ultimately, the wrong impression of operations is righted by writing.

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AN IN-CLASS PARTICIPATIVE EXERCISE TO IMPROVE STUDENTS' UNDERSTANDING OF CONSUMER ATTITUDES

John Cherry, Southeast Missouri State University

In my Public Relations and Advertising Courses, I always place special emphasis on the "Consumer (or Public) Attitude" construct. I find it interesting, useful, and important because the multidimensional attitude construct is rich in its strategic implications for challenging, reinforcing, or changing beliefs about a product, idea, or organization.

Students, however, often find the discussion to be vague, or worse, irrelevant to their understanding of Public Relations. As a result, they frequently miss the opportunity to improve their semester projects by adding a well-conceived multidimensional measure of public attitudes concerning for example, donating blood, vegetarian diets, and the like.

In the Spring 2003 semester, I took advantage of world events at the time to deliver a participative, in-class exercise in developing a meaningful and relevant-to-students'-concerns measure of Public Attitudes – in this case, attitudes about the Space Shuttle Program.

The exercise began with a free and open discussion of how students felt about the shuttle program (this following by only a few days the Shuttle Columbia accident). I asked them to tell me everything they thought about the shuttle program – either good or bad – and listed their comments on the chalkboard as the discussion unfolded. Students had a lot to say on the topic, and we quickly filled the board with a broad variety of comments (things like: "NASA doesn't do enough to let the public know what they're doing," "the shuttle program is far more dangerous than most people realize," and "the scientific benefits of the shuttle program can help solve problems right here on earth"). We agreed that I would translate their comments into agree/disagree Likert-type items and that these would be available at the course web page that same afternoon. After receiving email notification from me that the survey was online, each student was required to visit the site, click their responses to each of 30 items generated from our discussion, and "submit."

Having done some planning in advance it was a simple matter for me to add students' comments from our discussion into an online survey template – available via Microsoft Front page – I had previously constructed. (I will share this with anyone who would like to have a copy). Upon submission, students' responses were automatically stored in an Excel spreadsheet on the same server, and by that evening I had all students' responses to all 30 items available. These I factor analyzed (recoding some reverse-scored items) to "discover" the underlying dimensions of the class's attitudes about the Shuttle.

My initial result was difficult to interpret; the program extracted six factors with eigenvalues greater than one. I reset the program to extract only factors with eigenvalues greater than two, and to produce a factorial matrix showing how individual items loaded onto the factors. Two factors emerged from the analysis (to my satisfaction), and the interpretation of the factors was quite straightforward from looking at the items for each factor (I will share the final questionnaire as well as the SPSS rotated Factor report with anyone interested). The underlying dimensions on which students' attitudes about the Shuttle Program generally were interpreted as (1) "risk/return ratio," the extent to which students felt this was favorable or unfavorable, and (2) "transparency," or the extent to which students felt that NASA was open and effective in communicating with the public.

To see this second factor emerge from students' responses was especially gratifying because this was, after all, a Public Relations class in which I had spent quite a bit of time explaining the need for transparency and openness.

Whether the students' real attitudes had been "overwritten" by concepts they picked up in my class, or if it is truly the case that transparency, openness, and risk/return factors are what they base their attitudes on, my presentation of the analysis in the *very next* class session had a number of positive outcomes:

♦ Students were able to see their own thoughts reflected in the measure, and the feedback was immediate,

♦ Students gained an improved grasp of what an attitude is, how you measure it, what parts of it need to be addressed or reinforced,

- Students gained a better sense of how they could develop attitude measures for their PR clients and semester projects, and

- Students were able to see inside the online research process and to have a front-row seat as data analysis and interpretation are brought to bear on marketing problems.

I believe this is a simple, flexible, and effective way to underscore some of the more important points we make in basically all marketing courses. It shows students that measurement is a systematic process and does so in a way which de-mystifies the process and illuminates subtle psychological phenomena.

The exercise also "plays well" in class: it's usually simple to look about and find a topic to focus on: war, homeland security, terrorism, recent decisions of the Supreme Court regarding affirmative action in education, and other topics on which students feel strongly. One other benefit is that students really enjoy these discussions. It is exactly that strong interest and enjoyment which makes this such a lasting learning exercise.

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ELECTRONIC GROUP ASSIGNMENT

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Group assignments are used by many faculty as an educational tool. I am one. It is clear that in the work place of the future employees will be asked to work more and more on teams and many times the teams will be in disparate places. Group projects can be used to highlight important skills that students need to develop for success in the workplace. But if you have used this method much, you have undoubtedly been confronted with the deluge of excuses for why a team can't get together – student athletes, work, family, etc. The Internet with its e-mail capability provided a tool that would solve most of these problems. With the introduction of the Internet, I was able to group students together who had these logistical problems of time and place. After a few years of dealing with the logistical conflicts in this manner, I began to notice that some of my better teams were teams that were using electronic communication to do their assignments instead of face-to-face communication. At that point, I realized that I was missing an educational opportunity and decided to include an electronic group assignment. What follows is an overview of the assignment and how I now incorporate an electronic component for all of the students.

For years I have used a model suggested by the author of a management textbook, John Schermerhorn, Jr., the "Classroom-as-Organization" model. This model uses the classroom as an organization with assignments given to project teams. The semester begins with a first-day assignment of preparing a cover letter and resume to apply for a hypothetical job with a hypothetical company, Management Tools and Concepts, Inc. (MTC, Inc.). The students are given a job announcement for an entry-level position. Each student completes a job application that is attached to their cover letter and resume. Using the job application materials that are submitted, students are divided into 5-person teams. (This is done to try to achieve a balance of abilities within each team). Each team is responsible for completing one semester-long research project and ten short assignments (discussion groups over some outside readings in newsy periodicals, i.e., *Fortune, WSJ, and Business Week*). The semester is divided into approximately three-week blocks with each member of the team taking the leadership for one 3-week block.

There is a milestone at the end of each of the three-week blocks that requires the team to submit written documentation that demonstrates their progress. The first mile-stone is a project approval form that requires the students to select the topic for their semester-long project and to identify a basic reference base for that topic. The second milestone is an expanded bibliography. The third milestone is an outline for the paper, the fourth milestone is the rough draft, and the fifth is the completed paper. At each of these milestones, students are given feedback on the progress of their project. The ten short discussion groups are distributed evenly throughout the semester with two occurring in each of the three-week blocks. The topics for the discussion groups correspond to the textbook chapters. The students are assigned to find articles that parallel the topic for the chapters and have a discussion over their readings. As an example, when we are studying corporate social responsibility and ethics, the students look for articles showing use and abuse (not too hard to find articles on this topic at the current time). The designated leader leads the discussion and writes up a half-page report on how the discussion went.

As any experienced educator would know, assignments of this nature are constantly plagued with logistical problems. Issues such as:

♦ I'm on the baseball team and I could not meet with my group because the team was out of town at a game.

♦ I play basketball and coach wants us at practice at 3 PM.

♦ I work in the evenings and my group always wanted to have the group meetings in the evenings.

♦ I'm a single parent and I have to take care of my children and it's very hard for me to have meetings when my group wanted to have meetings.

♦ I'm a non-traditional student and live 50 minutes from the campus and all my classes are on Tuesdays and Thursdays and my group wanted to meet at times when I was not on campus.

♦ I'm sure that most of us could add to the list of reasons given for why members of the group cannot get together and be productive.

Enter the world of technology. As I mentioned above, with the introduction of the Internet, I was able to group students who had these logistical problems of time and

place together. After seeing some of the results of these groups that were forced to use the electronic format for their group assignments, I decided to incorporate it as a required component for all students in the class. I now require each team during one of the three-week blocks to do all of their assignments electronically. On our campus, we use "Blackboard" as our electronic classroom platform. With Blackboard, I am able to load the students into teams where they can work either synchronous in a chat room format or asynchronously in a bulletin board format. They are able to use a file exchange to work on their papers and I am able to visit their discussions and facilitate where needed.

This assignment has proven to be very interesting and I receive positive feedback about its value to the students preparing them for project teamwork that they will encounter in their careers.

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10 Tips to Make Your Life Easier

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Ever think there has to be an easier way? Well there usually is, but many times you, or I may not know what it is. I believe that many of us hold lots of hidden knowledge; things we don't even realize that we know. That hit home about a year ago when in the matter of a couple of days during one week, someone asked me how she could do… something. So, I'm going to share a short list of ten quick tips I use on a regular basis. I often share these tips with my students as well.

1. Do you use different printers at home, the office, or a networked lab? Do you have to re-order your Word document after it prints, because the last page is on top when you print to your personal DeskJet printer? Well, go to the pull-down File, Print menu. Then click on the Options box at the lower left corner and check or un-check the Reverse order print option, depending on the paper path of your printer.

2. Do you have students submit papers via email attachment or digital dropbox? Then after you've printed several papers, realize you don't know which paper belongs to which team or student – because they didn't include a title page. Require students to put a header or footer on EVERY page of their document. In the header/footer, require the student or team name, and auto-page numbering.

3. Speaking of online and electronic submissions – just how do you grade these papers to return in the same format, and still include your grading comments, like you would on a "traditional paper" assignment. Why not try the Insert Comment option in Word. Turn on the Reviewing Toolbar option in Word. You can insert a comment at the end of a sentence and save the document to be returned with your actual comments inserted quickly and easily – without destroying the original formatting of the document. If you have a desktop microphone – you can also insert an audio comment as well.

4. Do you submit papers to conferences electronically? Do you serve as a Track Chair, also working with electronic files for Blind Review? Well, in order to maintain that Blind component of the review process, changing properties of Word files is essential. Go to the File, Properties pull down menu, and check the Summary tab. Personal names and institutions are often inserted here with the identification of the license holder when Office products are installed.

5. Want to know if a student really did meet the assignment deadline, and the "server lost my file" excuse is true? Go to the File, Properties pull down menu. Then click the Statistics tab. This tab gives you the Created, Modified, Accessed and Printed dates and times for this specific document. While not full-proof, it can be indicative of what the student is telling you.

6. Do you use transparencies for conference presentations? Admit it, they are MUCH easier to travel with, than the laptop, projector and all that. However, are you always re-adjusting that transparency to "fit" onto the overhead projector? So why not reduce the margins of that slide by about 1–1.5" all around? Now – it fits easily only any projector – even those with the rounded or diagonal corners. You won't be struggling to get the slide on the screen.

7. Do you print handouts and notes for consulting presentations? Do you want to prevent someone reproducing your materials? Then insert a header or footer on the outline and handout master which prints with your name, date, title, Do Not Reproduce, or other appropriate comments.

8. Would you like to design custom template or slide presentation for your presentation? It's nice to be different or unique. One way is to customize the color scheme. Another is to insert graphics, icons, logos, or tag lines to your slide master.

9. Are you working online, and you've found a great resource site, but don't have time to check out all the links. Go to the main page(s) of interest. If you're in Internet Explorer, go to the Pull-down File, Print menu. Then check the box just above the OK button: Print table of links. It will print a table with all the complete URLs on that page.

10. Need a really simple way to capture an image of what's on your computer screen? Well all it takes is ALT PrtScr to copy the content of your computer

screen to the clipboard. Now go to Accessories and open Paint. Open a new file, and CTRL V will paste the image into a new file. Save as a JPEG for the smallest file size, with good quality graphics.

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VOCATION JOURNALS AND MARKETING CAREERS

Lori L. Lohman, Augsburg College

In the past, I have advocated the use of "Learning Journals" as a source of formative evaluation in the classroom. These journals help both the students and the instructor to assess how things are going and what the students are, or aren't, learning from the class (Lohman 1996).

Recently, Augsburg College received a Lilly Endowment grant designed to help students, faculty and staff members explore the concept of vocation. Participants in the program were required to produce some kind of meaningful project from the workshops they attended. As a result, I modified my Learning Journal assignment and dubbed it a "Vocation Journal." Below are the journal questions that the students must respond to:

Week 1

1. What do you think a "vocation" is? How would you describe it?
2. What are you **good** at doing? What are your **gifts**, as others would describe them?
3. What do you **like** doing?
4. What aspects of this course and its material intrigue you?

Week 2

1. From what sources do you seek **guidance** in your life?
2. From what sources do you seek **meaning** in your life?
3. How have these sources shaped your vocation so far?
4. What, if any, "wrong turns" have you taken in seeking your vocation?

Week 3

1. What do you like about marketing so far? What do you dislike?
2. Do you envision yourself working in marketing (if so, in what type of position or organization), or do you think you will pursue a different type of vocation?
3. How will you find meaning in your vocation?
4. What do you feel "called" to do in the future?

Week 4

Do a little research on your chosen vocation. Generally speaking, what types of jobs exist in this field? What is the outlook for this field (growth in number of jobs, location of jobs)? What is the salary range?

Week 5

Review of this assignment. In what ways did it help you to sort through where your life is heading, or did it muddy the waters even more (not necessarily a bad thing . . .)?

In short, this assignment requires students to think through where they are heading with their lives, and whether marketing is right for them. The response from the students, both traditional-age and adult, has been overwhelmingly positive. Some sample entries (reprinted with permission):

I just finished reviewing each journal entry. I was amazed by how much was written in such a short amount of time. It really showed me how little effort it really takes to think deeply and the amazing direction that can come out of a little time and effort . . . Now what do I do? The waters are muddy! That's easy, keep doing the assignment on my own after the class is over. I'll keep in touch after class and let you know how you helped change my life forever (Adult student).

Originally, at the start of the semester, I couldn't have guessed that I would have gotten so much out of the vocation journal entry assignments. I thought that it was some type of busy work or something. As the term moved on, my conception of the vocation journals slowly changed . . . The vocation journal is unique, and most students probably do not realize the power it has. The exercise is similar in ways to physically writing down desired goals for your personal life . . . I strongly recommend trying these exercises, especially for young students (Traditional-age student).

This assignment was very interesting. There are not many assignments that make you sit down and think about your calling in life. There are so many factors involved in making life choices and creating a career path for yourself. I am excited about how this assignment helped me decide what my priorities are for my future . . . I hope you continue this assignment in your future classes . . . I can not imagine that it would not be beneficial for everyone to take a moment to think about what they are called to do (Adult student).

This assignment was more helpful in figuring out what I don't want to do than what I do want, I think. I really realized what things were not for me, such as sales or marketing research . . . I think that the journals helped me think about what I want, more so than I would have done without this as motivation . . . I think that this process was helpful in making me take a look at the direction of my life, and what lies ahead for me after school is done, and beyond (Traditional-age student).

There are certain caveats that must apply to instructors who decide to give this type of assignment. First, and most important, instructors must be careful not to judge what the students have written about themselves. While I do grade the journal entries, I deduct points only if the entries are substantially late, or if the student has written primarily one or two-word answers for each question. Second, student responses must be kept confidential, or else the instructor has violated the student's trust, after which the assignment is essentially useless. Finally, in responding to what the student has written, I try to provide guidance only in terms of marketing (or other) careers that might interest the student. I try never to act as a psychologist. Students with significant personal issues are best referred to resources on campus that can help them to deal with the issues.

One of my colleagues is fond of using the quote, "Submit to the luxury of doing just one thing." For a time, at least, students are given the luxury of thinking about their lives and what is right for them.

