

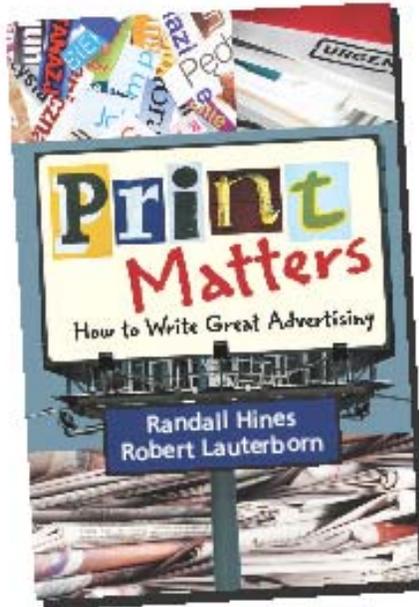


**Marketing Management Association  
2008 Educators' Conference Proceedings**

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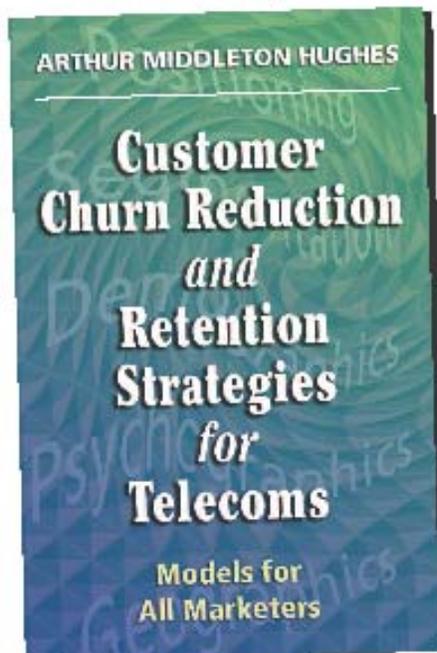
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For the past quarter-century the Telecom industry in the US has been a veritable laboratory of business and marketing practice. The truth of such well-known ideas as "Creative Destruction" are being borne out as companies rise and fall in wave after wave of innovation, while the limits of others, such as product bundling, are also demonstrated every day.

The result has been a Wild West of marketing activity that only intensifies as the changes continue. Cable TV companies are offering broadband and phone service. Phone companies are offering broadband, television, and movies. Electric utilities may be offering all of these services soon. Satellite TV companies are in trouble. Wireless companies are stealing landline subscribers and may be offering TV. Verizon is trying to win by laying fiber to three million homes per year. AT&T is spending billions to solve exactly the same problem using DSL. Meanwhile

Skype and other independents are offering almost free worldwide phone and picture phone service. Intense competition is forcing prices down and will certainly eventually lead to the destruction of several large household-word telecom companies. Who will survive?

Industry expert Arthur Middleton Hughes explains what these Telecom enterprises can do to continue to exist. Their salvation rests not in their technologies, Hughes explains, but in their marketing strategies. In highly readable, everyday language, Hughes provides a strategic marketing map for every player in the industry, showing how to apply sophisticated marketing tools to each industry sector and each technology. Key subjects covered include:

- Customer churn reduction strategies
- How to predict what subscribers will do
- Customer lifetime value and segmentation
- How mass marketing is threatened by Internet television
- How real is the risk from Internet phone calls
- How WiFi and WiMAX may make phone wires obsolete
- Why the Triple Play may not be a winner
- Why HDTV may determine the winners in the Telecom battle
- What Telecoms of the future will look like
- Strategic hot buttons for future marketing activities

If you are in Telecom, the marketing insights here could make this your survival manual. If not, you still will find invaluable insights to tailor to your company's marketing strategies and programs. There are lessons here for marketers and business leaders in every industry.

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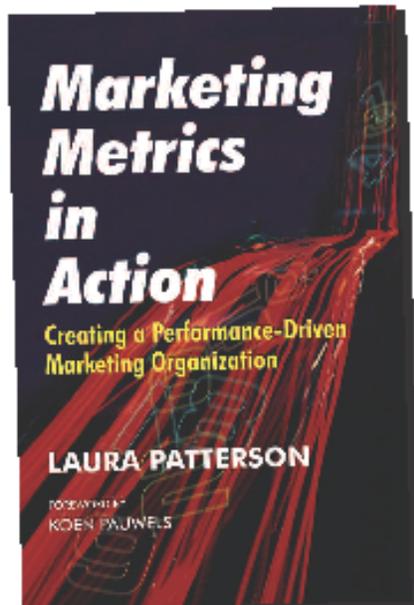
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I also want to thank you and your team for being so responsive. As a first-time Interpretive Simulation user, I wasn't always sure what I was doing, or how things worked, but everyone I worked with at Interpretive was helpful and very responsive to my requests. Keep up the good work!

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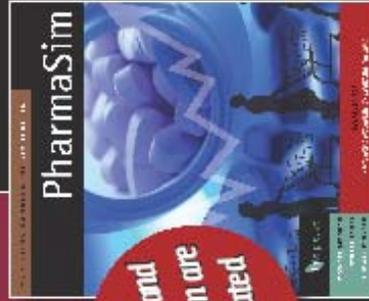
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This year we also owe a very large debt of gratitude to Dr. Greg Russell, Chair of the Department of Management, Marketing, and Real Estate at Morehead State University for his generous support of the Fall Conference and also to Dean Dan Bauer of Bellarmine University for his kind support and timely assistance in creating the program this year. And of course, our acknowledgments would not be complete if we didn't recognize the heroic efforts of MMA President Robin Luke who single-handedly made the whole conference possible this year. Finally, we greatly appreciate all those who are participating in this year's conference as presenters and participants. Thank you!