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BRINGING THE CLASSROOM INTO THE REAL WORLD: A FIELD PROJECT APPROACH

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INTRODUCTION

A major goal of a business professor is to prepare students for their future employment. This involves exposing them to experiences that simulate situations they will encounter in the "real world" of business. In particular, evidence suggests that prospective employers seek students who have the ability to: (1) solve complex problems, (2) work effectively in teams, and (3) communicate findings in oral and written form.

One way to train students to obtain these skills is through the incorporation of problem-based learning (PBL) techniques into business courses. PBL is an instructional method characterized by the use of "real world" problems as a context for students to learn critical thinking and problem solving skills. An actual problem faced by a business typically provides a focal point for student learning. Students become active participants in the classroom and work in small groups with the professor serving as a facilitator. Student teams encounter real world issues, discuss various aspects of the firm's situation, and then ask questions to clarify the particular research question. PBL professors coach teams by encouraging productive group interaction and help students identify knowledge needed to resolve the identified problem. PBL is recognized as a highly effective approach to learning, specifically by enhancing critical thinking, developing problem-solving capabilities, promoting teamwork, and improving communication skills.

Using the PBL method to incorporate field projects into two undergraduate marketing classes, the authors facilitated student interaction with fourteen local business organizations. Suitable organizations were identified that possessed both a need and a willingness to work with students. Field projects can provide a powerful vehicle for learning, benefitting both the students as well as the business clients involved. However, utilizing field projects in the classroom can be a challenging experience. The following discussion provides a brief outline of the issues that should be considered when designing a course with a major field project component.

ADVANTAGES OF FIELD PROJECTS

Field projects offer a number of advantages from both the students' and the business clients' perspectives. For the business student, field projects provide an opportunity for the student to apply his/her knowledge to "real world" problems. Moreover, field projects allow the student to interact with a business organization and its personnel, often involving exposure to proprietary information otherwise reserved for the organization's employees. Following the PBL approach, field projects encompass a team-based approach, requiring students to work together and learn from interpersonal relationships in a workplace experience. This often requires each student to assume a specific group role (e.g., leader, recorder, researcher, etc.) much as they would in an actual business setting.

Finally, field projects offer a number of advantages from the perspective of the business professor. First, this approach is generally popular with students, which increases the likelihood of a higher level of student interaction and interest. Following the PBL method, students actively participate in the learning process, thereby becoming increasingly independent of the professor. Further, field projects can provide the professor with an opportunity to integrate course concepts into specific business situations of interest to the professor. Finally, on a broader level, the assistance provided to local organizations provides the University (and College of Business) an opportunity to earn goodwill in the surrounding community.

CHALLENGES ASSOCIATED WITH FIELD PROJECTS

As previously noted, despite the many benefits associated with field projects, integrating them into business curricula can be quite challenging. Identification of suitable business clients can be difficult. The client must have a problem or project that is suitable for students and achievable within one semester. Further, the client must have a contact person with the available time to oversee

the project throughout the semester. Finally, both the company and the project must be interesting and challenging to the students. Students should feel that their efforts will have a meaningful impact on the company.

From a teaching perspective, field projects present a number of unique challenges to consider. The first involves establishing criteria for grading. All projects are unique, requiring differing skills, techniques, and varying degrees of student effort. Similarly, evaluating individual contributions to group-based projects is inherently difficult, and assuring equal input from all is nearly impossible (i.e., the "free-rider" effect). In addition, the professor must clarify which components of the field project are to be graded and provide a mechanism whereby regular monitoring and feedback is offered.

The second primary challenge associated with the use of field projects involves course design. Once an appropriate business client has been identified, the professor must decide the appropriate level of interaction between the students and the organization. Specifically, at one ex-treme the professor may serve as an intermediary in all communications; at the other, the professor may assume a "hands-off" approach whereby the students and the organization's contact person communicate directly and as frequently as they choose. Similarly, the professor must decide how much oversight and control to assume over the project and its outcome. On the one hand, the professor needs to ensure that the project is completed in a timely fashion and high quality work is provided to the client; on the other hand, the PBL approach encourages a student-driven process of learning and problem-solving. The appropriate level of professor involvement typically varies from project to project based on a number of factors, including the nature of the work involved, the complexity of the field problem, the students' abilities and needs, and the personalities involved.

In conclusion, we encourage others to incorporate field projects into their business courses. Through careful consideration of the unique advantages and challenges involved, the PBL approach to learning can be very valuable to all involved.

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THE PREVIEW/TEST/POST VIEW METHOD OF TESTING IN THE PRINCIPLES OF MARKETING COURSE

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GENERAL APPROACH

In three decades of teaching the principles of marketing class, many approaches have been tried. One approach that Paul had not tried was suggested by Linda: have a formal approach to the test and then spend a day evaluating the study habits of the students. This approach was identified on the syllabus as a Preview Day, a Test Day and a Post view Day. Paul handled the Preview Day and the Test Day and Linda led the students during the Post view period.

The overall approach taken in the class was not unusual. As indicated in Table 1, tests only comprised 60 percent of the total points. The 40 students were to be involved in a number of other activities during the 16 weeks.

TABLE 1
Valuation of the Course Components

4 Tests (@ 150	600
Class Participation	100
Terms	50
3 Short Assignments	100
Marketing with an asterisk	75
Plus One Marketing	75
	1000

The students were given a general study guide on the syllabus. Reading and rereading the chapters were just a part of the approach. They were to review terms at the end of each chapter. In addition, the students were to turn in their definitions for each of the terms. These were due the day the chapter was to be discussed in class. After doing this, the students were invited to go the Pride and Ferrell website to take the practice test. This was not required. The final part of the general guide was for the students to review the appropriate tests that had been given during the summer term.

TABLE 2
Methodology for Studying for the Tests

1. Read the Chapter Objectives.

2. Review the terms at the end of the chapter.

3. Read the Chapter

4. Write out the terms in your own words to turn in.

5. Reread the chapter.

6. Read the chapter again and review the main concepts.

7. Go to the www.prideferrell website and take the practice examination (ACE practice tests).

8. I will provide the tests from this Summer for you to use in your studying for the respective tests. They will most likely be on the website.

PREVIEW/TEST/POST VIEW APPROACH

For each of the preview days, a modified approach to John Drea's, So You want to be a Millionaire, game was used. The students were assigned to teams. Each team came to the front and was asked selected questions. They received credit for each correct answer. Only one person on the team could answer the question but they could ask for assistance from a team member but could only receive half credit. Only about 50 questions can be covered in a class period.

The students received extra credit based on how well their team did. A graduate assistant read the questions for the first test but Paul did for the other three tests.

The test was a 51 item multiple choice test. Many of the questions were directly taken from the Pride and Ferrell test bank. Some of them had been given during the summer. The students were told that two of the questions for each chapter would be from the Pride and Ferrell

Interactive quizzes. The students were also told that the questions would be based on the terms identified at the end of the chapters.

The Post view Day was structured. The students were given their answers and grades and a copy of the test with the correct answers indicated. The percent of students who had each question correct was also provided. After Paul handed the answers and test out, he left. Linda provided ideas concerning the general environment of tests. Then, she handed the students a handout that focused on several different areas. The first focused on "What did you do to study for this exam?" For 15 study ideas, each student was asked to what extent, if any, he or she did to study for the exam. Next, the students were asked, "What do you think you will do to try to get a higher grade on the next exam?" The students could circle the number representing the 15 items evaluated in the first question. The third question focus on "What can the Professor do to help you earn a higher grade on the next exam?" The last area of the Post view handout allowed the students to provide information why he or she had a correct or an incorrect answer for 12 of the 51 questions. The students were provided five reasons for having a correct answer. They were also given nine reasons why they might have missed the question. The students selected the appropriate reason for each question.

SUMMARY

The intent of this exercise was to provide the students with a somewhat unique experience in studying for tests and then evaluating their efforts. Fortunately, having the class on a Monday/Wednesday/Friday schedule allowed for the exercise to be tried. It would not be very successful on a Tuesday/Thursday schedule. The findings from the approach will be given at the conference.

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KEEPING "GOOD" TEST QUESTIONS "GOOD"

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In several "how to teach" short courses, one point which seems to come up again and again is how difficult it is to write "good" multiple choice questions. With "bad" multiple choice questions, the "distractors" are either too obviously incorrect, or they are misleading or confusing to the students. In an effort to solve this problem, many textbook publishers supply a (sometimes extensive, sometimes rather short) set of multiple choice questions with their books. While these question sets may require modification by the instructor, they often represent an excellent starting point for many instructors preparing a test for students. Instructors should, however, be careful when using the questions provided by the textbook publishers. It has been observed in the past that some of the answers provided to these questions by the publisher were wrong or contradictory. If the instructor blindly follows these answers without making sure that they are correct, it could undermine the faculty control and authority in class.

After teaching a course several times, it's usually obvious to instructors that certain questions are better than others – certain questions seem to cover the material well and are simultaneously straightforward (or, at least, not particularly ambiguous) to the students, while other questions seem to be inherently confusing to students. Instructors would therefore like to use these "good" questions over and over, as they continue to teach the class over several semesters (or years). Herein lies the problem. Student organizations, ranging from fraternities and sororities to athletic teams, exist over long periods of time, and therefore develop a kind of "organizational memory"; i.e., they may develop a file of tests for each instructor and/or course, so that they will notice if some questions are repeated from semester to semester. It has even been rumored that some student organizations use the existence of such test banks as a recruiting tool to convince prospective new members that joining their organization will provide the most utility.

We, too, have come to the realization that we would like to repeat "good" questions from time to time (the alternative is to eventually be reduced to "bad" or "lesser quality" questions). However, since it seems unfair that some students have access to old tests and others don't, we've found a way around the problem.

Reviews and Discussion of Exams and Grades: Every test, whatever the content – multiple choice and/or discussion questions – is reviewed in the first class after it has been graded. However, the students are told that the grade itself has not been recorded by the instructor, except to note who did and who did not actually take the test as scheduled! The students are informed of what the instructor considers to be the "correct answer," and are instructed to mark any question(s) for which they feel that their particular answer should be re-considered, and to meet the instructor outside of class time to discuss the matter. Students should be informed that due to confidentiality reasons, there will be no discussion regarding scores of individual students in class. At the same time, students should be encouraged to meet with the instructor on a one-on-one basis to go over the exams and/or any questions that they have related to their answers/grade.

Make Sure the Scores Are Calculated Appropriately: The students are also encouraged to check the instructor's addition to be sure that the grade marked on the paper is mathematically correct. If there is a problem in this area, students are to write the correct grade on the face sheet of the test, and the instructor will re-check the addition. It is advisable that for short answer questions, there should be a clear indication of what part of the answer comprises of how many points. For example, there is likely to be less controversy if there is a question worth 10 points and the student is asked to list 5 specific things, which means that each item listed is worth 2 points.

We have found it advisable to photocopy students' answers to discussion questions before the tests are returned to the students. Having photocopies of students' answers to discussion/short answer questions "in reserve" (and making students aware of this!) greatly diminishes the possibility of a student changing his/her answer during the in-class review, and then positing that the Instructor made an error in grading the test.

Finally, the students are reminded <u>again</u> that the test grade has not been recorded, and all of the tests are collected. If a student doesn't return his/her test, he/she receives a grade of zero on the test.

Specific Policy for Quizzes: If the instructor likes to give quizzes, then there should be some clearly defined poli-

cies for these quizzes. The following policy has helped the authors in avoiding conflicts that often arise related to pop quizzes. The pop-quizzes are given for 10-minute duration in any randomly selected lecture/discussion session. The purpose of having quizzes is to encourage students to be fully prepared for each lecture session, so we can spend our discussion time more efficiently toward higher quality learning. Due to the purpose of these quizzes (preparing for the class and lecture), there are no make-up quizzes allowed, and the quiz will not be counted if any one leaves the class after taking the quiz or before the class is over on that particular day (unless they have prior permission of the instructor). Also, the quizzes will be collected immediately after the 10 minutes time-period given is over. Any student who fails to turn in the quiz when asked to will not get any credit for that quiz. And, if a student comes in late, they will have only the time remaining in the 10 minute quiz time limit to complete that quiz. The pop-quiz question can be from any of the chapters covered during the previous lectures or even from the chapter(s) to be covered on the day of the quiz.

Once the quiz time is over and the instructor has asked for the quizzes to be turned in, all students must stop writing at that moment. Any student who fails to do so will get a ZERO for that quiz. These quizzes can help the instructor in expanding their database of good questions. The above mentioned pop quiz policy has definitely helped in enhancing the tardiness of the students.

Have We Observed Any Pre-Planned Effort To Compromise The Test? While this approach doesn't prevent a pre-planned effort to compromise a test – each student in a particular organization could be assigned to memorize a particular question, and write it (and its answer) down immediately after class, we believe that this appears to require entirely too much pre-planning and/or mental effort on the part of students. Having used the above approach to keeping our "good" questions "good" for several years, we can truly say that we have seen no indications that any student group(s) has compromised the integrity of our tests.

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ANATOMY OF A TEACHING PHILOSOPHY

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BACKGROUND

An increasingly important component of getting that first faculty position, or tenure, or promotion is a teaching philosophy statement. While its value and use will vary depending on the type of institution and the evaluation committee's own orientation all faculty should prepare (and periodically revise) their statements.

Too often in our doctoral programs we are given intense training in scholarship generation and knowledge acquisition, with less emphasis placed on teaching and learning. At its core, constructing the teaching philosophy statement forces the individual to confront his or her beliefs about what is effective in the classroom. To illustrate the process, as well as one faculty's response, consider the following questions and how you would respond.

QUESTIONS TO ASK

♦ Where are you currently in your ongoing development as an educator?
♦ What have you drawn on in developing your perspective as an educator?
♦ What do you view as your role in the education of students?
♦ What do you see as your student's role in your education (if any)?
♦ What are your core beliefs governing how you construct and conduct the classroom and non-classroom experience of students?
♦ Where do you see your philosophy going (evolving) from here?

ONE FACULTY'S RESPONSE

My philosophy of teaching has evolved as a result of a wide variety of educational experiences and influences as well as considerable reflection on their meanings. While these experiences have helped to form my philosophy, I believe it will continue to evolve. I actively search for innovative ideas, technologies, and methods, which have the potential to improve my skills as an educator and further develop my philosophy.

The most significant contributions to my teaching philosophy have come from my classroom experiences – on both sides of the desk. I have had opportunities to teach at a variety of types of institutions – ranging from private, liberal arts-based colleges to large, land grant public institutions. Also, I have had formal training in the subjects of teaching, education, and the case method through participation in workshops, seminars, teaching colloquia, and national conferences. Finally, my experiences as a student at the undergraduate, masters, and doctoral levels have helped me understand what works to interest, motivate, and excite students. The common thread running through these experiences is that with each, I have learned valuable lessons concerning the teaching and learning processes.

At its most basic level, I view my role while interacting with each student as that of a guide on their road of lifelong learning. As student and instructor we have the opportunity to profoundly affect each other while we travel down this road together. My primary responsibility is to bring my knowledge, experiences, and best efforts to the time and place where my students and I share common goals – to gain understanding and insight, reflect on the role of marketing in business and its effect on our society and culture, and to apply this knowledge to explore and solve real-world business problems. I also believe I have a responsibility to students stemming from my profession as an educator; to foster in students a thirst for exploring and learning about the world that lies beyond the classroom and any single discipline.

While I believe that I guide my students, I also believe that they guide me through the observations and perspectives they bring to class. These new perspectives have the potential to alter my beliefs about what makes a good teacher and good teaching as well as constantly challenge me to reassess my conceptualization and organization of the field of marketing. The terms "balance" and "evolution" best describe my philosophy of teaching.

The balance I seek to establish and maintain is among methods, skills, and outcomes I find valuable. For example, I strike a balance between instilling a knowledge or "content base" in students and educating them about the processes by which the field of marketing has developed and continues to evolve. Additionally, I strike a balance among learning sources – from me, the textual material, other students, and their experiences and observations outside the classroom. To these ends, I have developed courses structured around this goal of balance. My selection and design of reading assignments, written exercises and active learning projects, oral presentations,

in-class experiences, testing formats, case studies, and multimedia resources are all employed to support this goal and philosophy.

While balance is an ideal for which I strive, it is unlikely to be achieved in absolute terms. Even if one were to come close (a laudable goal itself), what is nearly balanced today likely will be unbalanced tomorrow. Ongoing research in the marketing discipline, the emergence of new resources and technologies such as the Internet, distance learning, and the changing global business climate necessitate a constant evolution in methods, techniques, and perspectives. This is why I include evolution in my philosophy of teaching, in methods of instruction and team teaching, and in my knowledge of the discipline of marketing and its connections to other fields of business and the global culture.

I believe the dual goals of balance and evolution have served me well in my career, judging from the positive feedback students have given and self-assessment. I expect these goals will continue to be cornerstones in my approach to the classroom and course-design efforts in the future.

EPILOG

Ultimately, the process one goes through developing their teaching philosophy statement may be more important than the end result. The completed statement however, provides a crystallization, and a benchmark, for periodic re-examination and reflection that is valuable for faculty as they commit to a career in the classroom that continuously improves.

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STUDENTS AS CUSTOMERS: A MARKETING PERSPECTIVE ON TEACHING

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Today's world is such that many colleges and universities are struggling and competing with each other to attract and retain a sufficient number of students to allow them to survive. This new competitive environment has compelled numerous institutions of higher learning to adopt and practice strategies and tactics similar to those used by business marketers. Examples include aggressive recruitment drives, offers of generous financial incentives to enroll in a program, flexibility in scheduling class meetings, and customization of programs to meet the needs of a particular audience, among others.

A very important aspect of these efforts, from a teaching perspective, is the impact that they have on classroom teaching. Specifically, what are the implications of this new marketing approach to educating students for the relationship between a teacher and his or her students? The purpose of this paper is to take a closer look at this intriguing issue, and, in so doing, to identify the challenges faced by teachers as well as to offer some suggestions to successfully meet them.

A starting point is to remember that a primary goal of any successful business organization is to try to consistently achieve superior customer satisfaction, i.e., to delight customers, not just to satisfy them. As we all know, such a goal is very difficult to achieve for business marketers. It is argued here that it is even more of a challenge for college teachers. Why is it so?

One way to answer this question is to think about both the nature of the product delivered by college teachers and the characteristics of the audience to whom such a product is being distributed. Typically, college teachers try to do their very best to create and offer high quality education via lectures, assignments, videos, electronic presentations, etc. They set high standards in their respective fields for both themselves and their students, and try very hard to uphold such standards. So much for the nature of the product delivered. Such an approach should normally result in the customers (i.e., the students) being highly satisfied. However, more often than not, this is not the case. Why?

In our opinion, a first answer to this question is to be found in the fact that, in contrast to business marketers, college teachers have little if any control over the characteristics of their students. A classroom can be thought of as being a microcosm of humanity, encompassing both the best and the worst of it. This heterogeneity makes it very difficult to use a "one size fits all" approach to classroom teaching. A second answer, related to the first one, has to do with the fact that for most students the learning process does not come easily. It requires great intellectual effort, perseverance, and endurance. This can create stress, frustration, and even anger among students. Thus, again in contrast to what business marketers experience, the delivery of the product (education) is often associated with pain, not pleasure, complicating the task of the teacher.

Faced with these challenges, what can college teachers do to address them? The use of three key concepts is proposed here in trying to answer this question: first, teachers should show a certain degree of **flexibility** in dealing with their students. This means that, depending upon the quality of the student population, they should be willing, within limits, to adapt their teaching style, the number, difficulty, and scheduling of assignments and exams, among others. Second, whenever the class size allows it, they should engage in **mass customization**, i.e., establish and maintain a close working and mentoring relationship with each individual student in the classroom, adapted to his or her personal learning style. Third, and very importantly, they should use **fairness** as the fundamental principle guiding their actions in their relationship with students.

It is our belief that the application of the concepts briefly described above to classroom teaching – which in no way implies compromising standards – could go a long way toward achieving both superior student satisfaction and effective learning.

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COMMUNICATIONS PEDAGOGY: RELATIONSHIP PARADIGM OF MARKETING IS DENIGRATED BY PRIMARY RELIANCE ON THE E-MAIL COMMUNICATIONS MEDIUM

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ABSTRACT

The teaching of channels of distribution and professional sales involves the issue of how technology enhances customer services. Information is power, therefore, a normal tendency will be to allow the technology to dominate how information is disseminated. The premise of this paper is that higher levels of marketing interaction such as relationship and partnering are achieved and maintained by adequate amounts of personal contact often through salespersons and other executives. Primary reliance on e-mail will lessen these market relationships with customers. Whatever the level of change resulting from trends in electronic data linkages, it will surely be a factor in future organizational thinking. Organizations are predicted to experience three changes from information technology linkages; they are (1) flatness, (2) empowerment, (3) outsourcing (Meyer and Power 1989; Rockart and Short 1989; Savage 1990).

Flatness may lead to more one-on-one marketing. The organizational distance between manufacturer and final consumer will shrink. Marketing pedagogy will be improved with additional concepts to account for and explain the information access influence on channels as well as the economic impact of **direct personal contact** and electronic communications such as e-mail, EDI and ADC on business. The organization flatness makes personal contact such as personal selling more imperative even while electronic means are proliferating . To achieve new paradigms the process may be depicted as follows:

PARADIGM 1→NORMAL SCIENCE

STAGE→ANOMALIES STAGE→

CRISIS STAGE→REVOLUTION

STAGE→PARADIGM 2

We propose that personal contact must balance and augment the increase in electronic communications. One because e-mail are too sterile and do not convey enough information to properly maintain the level of communication needed for relationship marketing. Secondly the SPAM has compromised e-mails so that some valuable information is lost among the information overload.

RESULTS

A survey was done of 15 sales professionals in training. They estimated that 80–95 percent of e-mail was unwanted SPAM. Therefore we conclude that a new paradigm for teaching Relationship marketing must include the need for counterbalancing personal contact with the increase in electronic medium.

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COMMERCEABLE COMMUNITIES

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ABSTRACT

Competitive advantage relates serious opportunity to business success. If a company doesn't have it, then they are destined to mediocrity or death. The search for this can expend all of a company's resources to define why they are better and why the consumer should choose their product. If the product is more commodity-like in nature, then discovering a difference can be difficulty. If a difference does exist, then taking on additional advantages can only help to ensure success. With commerceable communities, this can be granted just by that business divining the proper location. In quoting the CEO mantra, the ultimate corporate goal is to increase shareholder value. Moving the business to a commerceable community can do just that.

These communities foster commerce in a variety of tried and true methods but now also embrace e-Business by supporting them with an appropriate infrastructure that can sustain the ravenous needs of e-Commerce and distribution management. Technologically enhanced spaces can further tech/idea based companies and actually lower cost per square foot by new sharing techniques.

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BRINGING TECHNOLOGY INTO THE MARKETING CURRICULUM AT SOUTHERN OREGON UNIVERSITY

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Marketing is becoming more complex. Marketers identify smaller and smaller target market segments and produce specialized products to meet their specific needs and wants. Peppers and Rogers' classic, *The One to One Future*, sets out a new paradigm based on the idea that marketers will close the loop between sellers and consumers. Each sales offer evokes a specific customer response that is known by the seller. The primary objectives are to capture a customer and then gain an ever larger share of the captured customer wallet. If the customer did not buy, the seller will be persistent. With repeated closed loops, the seller will figure out and supply exactly what the customer wants.

Much of the new paradigm is driven by technology. Databases were once the domain of Information Technology (IT) professionals, hidden behind glass walls in mysterious buildings. Today, they are on the desktop; indeed, sometimes on a Palm! The Internet has changed the way people communicate and find information, and people are embracing technology. Kids have grown up with Game Boys and computers. The fastest growing segment of computer users are senior citizens. In the next few years, pocket telephones and even Dick Tracy-style wrist watch communicators will access all the information we need.

Hanson has identified three forces that are changing the way we live and work: Moore's Law (computers), Metcalf's Law (communication and community building), and people's intimacy with technology (Hanson 2000). This combination drives closed loop marketing. Through database technology and communication networks, businesses know who you are, where you work and live, your lifestyle, what your family unit wants and needs – sometimes better than you do! Customer responses meet with action that evokes a closed loop, creates a follow-up action, and persists until some share of the customer's wallet is secured. Computers keep costs within reason by "replacing atoms with bits." In just a few years, we won't know if we are dealing with live humans at the other end of the line, and we probably won't care. Machines will be that good!

If we don't use technology to gain these advantages, our competitors will – and put us out of business! We need marketing people who can use technology. So, how do we prepare today's marketing students to have the needed skills?

At Southern Oregon University, I authored the Certificate in Interactive Marketing and e-Commerce (CIMEC). It is an official document approved by the Oregon University System that appears on a student transcript. A certificate is mailed to the recipient. Most applicants come from Marketing, Computer Information Systems, or Computer Science, but anyone with a bachelor's degree, regardless of major, is eligible. It uniquely complements the other ways we bring technology into the marketing curriculum.

After twenty years working in industry, it is my observation that it's hard to find marketing people who understand how to talk with IT professionals; or an IT person who can talk with the marketing department. All too often, Marketing and IT people tend to stay away from each other, perhaps because they don't understand each other. Sometimes they flat don't like each other! If that tension didn't exist, would Dilbert be a household word?

The CIMEC requirements are designed to give graduates the skills to implement closed loop marketing and an appreciation for how both marketing and technology professionals pursue their jobs. Coursework includes Web design, multi-media, an upper division database course, introductory programming classes, Direct Marketing, Internet Marketing, and electives from communication and art and design.

From my experience in Silicon Valley, if a recent graduate presented a certificate of this kind in a relevant job interview, two things would follow: (1) they would more likely get the job, and (2) they might get a few thousand dollars in extra starting salary. Communication and understanding in cross-functional teams is critical in the modern organization. With one-to-one marketing in our futures, graduates with the CIMEC certificate will help ensure that the technology is understood and imple-

mented in an atmosphere of mutual understanding and respect.

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STUDENT-LEAD MARKETING ETHICS DISCUSSION GROUPS

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ABSTRACT

Using student-lead discussions provides an active learning approach to the classroom. This technique stimulates students to take ownership of a class, cover important ethical issues, and gain confidence in their management facilitation skills. Student-led discussions help instructors to know their students better and learn new classroom instructional ideas.

INTRODUCTION

Students learn best when a class environment moves from passive (lecture) to active (discussion). Allowing students to lead a panel discussion on a specific marketing ethical issue gives them ownership of class content, generates lively discussion by actively engaging the students, provides a break in the day to day routine of class, provides the instructor with the opportunity to observe the class interactions, and to learn new teaching techniques.

METHODOLOGY

Students are assigned an ethical issue for them to lead in discussion. Instructors will need to decide is whether to have the discussion structured to a specific format or to allow students freedom to create their own activities and techniques. Faculty need to plan ahead regarding the level of their own involvement in the discussions. Two other issues that need to be clarified immediately are grading criteria and when to issue a grade. I preferred an unstructured approach to allow the panels full ownership of the discussion and the flexibility to create a unique approach to the discussion topic. My requirements are they must stake a position on the topic, at some point during the discussion session state their position to the rest of the students in the class, to turn in a one page position paper with a minimum of three sources that helped form their opinion. I also thought it important that everyone in class be involved in the evaluation. A 360 degree evaluation is completed with the students on the panel rating themselves, students in the audience rating the panel, and my evaluation. Panel evaluations were based on the quality of the discussion, encouraging as many students in class to participate as possible, and their position paper. While I have always been an advocate of immediate feedback, I thought that in order to be fair to

all the groups that I would not issue grades until after all the groups had presented.

The discussions centered around marketing ethical issues such as the use of fear appeals, intrusive advertising, marketing to children, America materialistic culture, the use of super thin models in advertising, and consumer privacy. Students were allowed to form their own groups. Each group was randomly assigned to one of the topics. Because of the depth of these issues, I decided to allow each group the entire 70 minute class for the discussion. The discussions started five weeks into the semester and were held every two weeks. At the end of class each student received an evaluation form that required them to write feedback and assign the group a grade. After gathering the feedback forms from the audience and panel members, I typed an anonymous feedback document for the panel members. After reviewing the feedback from students and panel members plus reading the position papers, I issued a grade to the students.

CONCLUSIONS

The panel days allow me to observe the class and to get to know my students better. The students used a variety of creative ideas to cover the discussions that I will adopt in other courses. The unique ideas varied from class to class. One panel wrote gree, ndifferent, and isagree on the blackboard at the front of the room. All of the students in the audience stood in the front of the room. A panel member would read a controversial statement regarding the topic that day and had the students react to the statement by standing under one of the headings. After the audience members picked their position, the panel members would then ask why students supported their position, which then drew debates between the sides. Another technique that encouraged discussion was modeled on round the Horn, a show on ESPN that encourages a competitive discussion between sportswriters on a given topic. Students in the audience were always curious to see what new discussion ideas were going to take place on panel discussion days, which in turn encouraged attendance and participation on those days.

Students love the opportunity to take charge of a given class. They found the topics to be stimulating. They were given the opportunity to work on their presentation and

facilitation skills while covering important ethical issues in the field of marketing. The panel discussions encouraged students to participate and speak up in class. By minimizing my class day involvement, students gained confidence in their facilitation skills while the audience appeared to be more willing to speak up in front of their peers. Most students commented positively on their experiences, felt the procedure was fair, and proved to be a valuable learning experience in many ways.

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INTRODUCING STUDENTS TO THEORIES OF MORAL DEVELOPMENT: CLASSROOM EXERCISE AND RESEARCH ISSUES

Sid Konell, University of Wisconsin – Barron County

ABSTRACT

In the year 2003 it is hardly necessary to make a case that students in university business courses, future corporate members, would benefit from practice in dealing with moral dilemmas. This paper provides a brief overview of M. Scott Peck's theory of moral development and details of a classroom exercise to take students through an ethical dilemma. Students have an opportunity to explain and predict the responses of themselves and others in the context of a theoretical framework. Additionally, we look at the development of measurement instruments to assess the question if business majors are more or less interested in learning and practicing ethical behaviors than other populations.

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ADVENTURES IN QUEBEC CITY: PLANNING AN INTERNATIONAL EXPERIENCE FOR STUDENTS

Julie Toner Schrader, Bellarmine University

Surprisingly, I have made four trips (three with groups of students) to Quebec City, Quebec, Canada over a period of 15 months. So far, I have taken a total of 57 students across our border to the north. Although there have been a few glitches along the way, these trips have proven to be very positive experiences for our undergraduate students as well as myself.

A couple of years ago, my department began requiring an internship for graduation from our undergraduate program in business administration. We discovered, however, that this requirement was not always feasible for all students. Athletes, in particular, found it difficult to be students, athletes, and interns all at the same time. Other students had difficulties simply obtaining an internship while still others had obligations to family which prevented them from performing internships. In addition, our older part-time students (usually working full-time) had difficulties meeting the internship requirement. At the suggestion of our AACSB Advisor (our self study is this fall), we instituted a new course, BA 445 International Experience. We now give students the choice of taking either BA 444 Internship or BA 445 for their graduation requirement.

We selected Quebec City for a number of reasons. First, our AACSB Advisor, Bill Word, had previously taken students to Quebec City. He knew that the faculty in the business school at Universite Laval (located in Quebec City) would work with us in planning a trip. Second, the primary language in Quebec City is French. Very few of our students speak French and we wanted to give them the experience of negotiating a city without knowing the language. Third, Quebec City has a rich history and culture. The city is the only fortified city in North America and will soon celebrate 400 years since its founding. Fourth, many of our students have not traveled extensively. Due to concerns after 9/11, many parents of our students as well as the students themselves were more comfortable staying in North America than leaving the continent. Fifth, at the time of our first trip the exchange rate was very favorable with 62 cents U.S. equaling one Canadian dollar. In recent months, however, the exchange rate has worsened with a rate of 78.5 cents U.S. equaling one Canadian dollar on my most recent trip.

After initial contact via email, my dean and I traveled to Quebec City in February 2002 to see the city, meet with faculty from Universite Laval and to inspect the dorm rooms where our students would be staying. We were very pleased with the program outlined by our hosts. We then went home to "sell" the new course to our students. We did this through a school-wide meeting with students and with email messages to students.

We originally planned the course for 15 students, but increased enrollment to 17 students to handle the demand. A group of this size is very good. It is not difficult to keep them together, and it is a convenient size for airline reservations. In addition, everyone can easily get to know the others on the trip. We also felt that if the group were any larger, we would need a second faculty member to travel with the group.

Students pay for a three-hour summer course (approximately $1100) plus an additional $500 to cover the cost of airfare, lodging, and some meals.

We leave the Saturday of Memorial Day Weekend and we arrive home on the next Sunday. Group rates were arranged through Group Works at Continental Airlines. We were met at the airport with a bus large enough for the students as well as our luggage. Keys and itineraries were handed out on the bus.

On Sunday morning, we toured Old Quebec followed by a French meal for lunch. Then, we traveled a few miles outside Quebec City to St. Anne's Basilica, a woodworking shop, a maple shack complete with a slice of homemade bread with maple butter, a family-owned copper shop, and finally a visit to a waterfall. After our field trip, we changed clothes in the dorms and took a city bus to downtown Quebec to have dinner in an elegant French restaurant. We also hosted the dean and faculty from Universite Laval at dinner. This was a good chance for the students and faculty to meet.

During the workweek, we ate breakfast in the dorms followed by a walk to the business school. Each day, we had seminars presented in English by faculty from 8:30 to noon. The seminars included: Quebec in the Global

Economy, International Accounting, Marketing and Cultural Differences, International Management, and Small and Medium-Sized Enterprises in the Global Economy. Following the seminars, we had lunch in the continuing education building at the university. We took field trips to businesses two afternoons. One day we visited a manufacturer of railway cars and another day we visited an actors' theatre and a mall. On Friday afternoon, we had a special lunch followed by "graduation." Friday evening, we took a boat trip to the Isle of Orleans for dinner. On Saturday, we went on a whale-watching adventure, but saw no whales.

The students kept a journal for the trip and received pass-fail grades for the class. Evaluations of the trip were very positive and we decided to offer the class again in May 2003. We later learned, however, that Laval lost money on our trip.

Later in the summer of 2002, I was named Director of the Brown Scholars Leadership Program. One of my new duties was to plan a trip in conjunction with the transcultural class required of our junior class of Brown Scholars. With the success of my prior trip to Quebec City, I decided to take 29 Brown Scholars to Quebec City in November. Due to the size of the class, we brought a second faculty member on this trip. We only had a few days for the trip with half of the students leaving on Thursday and half on Friday. This time we stayed in a small hotel in Old Quebec. The hotel was only $42

(Canadian) per room. We took the same tour of the city and surrounding sites on Saturday. We then let the students go exploring on Sunday followed by the plane ride home on Monday. Again, we had a wildly successful trip.

The third trip to Quebec City proved to be somewhat more difficult. First, we had difficulty recruiting students. We only took 11 students (10 males and 1 female) on the trip. We believe this was due in part to the French stand on the war with Iraq, SARS, and the economy. Our costs per student went up with the lower numbers. A new faculty member was put in charge of the program at Laval. He was charged to make money on the program. He was also working with another U.S. university and asked if we could put the two groups together. This proved to make many things more difficult as we attempted to move more people on and off busses, in and out of businesses, etc. More field trips were added including a lunch visit to Parliament and a field trip to a paper mill. Several logistical details, however, fell through and our tour guide was let go during the week. All in all, it was still a very successful trip, however. We changed the grading system to letter grades due to many employers demanding letter grades prior to the reimbursement of courses.

These trips have opened my eyes to many wonderful cultural differences. I have also gotten the chance to get to know many of my students better. I would encourage other schools to develop similar trips.

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INTERNATIONAL TEACHING ASSIGNMENTS WITH AN EMPHASIS ON CHINA

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I have always been interested in teaching and travel. How great it would be to combine the two. When traveling I did not want to just see mountains, rivers, and cities. My goal has always been to do as the natives. I am motivated to see, live, and experience every day life by walking and experiencing their daily journey.

Traveling as a tourist you have limited time and opportunity to meet and interact with the individuals that make the area of interest unique. You will basically concentrate on great mountains, rivers, and the other amenities offered by the surrounding area. This limited exposure will make good picture material but not give you the reasons behind the native's motives, desires, interests, and purpose. Traveling as a teacher you will have the opportunity to experience the people, live with the people, and a work with the people. For me, this has proven to be the great window to three continents.

My first overseas teaching assignment was in 1982. This was the first of three travels to Japan where I invested a total of nine months exploring and investigating the people, culture, history, and traditions of this fascinating country. In 1982, the community college where I taught two accounting classes, established an overseas work-study program with a Japanese transportation oriented corporation in Otsu, Japan. Otsu is a small city located near the old Japanese capitol Kyoto. Upon learning about this teaching option most faculty showed reluctance in volunteering for the assignment. However, I viewed it with excitement.

I knew there would be difficulties in traveling away from family, friends, and the home for three months. I knew arrangements would have to be made for someone to take care of the house, pay utilities in advance, and deal with the post office to hold my mail. However, I knew it would be well worth the effort. I saw Japan through an experience never imagined by a typical tourist. As events unfolded I experienced over night home visits, prepared meals along side grandma and grandpa, made home visits with a Buddhist Monk, and participated, not watched, in countless festivals and celebrations.

Because of three successful teaching assignments/visits to Japan I was determined to expand my country base. Reading an article in the local newspaper I discovered that a Washington, D.C. foundation, sponsored in part by the federal government, sent business faculty to the Eastern Block countries of the former Soviet Union. The purpose is to assist central government controlled societies in the transition to the free and open market way of conducting business.

I was assigned the country of Ukraine. In preparation, I obtained and read a multitude of publications and background facts on the people, products, history, and culture. With this basic preparation and orientation I was ready and anxious to depart.

Upon arriving I found the students and administrators a little reluctant to interact with me. After centuries of invaders from both the East and West they were uneasy about this latest invader and his intentions. I did not let this initial coolness negatively affect me. I kept my smile and greeted many students in the hall with a hello. After two days of not giving up, I was playing cards, going to lunch, viewing family pictures, drinking beer, and participating in home visits. Friendliness and a genuine interest in learning about this great people and their beautiful country paid off with a lifetime of memories and friendships.

The Ukraine was an interesting and valuable experience. But my heart and future interests were in Asia. Teaching in Japan had given me a different perspective on life. The Japanese had a different outlook and attitude toward life. This was especially true of the rural Japanese. In my mind and experience working/teaching in Europe was similar to going to Ohio. It was much like the place where I grew up. Going to Asia would be like going to the moon. Asia is completely different from my home base experience and daily routine

Returning from Japan for the third time in 1995 and after circling the globe as a tourist I was determined to expand my teaching/travel base. After countless hours of review I concluded the best option was for me to take the initiative and control my destiny. In 1996, I visited my college placement office and reviewed several publications on overseas teaching assignments. Being a business faculty I concentrated on business focused organizations and institutes. Because of my placement office research and Internet research I identified 123 colleges and universities. These institutions were located in 14 different countries throughout Asia.

Drafting a cover letter and securing 123 resumes I sent correspondence to each institute on my list and anxiously awaited a response. Of the 123 contacts seven responded. All seven were from China. Four offered me a contract for a two-year period. A two-year contract was not an option for me because I did not want to terminate my full time teaching position. At most I was limited to a one-year leave of absence.

The remaining three positive responses were agreeable to a three month period involving May, June, and July. Not knowing much about these three colleges I concentrated on the first. I located an American professor who had taught at this Chinese college and after several emails and phone conversations I had made my final decision.

The decision was totally based on my desire and motivation. Not one of my friends, family members, faculty colleagues, or college administrators encouraged me to carry out my plan. In fact they all discouraged me. My reaction and response was if I don't like it I can return on the next flight.

Upon agreeing to teach in rural Western China I received a contract. The contract specified my teaching responsibilities, compensation, food allowance, accommodations, and conditions of flight reimbursement. This information was interesting but not my motivation for teaching in China. My goal was to be immersed into the daily life of students, meet everyday people and experience the "real" China.

The day of departure arrived and I was ready and anxious. Watching three movies and finishing five meals I was in Beijing, China. Upon arrival, the college's Foreign Affairs Officer met me. One night in Beijing and we were on a three hour flight to Lanzhou, China.

Arriving on Campus I was directed to my Western style apartment and given time to freshen up before meeting with the college president, countless deans, faculty, and students. It turned out they were just as curious about me as I was of them. They were genuine in their interest and motivation to be friends. There were numerous symbols of international friendship on both sides – the smile. Long lasting friendships were cemented during that first of many interactions. People from opposite sides of the world came together and found that we are basically the same and seek the same ends.

The Dean of International Studies outlined my final teaching assignment and tour of campus. Now I was ready to start teaching. My first class was that night and the next morning's class started at 8:30. Not only did I have a fifteen hour a week teaching load I also had twelve requests by the English department to visit various levels of English and interact with students. I graciously fulfilled all requests. After all that is why I went to China. I wanted to meet the China of today and its future.

China is very different from Michigan and teaching in China is very different from teaching in the West. But after all, that is why I traveled such a great distance. If China was like home that is where I would have stayed.

Most teachers choose teaching as a career because of their "giving nature" and desire to help others. As I prepared for my first teaching assignment in China I wondered how I would accomplish these goals without knowing the language or much about the culture, history, or traditions of the mysterious and ancient people and country. I really did not know what to expect or what I would experience in the Chinese college classroom.

Much to my amazement, upon arriving in Western China I found an atmosphere and an attitude that makes teaching a profession filled with satisfaction and fulfillment. Upon entering my first Chinese classroom I was totally unprepared for my reception. Sixty-some students immediately stood up, started clapping and in unison said good morning. Each individual face had a broad smile and I could see genuine warmth and felt a spirit of acceptance. I knew from looking into their eyes that we would be good friends as well as students and teacher. Never before have I experienced such a welcoming and this warm reception has been repeated in every class during my seven travels to China. The Chinese worldwide reputation for acceptance, politeness, and friendliness is well deserved but understated.

The Chinese place great value on education. They keenly understand that education is the ticket to success and a better life. Parents and other family members strongly encourage their child to succeed academically. Particular emphasis is concentrated on the subjects of math, science and English. Students demonstrate an eagerness to learn regardless of the teacher's nationality. The Chinese student is very curious and has a strong motivation to learn about everything outside their daily world. They carefully examine and inspect everything that I bring to China and I purposely bring items that highlight and explain U.S. culture and daily life. I bring items unique to the U.S. such as maps, travel brochures, magazine that emphasize food and meals, pictures of my home and Michigan, books on cars, and American college business textbooks. (At the end of my teaching assignment I donate the business textbooks to the college library.)

I also bring hundreds of small gifts that I use as classroom prizes. When teaching Business English I often use mathematical and other thought-oriented puzzles as an added topic of conversation. For the first three students who correctly solve the puzzle, I award such things as postage stamps, NBA posters, Christmas cards, candy, pennies, nickels, stickers, home-town city lapel pins, pens or pencils with English writings. The students are

excited and work very hard to be the first to correctly solve the puzzle and receive one of these highly sought after and cherished items.

Chinese students ask numerous questions even though their traditional Chinese educational system does not encourage this type of student teacher interaction. At first, the students may be shy, especially the female students. Their shyness, in part is a result of their self-consciousness when speaking English and in part culture. A few students never overcome their shyness but most by the end of the third class meeting are very open and eager to share. Basically, during the early class meetings the students are checking me out. They are determining if my broad smile is real and if I have a sincere interest in and respect for them and their fascinating country. Once they realize that I look upon them as equals and that I will treat them with respect, we are friends forever.

The students are genuine in their concern for my well-being and in making me feel comfortable while in China. Many Chinese have told me that they like me because I like China and because I have a genuine interest in my desire to learn more about China and the Chinese people. In reality, I consider my students to be my teachers and the greatest source of information for understanding Chinese history, culture and daily life.

They always make sure that I have a classroom chair to sit in. However, they are surprised because I rarely use it. Out of respect they will cover the podium with a colorful cloth and always erase the blackboard before class begins and when the blackboard reaches capacity during the class period a student will rush up to the board and immediately start erasing. Since the class periods are two hours in length they bring me tea to drink. Even though I instruct them not to do these things they insist on being hospitable, respectful and generous.

There is a scheduled break in the middle of my classes but most students rarely take it. They prefer to remain in the classroom and review my American items, practice their English or probe into American life. They are particularly interested in politics, world events and how Americans spend their free time. It does not matter if it is my Accounting in the West, Statistics, International Economics, Investments or my Business English class, the students will have a wide range of questions. After class I can never exit on time. I often stay twenty or more minutes after the bell has rung answering questions and engaging in conversation.

The student's English skills are fairly good. Many students can participate in a basic conversation. They have little trouble with comprehending written and spoken English. Most have studied English for seven or eight years and some have studied as long as fifteen years. Their greatest shortcoming is with the pronunciation and limited vocabulary. This is a result of limited exposure to native English speakers. However, this obstacle will be removed in part with China's increased internationalization because of entry into the WTO and hosting the 2008 summer Olympics.

I was invited and traveled to China to teach in colleges and universities. In total, I have taught over fifty courses and presented lectures in nine such institutions. However, I have not limited my experience to these environments. I have also taught at dozens of high schools, middle schools, and primary schools. The reception and heart-warming experience that I have found in China is not dependent upon the level of instruction.

Regardless of their age, Chinese students sit very straight in their seats and attentively listen to their teachers. When the teacher asks a question student's hand will immediately shoot up like a rocket and the one called upon will stand erect and tall before responding to the inquiry. In the unlikely event the response is incorrect the other students will speak up with the correct answer.

The Chinese school system places a heavy homework burden on students. It is very common for students to be responsible for five or six hours of homework each evening and it is also typical for teachers to assign major homework projects to be completed during the various holiday breaks. Lately, the Chinese government, without much measurable success, has encouraged the school systems and teachers to lighten up on the homework responsibilities.

I have only identified a few of a multitude of events and occurrences where people from opposite sides of the world with different cultures and traditions have come together in peace and friendship. The classroom and the common goal of learning will continue to bridge the peoples of the world I hope you will have the same opportunities to teach, share and learn in an overseas teaching assignment. I know from experience the memories and contributions will be heart-warming and ever-lasting.

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HOMEWORK AND QUIZZES TO MOTIVATE STUDENTS: AN EMPIRICAL INVESTIGATION

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ABSTRACT

It is becoming increasingly important that instructors have greater teaching abilities in the classroom and find ways to motivate and retain students. It is also becoming common where most institutions recognize this and have started adjusting their tenure criteria or implement post tenure review to reflect this need (Bures and Tong 1993; Burnett, Amaso, and Cummingham 1989; Schultz, Meade, and Khurana 1989). Tompkins, Hermanson, and Hermanson (1996) find that teaching effectiveness carries an important weight of approximately forty percent depending on the type of institution. Because so much weight is associated with student learning and teaching effectiveness, educators have begun to not only find ways to improve their teaching but also look at the students for clues to improve their retention of the subject matter.

Students in a typical class possess diverse levels of knowledge, experiences, and mastery of the subject. Instructors recognize that students need to learn more than the basic familiarity of the facts so they have the knowledge base to synthesize, analyze, and make better decisions (Elder 1991). However, before higher ordered thinking can occur, students need to be encouraged to attend and motivated to prepare for each class.

The primary purpose of this research is to compare students' performance in a basic finance class with one group given regular quizzes and homework during the semester as opposed to another group that were not given any quizzes and homework. The results indicated that students who were given regular quizzes and homework performed significantly better (had a higher overall average at the end of the semester) than those students who were not given any quizzes or homework. In addition, it was found that the students in the class with regular classes and homework gave higher instructor ratings than the class with no quizzes and homework.

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EMPOWERING STUDENTS TO LEARN

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This paper is based on the belief that the process of learning and the responsibility of learning lies with the teacher. It is the teacher's responsibility to develop managers who are in the habit of examining what is happening in the world, analyzing those events, and understanding and applying knowledge to keep up with changes. Ultimately, business schools must help future managers realize that the decisions they make have an impact on them (Gosling 2002). Unlike previously, when more traditional teaching methods were used, today's business schools have become more focused on the power of teaching and are taking steps to promote teaching assurance of learning. In other words, good teachers can transform the way students view the world, helping to release their potential. Thus, motivation is about 80 percent of the teacher's job, and can be accomplished by creating a sense of community and culture in the classroom (Shinn 2002).

HOW CAN THIS BE ACCOMPLISHED?

The objective is to permeate students' ways of thinking and create an environment of leadership within the classroom (Bento 2002). Motivation is important in holding student attention, and what better way to grasp their attention than to allow students to take charge of the learning process. Especially important is to develop an environment of free discussion, whereby students are not expected to respond to questioning for the correct answer, but to discuss the concepts among themselves. Here, the teacher steps aside to coach the discussion, not by supplying the correct answer, but by allowing the students to analyze what is being discussed and reach a conclusion regarding the objective set by the instructor among themselves. Once students know that their discussion is among themselves, they can risk more open expression. One way of gaining student trust is to ask general questions that have no wrong answers. In other words, "How do you feel about this?" or "How does this look to you?" This approach can help to eliminate anxiety and promote participation, and will help to open up discussion. Long term student participation by students who previously participated only infrequently can be achieved by means of a simple smile or sitting next to them and asking them quietly what they think one on one, then responding by saying, "That is a good thought."

SETTING THE STAGE FOR LEARNING CONCEPTS: THE USE OF TECHNOLOGY

Now that the students have had an opportunity to take advantage of getting to know each other and become comfortable, they should be allowed to form groups of no more than five. Students should be provided various ways to practice with the knowledge and concepts. Short cases should be provided for practice, notes placed upon the course's website, supplement discussions with Power Points, and most of all, groups allowed to choose how they will demonstrate knowledge. In addition, students can be allowed to take practice quizzes on the web (these are often provided by the publisher). This allows students to learn at their own pace and to self correct responses. Concepts presented can be reinforced by sighting real world issues, with students asked to view issues that real managers have experienced. For example: In an undergraduate Principles of Management class allow students to choose from the following: (1) Analyze a movie with managerial implications (e.g., "Tucker," "The Godfather") and present what went wrong and what should have been done to be successful? (2) Interview a local business manager and discuss a problem with that manager and provide solutions. (3) Create your own organization and provide a business plan, describing the organizational structure, funds needed, develop a mission, what type of organizational culture would be required to operate this business.

Most students choose the first option, using a movie as a springboard to discuss organizational deficiencies and will problem solve to correct issues which they uncover. The experience of one of the authors was the movie "Nine to Five," and how students depicted sexual harassment and what could be done to eliminate it. What needs to be kept in mind here is that the students choose the media that interests them and apply their knowledge.

If these methods are used, given a fourteen-week semester all concepts need to be covered in nine weeks with supplemental cases and exercises for reinforcement, and allow remaining time for students' to demonstrate their knowledge with presentations. Groups can be asked to come up wit hypothesis that they see as relevant, with applications of principles, with examples of concepts, and solutions to problems (Mc Keachie 2002).

RESULTS OF 100 STUDENTS SURVEYED

All agreed that the use of technology helps them focus and with note taking, all prefer to take quizzes on the web instead of in class. In addition, 90 percent of the students printed out the note sheets form the website and added notes in class. The remaining students used the provided notes on the website as a study guide to prepare for class. As one student observed: "The web-site notes help you to have a choice if you want to print them out or take notes in class. This choice is important because people have different learning and understanding techniques."

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INTEGRATING INSTRUCTIONAL TECHNOLOGIES INTO THE MARKETING CURRICULUM

John Bennett, Stephens College

"If administrators and faculty are wise, . . . they will view the advent of the Internet not as a threat, but as a chance to launch an overdue examination of teaching methods. We've become a bit monopolistic, a bit commonplace. . . . We've put too little of our energy into focusing on the challenge of how we create the most effective learning environment at the undergraduate level. We know how we want to teach. We too seldom discuss how do students best learn." – Gregory Farrington

Over the past few years higher education has experienced and will continue to experience many changes as a result of the technology revolution of the 21st century. One only has to consider the increasing number of online courses being offered by colleges and universities to get a sense of how much higher education has been altered by technology, especially Internet-based technologies. For example, according to a survey by Market Retrieval Data, 72 percent of 2-year and 4-year institutions offer online courses in 1999 (Grimes 2001). No doubt that percentage has increased over the past three years. Merrill Researchers estimate that the number of students enrolled in distance learning courses increased from 710,000 in 1998 to 2.2 million (Grimes 2001). There are also a growing number of colleges and universities offering "hybrid" courses that use technology to supplement rather than replace classroom teaching. Some predict that within the next five years between 80 percent and 90 percent of all courses will be available in a hybrid format (Young 2002). To facilitate the development of courses that utilize Internet-based technologies an increasing number of institutions in the United States (including 80% of public four-year colleges according to the 2002 Campus Computing Survey) are offering their faculty course-management tools like WebCT and Blackboard (Lynch 2002).

The growth of courses utilizing Internet-based technologies is due to many technological, economic and pedagogical factors. The technological factors include the accelerating power of personal computers, rapid growth of the Internet, increasing telecommunication bandwidth capabilities, and state-of-the-art software development. The integration of technology in the curriculum also offers the potential for significant productivity gains which have become more important as an increasing number of institutions are faced with budget shortfalls and rising expenses. According to a recent issue of *Business Week,* Ohio State University and the University of Central Florida are using Web-enhanced courses in their drive to become more efficient in the face of dwindling state support (Symonds 2003). But, it is perhaps the pedagogical factors that have attracted the most interest among academics as well as the most controversy. The advocates of instructional technology often cite its pedagogical advantages as the primary reasons why educators should be integrating more technology in their courses. They claim these technologies have the potential to implement principles of quality education, and in some instances fulfill them better that is possible with traditional education.

Indeed, as new instructional technologies have become more commonplace in higher education, questions are being raised concerning the effectiveness of traditional pedagogical methods and learning environments. In fact, the technologies are helping foster the development of a new learning environment that promotes collaborative learning with emphasis on active learning techniques, critical thinking, and student-centered content. This is in direct contrast to the "sage on the stage" model of teaching that is characterized by teacher-centered instruction and passive learning techniques.

Still, despite the increased pressure being placed on faculty to integrate technology in their courses, many are reluctant to do so. In fact, the biggest obstacle to applying technology in the classroom at many institutions is not a lack of funds or technology but a faculty that is unwilling to use the technology made available to them. This reluctance is due to many factors such as the perceived amount of time and effort required to integrate technology into the curriculum, persistent doubts about the pedagogical benefits of the technology and the failure of many tenure and promotion systems to recognize teaching with technology. Another reason why many faculty are reluctant to embrace technology is because it is perceived as a source of stress.

During this special session the pedagogical reasons for integrating technology in the marketing curriculum will be identified and discussed. In addition, strategies for how to utilize various technologies to enhance teaching and learning will be presented. The technologies that will be the focus of this presentation include the World Wide Web, Blackboard Course Management System, and PowerPoint.

The presenter will draw from his many years of experience teaching courses supported by technology and share the results of an ongoing research on technology's ability to support the "Seven Principles of Good Practice in Undergraduate Education" identified in the landmark study published in 1987 by the American Association of Higher Education.

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BRIDGING THE GAP: MOVING TOWARD A BLENDED LEARNING ENVIRONMENT

Gloria M. Thompson, Nova Southeastern University

Blended Learning can simply be described as a learning program where more than one method of delivery is used to ensure maximum effectiveness in the delivery of the course content. Typically we think of blended learning as a combination of a traditional classroom, instructor-led method with another that is technology-based, such as synchronous or asynchronous virtual classrooms, Web/Computer-based modules, simulations, and streaming video, to name a few.

The term *Blended Learning* is synonymous with *Hybrid* or *Distributed Learning* and has been used successfully in corporate training worldwide. Corporate training departments have long realized the benefits of a blended learning approach not only in the increased retention of the material by the employees, but also in the ability of the organization to distribute the learning to a geographically dispersed organization, and especially in the flexibility of this approach in meeting the needs of the learners.

Why then has this blended learning approach not been widely adopted in educational institutions? There are universities that have been successful in the implementation of this approach and cite the many benefits from operational, in reducing the buildings and facilities cost, to flexibility and convenience for students and faculty in minimizing the commuter time, cost and effort. There are some universities, such as Farleigh Dickinson, that require that all students take at least one course online each year. Central Florida offers nearly 100 hybrid courses that meet in a combination of classroom and online, and professors from Ohio State to Harvard suggest that the hybrid approach is superior to either the classroom or online deliveries alone (chronicle.com).

Adults do not learn in just one way and a blended learning approach can offer an option that will meet the needs of the learners far more than in a classroom or online class alone. Each of us has a preferred learning style and is most comfortable in a **visual** environment where we can view numerous charts and graphs, pictures and visualization of the concepts, an **auditory** environment where lectures are the predominant mode of delivery, or a **kinesthetic** environment, where the learner needs to be actively involved in the process.

There are numerous instruments used to determine a person's learning style including Kolb's (1984) leaning inventory and Gardiner's (1993) Multiple Intelligences, but we will concentrate this discussion on Fleming's (1980) VAK (visual, auditory, kinesthetic) learning inventory. It is understood that no single measurement of learning style will ensure that a learner's needs will be met, but the focus now will be to explore how a blended learning environment may be able to best meet the learner's preferred style, without their having to continually be forced to adopt a less preferred one because of the method of delivery in the class. In this way the student will maximize the opportunity to have the most relevant learning experience that meets their unique needs.

VISUAL LEARNERS

Nearly 65 percent of the population are visual learners who prefer to learn through the written language and tend to take detailed notes even when they are presented with course notes or handouts. They prefer reading and writing tasks, diagrams, charts, demonstration videos, PowerPoint presentations, and web-based tutorials. These learners tend to prefer direct, face-to-face contact, but prefer to not have to listen for too long. They will read directions, especially if there are diagrams or pictures, and will prefer descriptive scenes where they can visualize the image in their minds.

♦   Preferred activities: pictures, diagrams, video, animation, flowcharts, colors, symbols, lecturer's gestures and graphs.

AUDITORY LEARNERS

Nearly 30 percent of the populations are auditory learners who have difficulty with reading and writing tasks. They prefer lectures and tend to take notes after a presentation is completed. Auditory learners tend to be very effective speakers, and tend to excel in a Socratic method of lecturing/questioning, debate and role-playing activities. They tend to enjoy and actively participate in brainstorming activities and may often wish to continue discussions with the instructor after the end of the class. It is necessary for these learners to debrief at the end of the class so that

they can make the connection between what has been learned and how they can apply it. These learners often serve as the catalyst in a collaborative learning environment. They prefer to talk on the telephone than have a face-to-face meeting; they prefer verbal instruction or discussing a process with other people, and actively seek assistance for help with a problem.

♦ Preferred activities: Lecturer's voices, discussions, verbal explanations, stories and relevant experiences.

KINESTHETIC/TACTILE LEARNERS

A mere 5 percent of the population are kinesthetic/tactile learners and prefer touching or movement. Hands-on activities such as simulations appeal to these learners. When in a social setting they will talk but prefer to be walking/moving rather than standing still. They learn skills by imitation and practice and may tend to appear slow in picking up the information if it is not presented in a method that suits their style. These learners like to get the "big picture" first and then focus in on the details; they often ignore instructional manuals and attempt to figure it out as they go along and usually do not seek assistance for a problem.

♦ Preferred activities: real experiences, concrete examples, case studies, and field trips.

Understanding the characteristics of each of these learning styles along with activities and resources that each would prefer, it may be best now to refer to Singh & Reed's (2001) revised definition of blended learning to read: *"Blended learning focuses on optimizing achievement of learning objectives by applying the "right" learning technologies to match the "right" personal learning style to transfer the "right" skills to the "right" person at the "right" time"* (www.centra.com). The original definition of blended learning focused on linking two methods of instructional delivery, usually traditional classroom with an online component. It appears that a more effective use of blended learning is to be able to customize components of the delivery of the material to serve as a just-in-time delivery opportunity that would present the instructional content in a method that would best meet the preferred learning style of the learner.

There are many combinations of delivery in a blended learning environment, and determining which would be the best mix may become a daunting task. Certainly, considerations of funding and available resources are a primary focus. Additional consideration include: the type of content that needs to be delivered, the geographical dispersion of the students along with their technological capabilities, current infrastructure within the organization, acceptance and support by the administration and faculty, and available technical support services.

Blended learning may provide a learning environment that is natural and comfortable for the students. Traditional classroom models may be inconvenient in the learner's busy schedule and not allow for equal or adequate opportunities to actively participate in the discussions. Online models may allow for each learner to have a voice in the discussions but may require self-discipline and a willingness to work independently in an isolated environment. Once we understand the best method of learning that works for the type of learner in our institutions, we can provide blends of instructional delivery that will maximize their learning opportunities and help us to effectively create communities of learners.

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COOPERATIVE LEARNING IN THE CLASSROOM

Mark E. Harrison, Nova Southeastern University

The process of using cooperative learning is imperative in teaching Principles of Accounting to community college students. Teamwork is essential to enhance learning not only in the short run, but also in the long run of a student's academic and business career. Students learn to work in-groups and communicate from the cooperative learning.

In the past five years, the integration of teams has raised the bar for my students academically and professionally. In Accounting I, every student must do a business simulation that involves the first six chapters of the text. This simulation involves journal entries, posting, trial balances, and the basic financial statements. Students choose their team member and each is responsible for one-half the work of the simulation. Teams may be broken if one member feels that one is doing all the work. Students have been known to drop a teammate and pair with another in a similar position. It is rare that I must become involved. Accounting II students do smaller projects instead of the simulation, but the premise is the same.

Simulations occur later on in the semester. Students need to be prepared before the simulation is commenced. Success in school in any program involves the triple threat. The first threat is to read the material before you come to class. The second threat is to be involved in class. The third and final threat, which should be the easiest, is the review for the exam. Most students lack the first threat, but comprehend the material with the last two threats. The same could be said for comprehending the first two threats and foregoing the last threat.

As instructors, it is our duty to prepare these students. Most students are shy and very reclusive. They are accustomed to the traditional methods of teaching; where little interaction is used. The first day of class should involve initial greetings. Sometimes, if drop/add is heavy, it can be used on the third day instead. All students should declare their name, major, and goals that they should achieve in the class. A paper should also be passed around that involves each person to write their name and e-mail addresses. The use of free e-mail services such as yahoo and hotmail should be encouraged. Networking is a key in cooperative learning. As the semester progresses, students can collaborate with students that they like. They can set up study groups. Some stronger students will go out of their way to help the weaker students.

Networking can be used when school is over. For example, one student could talk about career options from another student.

Lecture is the next step in the cooperative learning process. I constantly go around the room asking every concept to each student. No student is skipped. This process allows the students especially the introverted ones to gradually be more involved in the class activities. Teams always revert to the class. Teams are set to do simulations and projects in smaller teams. However, all smaller teams make the cohesiveness of the bigger team (the class). Working in both environments and in separate teams lets the students get practice in different team size environments. This concept also promotes cooperative learning by not allowing any student to get behind or to be afraid to ask questions. The instructor is the center point of allowing free-flowing communication.

Lecture will allow the basics to be tossed around. Although, accounting is more practice than lecture. Students must be able to reflect their accounting concepts either using paper or a computer. Cooperative Learning is used here as well. Students can be divided up into teams to do the problems in the book. Team size is relative to the difficulty of the problem and the number of students in the class. One student (or more if it is long) writes the problem on the board using different color markers (or chalk). Another student conveys to the class how and why we derived at the answer of the problem. Rotation will ensure that each student has his turn as the semester progresses. Confidence will increase as well. Most students have average difficulty in Accounting I, but Accounting II students will receive more benefits from cooperative learning.

Cooperative Learning is a tool for Accounting instructors to enhance their students' learning experiences. Students are more active in the classroom, thereby encouraging their fellow students. The keys to this success lie in the instructor's use of allowing the students to learn not only from the instructor but from each other as well. I have found great success using cooperative learning. My students over the past five years have been very encouraging and very grateful.

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BEST PRACTICES
IN TEACHING

BEST PRACTICES IN TEACHING *PRINCIPLES OF MARKETING* CLASSES

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The Principles of Marketing class is often a requirement of marketing faculty newly arrived in their teaching careers. While many have had that duty as TA's during their graduate program, others may have little or no experience with the course. But nearly all universities with marketing programs have such a course as a survey of the field that is taken by all business students and certainly by all marketing majors. As a first impression of the field of Marketing it is a critical that the course stimulate potential majors to be excited about the field, and it must leave non-majors with enough insight and understanding about the discipline to serve them well in their chosen course of study.

All too often, however, we find that the Principles course leaves students wanting something more. The course suffers from a variety of complaints: it is frequently served up in a large lecture format, in sterile auditoriums with an over-reliance on computer-based presentations and a lack of personal contact; it may be too thin in terms of depth of coverage but too difficult by way of exams; it relies too much material in textbooks that are heavy tomes all too often unread by students; and it just may not be of sufficient interest to the non-marketing students in the class.

The fact is that the Principles class – and the textbooks that accompany it – is often largely unchanged from the early 1960's, when E. Jerome McCarthy first popularized the concept of the four P's of the Marketing Mix as a new typology for the understanding of the discipline, imbuing the former Functional approach with a new focus on Managerialism. Too be sure, new material has been added over the years, ranging from topics on Consumer Behavior to International Marketing to Supply Chain Management to the very latest, Internet Marketing. Still, the main impression is that there is really little that is truly new about the core content and pedagogy of the course.

Our challenge in this Best Practices session will be to draw upon the best teachers at the Consortium to offer new professors a panel discussion on what the course can truly be, and on the techniques that have worked well for them over several decades of combined experience. We will discuss the challenges of the large lecture section vs. the traditional small class; the role of the prepared PowerPoint presentation, the place of readings, cases, field trips, group projects, term papers, guest speakers, Internet applications, marketing games and simulations, current events, CD-ROM textbooks, author-prepared test banks, and team teaching, to name but a few of the anticipated topics. We will explore the possibility of presenting wholly new and fresh approaches for the teaching of the course, approaches that might range from a purely web-based methodology to not using a textbook at all.

In sum, this session will provide a lively forum for discussing what might be the best and newest approaches to teaching a traditional course that needs to adapt to the rapidly changing forces that are constantly tugging at the discipline of Marketing.

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LEARNING MODALITIES IN HIGHER EDUCATION

John Cherry, Southeast Missouri State University

INTRODUCTION

I believe most, if not all experienced educators would agree that students – and teachers – have diverse styles of communicating and learning. Since there is no *single best way* to communicate in the classroom, it is reasonable to expect both parties to the exchange to have an active understanding of learning modalities to enhance the sharing of, retention, and retrieval of information from memory. In short, learning.

A CURRENT APPROACH

Educators have long appreciated the existence of multiple learning styles. These are often called "intelligences" such as preference for working with others, "deep" and "surface approaches," etc. The VARK paradigm has emerged in recent years on the assumption that a simple and direct approach to understanding learning will focus instead on "modalities" (Fleming 1995). In this approach, **V**isual, **A**ural (speech and hearing), **R**ead/write, and **K**inesthetic (hand-on, sensory) "modalities" are quantified to provide the individual with a better means of understanding her or his learning preferences. The advantage of the VARK approach unlike others, according to its authors, is that it provides a set of *specific strategies* for intaking and outputting information (as, for example, in taking an exam).

To summarize briefly, the **V**isual-modality learner prefers information in the form of graphs, diagrams, color and space, etc. **A**urally-dominated learners prefer spoken presentations, lectures, small-group discussions, video and tape-recorded materials. **R**ead/write learners prefer written materials, manuals, handouts, dictionaries, and the like, while **K**inesthetic learners prefer immediate sensory input such as smell, taste, touch, hands-on direct experience, simulations, and case-work. The teaching and learning strategies that follow from these dominant modalities are beyond our scope here, but are easily accessible from the Internet.

DISTRIBUTION OF MODALITIES

Testing the measure on a large sample (n > 30,000), Fleming et al. (2003) report that generally, all subjects prefer Read/Write and Kinaesthetic modes to Visual and Aural modes, however the preference is found more strongly among teachers than students. Differences by gender or academic discipline were found insignificant. It is important to note that most respondents report a combination of modalities (e.g., "VK"). Over half the respondents in Fleming's research report such multi-modality.

IMPLEMENTATION AND IMPLICATIONS

The VARK measurement is a thirteen-item, multiple choice inventory that can be self-administered, scored, and interpreted in a typical 50-minute class session. Also, the instructor may share with students numerous practical recommendations for note-taking, studying and test-preparation based on their modalities. Obviously no single instructor can completely accommodate all possible learning modalities present in a classroom. It should be reasonably adequate to provide a variety of learning experiences that address the various styles, but it must be stressed here that it is *primarily the students' responsibility* to understand learning modalities, and to implement the strategies available under the VARK approach. Education is not, after all, advertising and marketing.

Although advertising practitioners probably don't consciously use the VARK approach to create consumer learning, the principles are clearly applicable here. Less involved consumers will respond more strongly to ad materials with strong **V**isual or **K**inesthetic elements (e.g., music, color, pictures of and testimonials from satisfied customers). It's also well understood that direct experience of a product or service will enhance consumer's learning and attitudes. More involved consumers are approached by advertisers with **R**ead/write ad presentations. What ad practitioners would call "ad execution with the target audience in mind" we educators are beginning to think of in terms of learning modalities.

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BEST PRACTICES IN MATCHING TEACHING STYLE TO LEARNING STYLE

Julie Toner Schrader, Bellarmine University

INTRODUCTION

Although I was given the topic named above, I prefer to think of myself as a "learning facilitator" rather than a teacher. Thus, I will be explaining a few techniques that I have used over the years to facilitate learning among different types of learners. Thomas (2000) describes eight intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and the naturalist. In addition, there is a possible ninth intelligence, the existential. A group of students will demonstrate strengths and weaknesses in all of these areas. As learning facilitators, we must maintain flexibility and consider the needs as well as the wants of our students. Some students will need a learning environment different than the traditional "sage on the stage" while others will feel uncomfortable with anything else. Almost all students will want variety. If we can attempt to provide a little something for every learning style represented in a class, it will not only help to keep the class from becoming boring, but it will also greatly help students with a variety of learning styles. As faculty, we also need to talk with students about what it means to learn.

LEARNING

To the shock of many students, I actually talk about learning on the first day of class. Often, this is the first time that many of these college students have consciously thought about what it means to learn. I provide students with a one-page handout on Bloom's (1956) taxonomy of learning. We then talk about the different levels of learning which can take place both inside and outside of the classroom. This is also a good time to discuss expectations. I also discuss the importance of integrating material from my discipline into their daily lives. I use many examples and also have the students come up with their own examples of concepts. Applying principles and concepts in an active learning experience generally works better than passive learning. Props will also help concepts to come alive.

SENSE OF COMMUNITY

Students learn best when they feel that they are a part of a community. It is much easier to participate in a class of friends and acquaintances than in a class of strangers. Early in the semester, I use a number of ice-breakers to help students get to know each other. I also use semester-long small groups within my classes. For instance, I might spend a few minutes during class to have the groups discuss a case or solve a problem.

CREATIVITY EXERCISES

A somewhat sneaky way of determining your students' strengths and weaknesses is to provide them with a series of creativity exercises. A good way to introduce these exercises is to talk with students about the importance of "thinking-out-of-the-box." This works especially well if they have an upcoming large project to complete. I use exercises related to mathematical reasoning, verbal reasoning, pattern recognition, and drawing. Patterns within the class develop which can later be used to adjust learning activities.

THE KEIRSEY TEMPERAMENT SORTER II

A pedagogical technique we use with each new MBA cohort is to have them complete the *Keirsey Temperament Sorter II* as part of their orientation to the program. The temperament sorter helps to provide insight into the 16 temperament types. The students not only determine their own basic temperaments, but also those of their team-mates. Using the work of DiTiberio and Hammer (1993), we discuss learning styles, studying styles, possible causes of stress, and dealing with stress. The key to this work is to appreciate each person's differences rather than to create carbon copies of one perfect student/team-mate.

KEEP TRYING NEW IDEAS

I have shared a few ideas with you, but there are many, many other good techniques for matching teaching and learning styles. Remember that it is your job to match your students rather than for them to match you. Also, remember that students are constantly changing. What works this year may not work in a couple of years. You may feel uncomfortable stepping outside of your comfort zone, but it is well worth the effort. Share with others what works for you, and ask other faculty to share with you.

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MAKING USE OF STUDENT EVALUATIONS TO IMPROVE YOUR TEACHING PERFORMANCE

Brian T. Engelland, Mississippi State University

Most universities have adopted some system to obtain student evaluation of teaching (SET) data at the end of each semester. This information is used to provide objective support for annual faculty performance evaluations, but no one enjoys being evaluated, and many faculty have an aversion to this process. There are concerns over the objectivity and validity of SET scores and the fact that the data rarely provide clear guidance to assist faculty in improving their teaching. This session offers information and encouragement to manage the SET process more effectively so that the information obtained from SET will benefit on-going efforts to improve teaching effectiveness.

Does the SET Instrument You Use Measure Teaching Effectiveness?

While some administrators behave as if SET instruments measure one dimension – teaching effectiveness – research has shown that many of the instruments employed are, in reality, multi-dimensional, tapping course delivery style, professor characteristics, course characteristics, and the workload required to pass the course. Unfortunately, the standard teaching evaluation instruments fail to do an adequate job of assessing teaching. Rather, they measure how well students like certain characteristics of the instructor and course, and this measurement offers little actionable advice on how the course can be improved.

How Should Teaching Effectiveness Be Measured?

Full assessment of teaching effectiveness should not solely rely on SET scores, but instead should require three types of assessment, (1) authentic assessment (real-world), (2) student self-assessment and (3) appropriate student evaluation of teaching. It is essential that instructors take responsibility for gathering and assessing the kinds of information needed to assess their courses. It can't be left up to the institution's official process, especially if that process and its measures are deficient. Even if you are required to use a university or college adopted SET instrument, you can augment the process with an instrument of your own design, one that both measures teaching effectiveness and also provides the information you need for improvement. Examples and recommendations will be covered in the session.

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HOW TO EVALUATE STUDENT AND PROFESSOR PERFORMANCE

Robert H. Luke, Southwest Missouri State University

Professors evaluate students because they have to. Other reasons include: to help students improve, to assess student learning, to determine if professor is teaching, motivation tool, and to communicate with others. Educational philosophies must be incorporated in evaluation. What the individual instructor defines as the university's goals often reflects and effects grading.

Guidelines for evaluating students include: a grading Plan - Let students know at the beginning of the semester what they will be evaluated on (*assignments, dates*). Tell students which topics/activities are more important than others. Grade accordingly! Know your biases and make them clear to students. Set the standard for student accountability by being accountable for your grading system. Have a clear grading procedure. Treat the syllabus as a <u>contract</u>. Both student and faculty member are accountable to the contract. Any changes must be agreed to by <u>all</u> parties. Let students know your standards (*spelling, grammar, late work policy*). Be consistent, be fair.

Evaluating Students usually consists of tests, projects, performance, and participation. There are three systems for setting grades: comparison with other students, comparison with established standards, comparison based on learning relative to improvement and ability.

Test Construction Principles should include evaluating all the important outcomes of the instruction. The test should reflect the approximate proportion of emphasis in the course. The nature of the test must take into consideration the purpose it is to serve. In preparing the test, the preliminary draft of the test should be prepared as early as possible. As a rule the test should include more than one type of item. All the items of a particular type should be placed together in a test. The content of the test should range from very easy to very difficult for the group being measured. The items in the test should be arranged in order of difficulty. The items should be so phrased that the content rather than the form of the statement will determine the answer. A regular sequence in the pattern of response should be avoided. The directions to the pupils should be as clear, complete and concise as possible. One question should not provide the answer to another question.

Discussion is made regarding the various kinds of testing instruments: multiple choice, true and false, matching, recall, and essay tests. Group Projects are also discussed as an evaluation tool.

The presentation closes with a review of why and how to evaluate professors. Reasons to evaluate professors include: to help them improve, to document their efforts, promotion, tenure, and salary requirements, motivation tool, to communicate with others, and professional awards requirements.

Evaluation Tools include: student evaluations, peer review, external review, self evaluation, student achievement/successes, and teaching portfolios.

Teaching portfolios may include: course evaluations, student comments, course syllabi, lesson plans, copies of exams, student work, teaching philosophy, list of courses taught, awards received, steps taken to improve teaching, assessment of peers, and department head evaluations.

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BEST PRACTICES IN TEACHING THE LARGE LECTURE CLASSES

Timothy W. Aurand, Northern Illinois University

Conventional academic wisdom suggests that class size and teaching effectiveness are inversely related. But while critics propose that students do not learn well in mass lecture, the format remains an economical and efficient means by which to teach students. The mass lecture class is also often the responsibility of the newest members of a college faculty.

When preparing for a mass lecture teaching assignment, the following suggestions may make for a more enjoyable, rewarding, and successful experience:

1. Pre-class organization and preparation is a must. There is little room for error in a mass lecture setting. "Winging it," or "teaching on the fly" is not an option when faced with 100 plus critics.

2. Simply because one has 100 or more students does not mean one cannot personalize the lecture. Asking individuals questions and bringing students up to the front of the class can dramatically shorten the perceived distance between the teacher and the students.

3. Today's students have come to expect more than the presentation of material and anticipate "edutainment," drama, and even sensationalism. Remember, before a student can learn he/she must be awake and attentive. Making the material come alive may be even more important in a mass lecture than in the smaller classroom.

4. Take advantage of the Internet. The web offers a wealth of information, and is available in a format that is colorful, lively, intriguing, and in many cases, extremely appropriate. To many students, the Internet represents their primary source of business information.

5. Be as multi-dimensional as possible. Incorporate a variety of videos, radio and television clips, music adaptations, guest speakers, panels, etc. Remember,

if there are more than 100 students in the class, virtually every type of learning style is present.

6. Inject humor when you can. While making material humorous comes easier to some than others, a lecture with a regular dose of humor keeps the students involved and attentive.

7. Make use of in-class exercises. The size of the class should not prevent a teacher from incorporating many of the same in-class exercises used in smaller classes. While handing out and collecting material can be challenging, making material available on a website prior to class can address many of these issues.

8. Move from behind the podium when speaking. The majority of students like to see their speaker move about the room. Movement helps keep student focused and attentive. When done properly, movement also gives the speaker the appearance of comfort with his/her material and presentation.

9. Make it a point to mingle. Get to class early, and stay late whenever possible. Get to know as many students as possible. Then, reference these students by name during the lecture to better personalize it.

As Kenneth Stunkel (1999) stated, "At its best, a lecture is a critical, structured, skillful, thoughtful discourse on questions and findings within a discipline, delivered by a person who knows what he or she is talking about." As a relatively new lecturer, one can take advantage of this challenging assignment to reach a large number of students and establish him/herself as a valuable member of the faculty.

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TEACHING LARGE CLASSES THAT
SHOULDN'T BE LARGE

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INTRODUCTION

In these days of budget cuts, one of the first items that is often adversely affected is the instructional budget. As the number of instructors is reduced and the number of students is maintained (or increased), the result is an increase in class sizes. Large classes provide special challenges for *all* faculty members. Anyone who has experienced teaching an oversized class can identify some of the special circumstances that are encountered in this effort. These challenges include disciplinary issues, attendance problems, inhibited discussions, etc. While these problems exist to some degree regardless of the class, the challenges are exacerbated in circumstances in which the class itself is not suitable to be taught as a large section. The purpose of this paper is to identify some of the special issues encountered in teaching classes that *should not* be large and to identify methods that may, at least, partially ameliorate some of these challenges.

CLASSES THAT *SHOULDN'T* BE LARGE

Some level of debate may exist regarding the specification of a large class. At some universities, a large class consists of approximately fifty students. However, at other institutions, a class of fifty may be perceived as a relatively small class, and a large class would be defined as one that includes several hundred students. Correspondingly, debate probably exists pertaining to classes which can be taught to large numbers. Generally, one might think that courses where lecture is the primary instructional technique would be ones that lend themselves to larger numbers. In a marketing context, lecture oriented classes would seem to include the basic marketing course, and . . . . The point is that in the area of marketing, one can reasonably argue that very few courses *should be* large. It seems obvious that certain classes should not be large, these classes include those in which students should be able to acquire and demonstrate specific skills.

In these types of courses, additional instructional challenges exist. For example, as class sizes increase, grading of essays, written assignments, and other projects become more problematic. Imagine the challenge of grading 50 written assignments that consist of 10 pages of typewrit-ten materials. This assignment generates 500 pages of reading for the instructor. Additionally, presentations become more challenging as class sizes increase. In addition to the grading challenges, time becomes a very significant issue. In a circumstance in which one ten minute presentation is required, 50 students making presentations will use a minimum of 500 minutes, or 22 percent of the class' time. These examples are conservative regarding some of the problems faculty members face as they teach classes that are large, that really *shouldn't* be large.

POTENTIAL SOLUTIONS

Any discussion of potential resolutions to the problems that one might encounter in teaching a large class that should not be large should have the caveat that few solutions exist. What actually is being discussed in many cases are ways of compromising the goals and desires of the professor regarding the course/teaching experience and the realities of teaching the course that might create a more palatable solution for the students, the professor and the university. One of the first steps in the solution process involves *acceptance* that a utopian solution does not exist, and that reality must be faced. Such a recognition (or perhaps resignation) often makes it easier for the professor to cope with the situation. Accompanying this recognition is a reassessment of the professor's teaching goals for the course. Many of the course goals might require modification. Thus, while the teacher may have a goal of developing the student's writing, critical thinking, and research skills, realism may dictate that this goal may be modified.

In addition to recognition/acceptance, the professor might also engage in *creativity* to identify ways in which his/her objectives might be accomplished, given the constraints created by the class size. For example, the above objective might be accomplished by having shorter written assignments, group projects, etc. Thus, a second solution entails a modification of the traditional means toward accomplishing the desired objective.

A third solution category is termed: expanding the professor's *sphere of influence*. Implementation of this

solution requires that the professor delegate. For example, the instructor might be able to delegate a portion of the grading responsibility to an assistant. Graduate assistants might be trained in grading papers, projects, etc. Additionally, the professor might delegate a portion of the instruction to students. This delegation might include having peers engage in the evaluations of one another, perhaps in a coaching context.

The final solution is provided by *technology*. Many demands on the professor's time entail questions regarding assignments, grades, and course policies. Web sites, blackboard, e-mail, and other more mundane technologies (voice mail) can save the instructor considerable amounts of time answering questions regarding issues that are rather basic.

CONCLUSION

Many of the techniques that can be used to improve the teaching of large classes apply to the circumstances discussed in this paper. For example, the professor should be especially prepared, well-organized, punctual, clear, etc. in large classes. The techniques discussed in this manuscript are more directed toward improving the teaching and learning processes for classes that are large, but should not be large. Nevertheless, by accepting the situation, using creativity, expanding their sphere of influence, and making use of technology, the professor may be able to accomplish many of his/her goals regardless of the class size. Large classes, while not popular with most faculty and students, are often a reality. Making the best of this situation enhances everyone's satisfaction with the experience while simultaneously accomplishing more of the course goals than one might reasonably anticipate.

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BEST PRACTICES IN TEACHING AN ONLINE COURSE

John Bennett, Stephens College

When teaching an online course, several factors need to be considered. The first is the type of student the online course is being designed for. The students best suited for an online course are "nontraditional" or "mature" student who is older (23 or older), place-bound and working full-time. For these students, socialization, a need that online courses do not meet as well as classroom-based courses, is not a requisite of the education that each of these students might receive at a distance. For these students, the need for socialization has already occurred. It is with the traditional student (straight out of high school) that we associate the need for socialization in college. This need is best met by being on campus taking classroom-based courses that may supported by technology but not wholly dependent on it for the delivery of the course. These courses are often referred to as hybrid and Web-assisted courses.

In designing an online course, it is important to consider the hallmarks of quality education such as those identified by the American Association of Higher Education in its landmark study in 1987. The AAHE identified seven principles of good practice in undergraduate education that many institutions use as criteria in developing and evaluating classroom-based courses whether they be taught at the undergraduate or graduate level. These principles were revised in 1998 by Arthur Chickering and Stephen Ehrmann for online teaching by taking each of the original seven principles and applying them to online education. These seven principles of good practice in online education are as follows:

1. Good practice encourages contacts between students and faculty.
2. Good practice encourages cooperation among students.
3. Good practice uses active learning techniques.
4. Good practice gives prompt feedback.
5. Good practice emphasizes time on task.
6. Good practice communicates high expectations.
7. Good practice respects diverse talents and ways of learning.

The challenge that is faced by the instructor of the online course is identifying the technologies that support each of these principles or instructional strategies. This task is made more complex by the fact that any given strategy can be supported by various technologies, just as any technology might support several different strategies. The best match will depend on the type of student being reached, the resources available and the instructor's level of expertise with each technology.

Finally, it is important for the online instructor to be aware of the problems that comprise the quality of an online course. Having an awareness and an appreciation for these problems will hopefully result in measures being taken to reduce the likelihood of their occurrence. These problems include:

♦ Attempts to recreate the classroom experience in online courses – this limits teaching and learning to what works best in face-to-face situations.
♦ Product oriented approach – "technology drives pedagogy." The pedagogy should always drive the technology.
♦ Administrators pressured to focus on the money making potential of online instruction at the expense of quality.
♦ Lack of technical support and proper training for both students and faculty.
♦ Too little structure.
♦ Too impersonal.
♦ Too little interaction! The importance of maintaining frequent interaction (student interaction with course content, other students and the instructor) cannot be overemphasized!

While making the transition from classroom teaching to online instruction is never an easy one, careful consideration of the factors noted above should ensure that it is a relatively smooth one.

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BEST PRACTICES IN TEACHING WITH TECHNOLOGY AND ONLINE LEARNING

Michelle B. Kunz, Morehead State University

After teaching for twenty years, seven in distance education, and two in a completely online MBA program, I can identify four essential concepts for teaching online: (1) Organization and planning, (2) Prompt response and feedback, (3) Have a backup procedure/plan, (4) Be flexible when necessary. Sounds rather simple and basic, doesn't it! It really is, and it's not just applicable to online learning or distance education. These are sound practices for any teaching situation or environment.

I believe in approaching technology enhancements as tools to be used effectively. As such, I have found over the years that technology can make my life, and that of my students, easier. However, technology and related tools cannot replace good old-fashioned organization and planning. Organization is really the key to effective teaching, learning, working, everything. However, many times we get so busy with details of multiple projects, deadlines, reports, meetings, etc., that when it's time to actually "teach," there's no time left. If you're teaching an online course, pre-planning and organization is more than just important; it's essential. While the first time you tackle teaching a course completely online it's impossible to predict the questions students will ask, or the problems that will arise, it's still essential that you have the entire course and term mapped out, from the first "day" to the "final exam." I suggest you look at your semester calendar, and even consider your what your travel dates, conference submission deadlines, holidays, anniversaries, etc. will complicate your life, and tie-up your time. THEN, revise your original class schedule of due dates and projects to work in around those things you won't be able to change. Will you be traveling to a conference such as this part of one week? If so, should you work the due date in before, so you can take papers with you to grade? Or perhaps this could be a "coast week" time to have teams or individual research work collaboration online, etc.

Pre-planning due dates and deadlines to fit into your work schedule will facilitate grading papers quickly and returning them promptly to students I have a standing rule that all papers are graded and returned via a grading rubric form to student one week after they are submitted. On a few occasions, I have been able to return then even sooner, but one week gives me a weekend to dedicate to grading if no other time is available. I also try to reply to all emails the same day that they are received. I log on each morning when I arrive at the office, and each evening just before leaving for the day, at a minimum. I inform students they should expect to wait no more than 24 hours for a response. If they have NOT received a response in that time, they should email me again. If I'm going to be traveling, and don't know if I'll have online access, I inform the students in advance when I'll be "offline" and unavailable – and I let them know why I'm not logging on. I also don't always wait to "find the answer" to a student's inquiry. If I'm not sure what the solution is to the problem, or if I need to do some research – I tell them that right away.

I have a "standard backup plan" for my online courses. Most of the time the university BlackBoard, email, library, and online servers function superbly, there will be times when technology fails. Those times are usually when there is a class research paper due, or other similar deadlines are looming. Therefore, I have an alternative email dedicated to the specific class I'm teaching at Yahoo. The standard plan is to send the assignment as an attachment to that email address. While it will take those students new to the system a while to remember what to do, this eliminates all the excuses about inability to access the server, and the subsequent requests for extended deadlines.

Finally, there are always instances that require extension of deadlines, or revisions in original guidelines. While I am pretty strict about meeting deadlines, and reduce all work submitted late by 50 percent BEFORE grading it, I readily admit that in the middle of a week with no electricity due to the ice storm, after floods or tornadoes hit different regions, deadlines must be adjusted to meet individual situations. Some students also have to travel for their work and careers, and this may mean I need to post information early for that situation, or give them an extension again on a deadline. One student was in Poland for four weeks of an eight-week summer class; he was reliant on Internet cafes to have online access, and never missed any assignment deadlines. However, he had forewarned me that he might not meet all the weekly dates, in advance.

Really, none of these concepts are unique to distance education or online courses. They are just "good practices" for any educator. The distance education environment only drives home how essential these concepts are in this technology-driven environment.

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EFFECTIVE USE OF CASE STUDIES: THE CLIENT BASED APPROACH

Paul C. Thistlethwaite, Western Illinois University

A case study, by definition, focuses on an individual situation or company. There are many different ways of using cases in the classroom. Many textbooks have cases that can be studied in a group discussion or having them presented by individuals or teams. With the use of computers, the students can do very sophisticated analyses and presentations. Another manner of focusing on case studies is to do the live case study or the client based approach. Instead of using the cases written by someone else, the students generate their own cases by participating in the analysis of a problem for a client. This approach has been successfully utilized in four of my courses: undergraduate marketing research, graduate marketing research, graduate marketing services and undergraduate marketing management. It is a very challenging approach but most of the students feel the approach is an excellent one. The manner in which I approach each will be described.

Marketing Research. In both the undergraduate and graduate marketing research classes, the students are divided into teams. The first 3 weeks of the class are spent on general marketing research topics and how to approach an entire research study. Then, the students are divided into teams. Normally the teams are self selected. Each team focuses on a client. The students must identify the initial problem, do secondary research, develop a proposal, generate a questionnaire, collect the data, enter the data, analyze the data, develop a final report and present the report. This is somewhat difficult since the students are just learning the research process. The population to be studied is typically WIU students or WIU faculty. Many of the clients represent WIU offices but several businesses have participated.

Marketing Services. These students focused mainly on developing an in-depth marketing plan for a local service. Services such as a mortuary, financial services for a bank, an auto dealer, an ISP and a local stock broker were studied. The multi step approach required much secondary analysis of the industry and the competition. Then the students developed a new, creative marketing plan for their client. The plans were presented at the end of the term to the rest of the class and to the client. In order to prepare them for the creative marketing plan, the students also prepared an oral presentation of a text case.

Marketing Management. In this undergraduate class for the last three semesters, the students have studied marketing management using a text and cases. They have presented one to two cases at the beginning of the term. Then, they work with an inventor who wants ideas concerning marketing his new idea. The first semester the students developed plans for a group who wanted to market a home improvement CD. The next semester they worked with a husband and wife who wanted to market a better way of manufacturing candy, candles and soap without costing mega dollars. This last semester the students worked with one of two clients. One wanted to market a backyard water slide – a major investment. The other wanted to market an Internet Shopping Mall hosted by Western Illinois University.

Using a client based approach is a very rewarding one since the students are able to express their creativity in a variety of ways. On the other hand, it can be frustrating for the students since there is a lack of structure. Also, this is a very time consuming approach for the professor. On balance, the benefits far outweigh any problems.

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PREPARING MBA STUDENTS FOR CASE STUDIES: SUGGESTIONS FOR ORIENTATION WEEKEND

Michael R. Luthy, Bellarmine University

BACKGROUND

The use of case studies is a part of virtually all MBA programs and a significant number of undergraduate programs in business. They allow for the development of an expanded skill set valuable to students. Unlike textbook or article readings, where the focus is typically on knowledge-based and comprehension-based learning objectives, case studies allow instructors to focus on different, higher levels of learning (according to the Bloom Typology – see general references section). Due to the less concrete nature of case studies and the student's exposure to situations involving incomplete information and dynamic environmental constraints, more emphasis may be placed on learning objectives involving application, analysis, synthesis, and evaluation that through other educational pedagogies.

Preparing students to undertake case analysis is best addressed at the earliest opportunity in the program, ideally during an orientation or assessment period prior to the beginning of their formal program of study. By choosing this time to introduce students to case study analysis, students see from the beginning that multiple of methods of learning will take place: both from in-class discussions and out-of-class preparations, from individual and group efforts, and from textbook-based knowledge and theories as well as from more applied case studies. It is this realization that often puts students in the frame of mind to look for knowledge, and connections between different types of material, everywhere – a goal of many educational programs.

PREPARING STUDENTS TO BEGIN THEIR PROGRAM

Bellarmine University offers cohort-based MBA programs in a number of different formats: 2-night per week, weekend, and executive. When students enroll in one of the programs, they are sent a welcoming letter and schedule for what has been termed "assessment weekend." This multi-day series of sessions helps to accomplish many of the acculturation goals necessary for those returning to school, sometimes after a significant ab-

sence. It also allows the faculty the opportunity to introduce case studies to students. Included with the welcoming packet are two Harvard Business School Publishing notes (described below) that explain to students why case studies are being used and how to prepare them for discussion in class. Also included is the first part of a two-part case study that students are directed to read, think about, and prepare to discuss when their class cohort gets together at the orientation/assessment weekend.

DISTRIBUTED MATERIALS

"Because Wisdom Can't Be Told" by Charles I. Gragg, (#9-451-005). This 7-page note discusses the effect the case method has on both teachers and students. It points out the growth in maturity of the incoming student, accustomed to the role of receiver in undergraduate school, to the point where he or she becomes an active participant as an adult member of a democratic community. It also suggests the proper role of the instructor as a leader of the group and points out pitfalls to be avoided.

"Use of Cases in Management Education" by E. Raymond Corey, (#9-376-240). The general process of case writing, the general nature of cases, and the advantages to students of learning by the case method are presented in this 4-page note. One approach to studying and preparing cases for classroom discussion is outlined.

"Cotner Medical Supply (A) by Michael R. Luthy. An international case study that involves the consideration and analysis of both quantitative and qualitative data on twelve sales representatives who have volunteered to take a newly opened sales territory in Vietnam. Requires students to not only come to a decision on which (if any) of the volunteers to take but also develop a rationale for selecting and utilizing the data provided. Part B to the case, introduced during the assessment weekend after discussion of part A has run its course, introduces a potential ethical crisis to the decision. Both parts are contained in *Sales Management: Teamwork, Leadership, and Technology*, 5th ed. by Charles Futrell, Dryden Press, or through the author.

EPILOG

In employing this particular approach to the orientation of part-time MBA programs for over four years, the response has been decidedly positive. The two articles detailing the rationale for the use of case studies, combined with a relatively easy, entry level case to work on – individually at first, then as part of a team during an orientation session, bring students farther down the learning curve than they otherwise would be. As a consequence they are better prepared to begin their MBA program in earnest.

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IMPLEMENTING THE SEVEN PRINCIPLES OF GOOD PRACTICE IN EDUCATION USING CASE STUDIES

John E. Knight, University of Tennessee at Martin

Beginning in 1987, the American Association for Higher Education published its first article related to the "Seven Principles for Good Practice in Undergraduate Education." That paper was followed by a series of other related articles that further developed and refined the principles initially explained in the first article. (Copies of the articles can be purchases from the Principles resource Center, Winoma State University.)

When utilizing the case study method of teaching, these seven principles should be considered and integrated into the teaching/learning experience whenever possible. Although each principle may not be integrated into each case presented to a class, the principles are helpful in making the cases more realistic and valuable learning experiences for the students.

Principle #1 states that "Good Practice Encourages Contacts Between Students and Faculty." Case studies seem to break down some of the communication barriers between students and teachers as everyone can judge that a variety of answers or opinions may be reasonable if adequately supported by analysis and reasoning.

Principle #2 emphasizes that "Good Practice Develops Reciprocity and Cooperation Among Students." Cases provide the student the opportunity to test out his ideas in a group or team setting and increases involvement in learning and improves reasoning and communication skills.

Principle #3 suggests that "Good Practice Uses Active Learning Techniques." Cases allow the students to be involved in a variety of activities that integrate knowledge of business tools (statistics, computer modeling, simulation, etc.) with the integration of techniques such as brainstorming where many possible problem solutions can be envisioned and evaluated before decision taking commences.

Principle #4 states that "Good Practice Gives Prompt feedback." The application of this technique in cases studies requires diligence on the part of the instructor. Oftentimes, cases can take several weeks to complete. Thus, longer and more complex cases need to have mileposts that allow for students to determine if they are making reasonable progress. The instructor thus needs to integrate mini-reports (either oral or written) that summarize major points considered to date and provide feedback on student progress.

Principle #5 emphasizes that "Good Practice Requires Time on Task." In cases, groups are often assigned and each group member must be encouraged (and required) to participate. Developing a managerial organizational structure on the team with commitment to individual goals and achievements along with a reporting system requires that the complex case will result in total "team" time on task and will insure that individuals will all contribute sufficiently

Principle #6 suggests that "Good Practice Communicates High Expectations." Given that cases are often assigned as group projects, the teacher can maintain reasonable expectations that the reports will be of high quality since differing talents are available within the group to encourage a finished product that is superior. High expectations also means that the group manages itself to utilize the groups resources and abilities in an optimal manner.

Principle #7 relates that "Good Practice Respects Diverse Talents and Ways of Learning." Since cases are much broader than simplistic problems, many avenues are available to utilize to solve problems. For example, some learn by working with others, some learn by abstract concepts, while others learn by experimentation. Cases provide this opportunities.

Thus, cases are an effective means for student learning and achievement but recognizing and insuring that the sever principles are being practiced can make cases even more effective.

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BEST PRACTICES IN MANAGING TEAMS AND GROUP PROJECTS

Steven B. Corbin, University of Northern Iowa

For decades, business people have requested business professors to better hone and develop students' human relations, team building, and group collaboration competencies. Student team activities have been promoted and researched extensively since 1965 (Walker and Angelo 1998) as an answer to "hands-on" education, where the learner is actively engaged.

Burnett and Gilbert (2000) noted that group projects are known for their difficulties (e.g., fairness in grading, group size – too big or too small, free riding – social loafing in not pulling one's weight in a group, etc.). And I've noticed that most students do NOT understand the importance of why they should develop good team building skills; the WII-FM radio station problem (What's In It For Me).

Walker and Angelo (1998) developed and experimented with an assessment of students team work, entitled, Collective Effort Classroom Assessment Technique (CE-CAT). It was their intention that the three-phased assessment technique would "stimulate a healthy development of student groups" (1998, p. 103) while addressing all that we know about the importance of learning and group collaboration. Not only was a purpose of the CECAT to foster group collaboration but also to help students avoid "free riding" while motivating students to perform well as individuals and as a group.

The author has implemented the research-based (Karau and Williams 1995; Abrams and Hogg 1990; Goethals and Darley 1987; Angelo and Cross 1993) and theory-driven CECAT methodology since the fall 1999 semester in a senior-level, capstone, Marketing major required "Marketing Strategy" class. One-hundred eight (108) teams, in groups of three students per team (n = 324 students), completed the three-phased assessment technique during the respective semester each team was developing an actionable marketing plan for a live Cedar Falls-Waterloo, Iowa business client.

Walker and Angelo found that conflict within groups "can be avoided if the goals of each group are clear, evaluation standards for the group and its members are clear, and the instructor evaluates the quality of each group's product while the group members evaluate one another on the making of their group's product" (1998, p. 108). Following the researchers advice, a sufficiently high value weight to group work (33% of total marketing plan points) was implemented.

An early Assessment of Group Work was administered right after the groups were formed (beginning of semester) with the 20 item instrument results per team and average for the class provided (NO team was given the data on other team's scores). A mid-term version of the 20 item assessment was administered with their group data results and per item means provided. And the final summative assessment was administered after the group's marketing plan verbal presentation was given in class and the written marketing plan was provided to the client.

The *greatest* value of the CECAT is for students to understand the research-based 20 items that lead to successful group collaboration, self-reflect, reflect as a group, and lay out a plan with their team members to build upon group strengths and improve on the self-identified team weaknesses. In my 30 years of higher education teaching experience, group projects have never been completed as smoothly and without student complaint as they have when the CECAT group collaboration tool was implement. All previous attempts at team work design, implementation, control, evaluation, and group productivity are now folly.

The five observable and measurable results of the 108 student teams taken down the disciplined road of implementing Walker and Angelo's CECAT will be shared with the 8th Annual Fall Educators' Conference attendees. The three assessment forms will also be shared with the conference participants. The complete article (20 pages) with full reference citations, published in *Journal for Advancement of Marketing Education,* Vol. 2, No. 1, Summer 2002, is accessible at http://www.mmaglobal.org/jamearticles.html.

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BEST TEAM PRACTICES IN MANAGING TEAM AND GROUP PROJECTS

Larry Zigler, Highland Community College

The following are the activities that I use in the team building and group collaboration competencies. Each class requires different procedures because of the subject matter but produce the same desired results.

Some of the activities include the following:

1. Choosing students and putting them in groups based on their major.
2. Giving the groups a range of topics to choose from with final approval by the instructor.
3. Setting up times to meet with the instructor to check the progress of their projects.
4. Students do an evaluation of their team members after the projects have been completed.
5. The projects are done in word and vary in length depending upon the class and subject matter.
6. Students who are not actively participating will meet with the instructor to iron out any differences.
7. Groups will meet at arranged times as determined by the groups themselves.
8. A weekly progress report is turned into the instructor to check on the status of their projects.
9. The projects are presented in class and turned into the instructor for final grading.
10. The grading of the projects is done on a point's basis.
11. The instructor provides feedback to the students via remarks made on their group project.
12. The students are then asked to do an evaluation of what they learned from the project and how well they interacted with other group members. This consists of one page.

Procedures for community colleges are a little different because research is not heavily emphasized at community colleges. The students enjoy the projects because they liked being challenged and being involved in the overall process.

The above-mentioned items are some of the ideas that are used for group competencies and team building.

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BEST PRACTICES IN TEACHING: MANAGING TEAMS AND GROUP PROJECTS

Michelle B. Kunz, Morehead State University

Why do I require Team Projects? It's really quite simple. You can't go through life and never have to work with someone. Business is a "team sport." This means at some point you will have to work with a group of people and will be required to produce a single report, project, campaign etc as an output of that team. In the College of Business we believe it is imperative that we strive to develop ways our students can develop and further their skills in team activities. As evaluations and assessment reports are generated throughout the university and the state reporting system, again and again, the importance of developing students' skills to work with, and as, a part of groups and teams is repeatedly reported. Students even take surveys that include measures of their opportunities to work in groups and teams. So, while YOU may hate teams – specially if you feel someone is "loafing" in the group, the academic, social, and business cultures still continue to consider it very important. I hope to help you gain skills in cooperation and participation in this team environment, and thus improve your professional skills. I get complaints at the end of the term that I have to control the "social loafing" or "non-participating" components of the team. I will attempt to determine if there is a non-participating team member, via incremental individual reports and assignments. I do try to find ways to reduce this, but I not the "team police" as a background member of your team. Rather you, as a team member, are the only one who can control for this. Note the word, "for" this; no one can control someone else actions. We can only react or adapt. Thus, you l have to decide what actions are appropriate for you and the members of your team.

It's obvious that the Team Project is a major component of this course, and that I believe it is an important component of your learning environment. Thus the Team Project appears on the course syllabus, as a component of this course. Specifically, course objectives incorporate aspects of a team project that usually look something like:

The students will be able to . . . .
♦ Work effectively in a team that:
   a. analyzes course topics via assigned problem sets
   b. evaluates and analyzes assigned course topics
   c. differentiates and compares corporate market-
      ing planning and strategies as they relate to
      course topics.

I, as the professor, do have some expectations on how I think students should participate in team activities. Let me inform you of what I expect from students in teams:
1. I expect that ALL members of the team to participate equally.
2. I expect that the team DOES NOT divide and conquer the project. This means that you will NOT as individuals be responsible for only 1 part of the paper; all members of the team will be responsible for the entire paper.
3. I expect all papers to be submitted in APA format, with full and complete in-text and referenced citations.
4. I expect all the team members to read through the entire paper, and make corrections, suggestions, and edit the document throughout the entire research process.
5. Finally – I expect one, cohesive, uniformly formatted document from the group. I do NOT expect to hear someone tell me "my section" of the paper met the requirements. In this instance you are your brother's keeper.

Let me finish with the following from an article by Dyer and Lucier that discusses four hard truths in today organizations.

> "Truth #2: Your Team's Performance is More Important Than Your Own. Business is a team sport: the o*rganization* wins or loses . . . . If the business unit doesn't turn a profit, Game Over: The whole team loses. Everyone knows the game; everyone's performance matters; everyone demands the best from teammates. It's personal. Everyone plays to win."

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