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# SETTING LEARNER EXPECTATIONS

*Penelope Ferguson DeJong, St. Cloud State University*

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## SUMMARY

To expect is human; it comes as naturally to us as breathing. Especially when an individual spends effort, time, or money to purchase a product or participate in an experience, they are likely to develop expectations relative to that product or experience. We evaluate that product or experience to determine if it: failed to meet, met, or exceeded our expectations. We compare that product or experience with competitive products/experiences of which we are aware and determine if our expenditure of effort, time, and money, might have provided more benefit if spent elsewhere. If this is our determination, our level of satisfaction will be diminished (Appleton-Knapp and Krentler 2006). The wise service provider sets expectations.

Students spend effort, time, and money to be in our classes. We want that experience to be positive for a myriad of reasons. Student satisfaction can affect word of mouth, what our students tell others about our school; alumni giving and commitment, and, last but not least, teacher evaluations (Moore, Moore, and McDonald 2008). One of the problems with satisfying student expectations was confirmed by Moore, Moore, and McDonald (2008) when their study of 271 students resulted in the identification of 1,138 expectations which were reduced, collapsed, and themed into a more manageable 28. The top 10 include: (1) Learn the material, (2) Be challenged and work hard, (3) Professor knowledgeable and has credentials, (4) Interesting class, (5) Get a good grade (A or B), (6) Fair assignments, (7) The professor be able to teach, (8) The material be relevant to my course of study, (9) Real world examples, (10) Teaching method (interactive, lecture, groups, varied). The list goes on with mentions of fairness, professionalism, class size, text (cost and readability) and FUN. According to Appleton-Knapp and Krentler (2006), students have expectations relative to the difficulty of the class, the amount of work required, quality of instruction, promptness of feedback for tests and reports, the amount of “group work” or interaction required, clarity of instruction, and applicability to “real life.” Further expectations relate to flexibility and access to the teacher (Tricker, Rangecroft, and Long 2005).

To further complicate the matter, there is evidence that student expectations change over time (Boulding et al. 1993). The expectation of a junior or senior, who has

been exposed to and accepted school norms, would likely be different than that of a freshman or sophomore (Li and Kay 1999). Males and females tend to have different expectations. Richardson, Kring, and Davis (1997) add that transfer student and students with different majors may have different expectations, “Yet they may all be in the same classroom,” (Moore, Moore, and McDonald 2008). Expectations are also seen to be different for large and small classes (Messineo, Gaither, Bott, and Ritchey 2007).

Expectations are formed through multiple sources. One source might be the student’s perception of our college relative to other colleges. Their expectations will also be influenced by their perceived investment in the class; the more it costs in effort, time, and money, the higher their expectation. Expectations will also be influenced by previous classroom experiences either at our institution or others. Expectation can also be influenced by what they have heard from others and what they have read in the college catalog, blogs, “ratemyprofessor,” our syllabus, our website, ad infinitum.

Many of the factors that influence what a student expects when they walk into our realm on the first day of class are beyond our control. We CAN control our syllabus, our website, our appearance, and our first day activities. What I recommend is an integrated communications plan. Make sure all of the students’ resources, over which we have control, speak with one voice. Tell students not only what they have to do but why, and what benefit they will derive from an assignment. I propose acceptance of the expectations we have set for the class will be reinforced by intensive exposure. We need to continually present this information in a manner that defines to the student what they can expect from our class, from us, and what we expect from them, and defines those expectations in such a way that they can reasonably be met or exceeded. Gould and Padavano (2006) propose that we “post the syllabus on the web, use team contracts, explaining the importance of group work, provide frequent interaction and stay flexible.”

Confirmation disconfirmation theory tells us that simply meeting expectations results in non-satisfaction. To achieve satisfaction or delight we have to go beyond the students’ expectations and give them a total service experience they won’t forget.

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# SETTING LEARNER EXPECTATIONS: THE FIRST DAY

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## SUMMARY

It's the first day of classes, and everyone has a bit of the jitters, wondering what to expect from the coming semester. Instructors are curious about their students, and students are worried about their instructors (or more accurately, the demands that those instructors might make). Getting off on the right foot is key to putting everyone at ease, and if the first day goes well, the rest are likely to follow.

Listed below are some ideas for setting expectations on the first day.

### Take Some Time with the Syllabus

The semester is always full, and there is a lot to cover. However, I've found that spending as much time as needed on the syllabus, and going through all of the details really help students understand my perspective on the course, what I expect from them, and how class will be organized. A thorough review also lets you note other bits of information that you'll want them to know, but that typically don't find their way into the syllabus (i.e., what to call you, war stories about policies, etc.). You can follow up in the next class with a small syllabus assignment or quiz. Issues to cover in detail include:

- ◆ Modes of contact,
- ◆ Goals and expectations,
- ◆ In-class behavior policies,
- ◆ Grading,
- ◆ Due dates and scheduling issues.

## Role-Play

One way to get students excited about class is to role-play some common classroom scenarios, particularly as they relate to behavior expectations. For example, I provide very simple problems, and let students brainstorm and act out solutions. Common scenarios include:

- ◆ Missing class to go on a cruise,
- ◆ Emailing to discuss a quiz grade,
- ◆ Having a dysfunctional teammate.

This helps the students identify not only issues that might come up in class, but effective ways to handle them when they do happen.

## Look to the End

Many students are looking for confirmation that class will be relevant. Try showing a video, bringing in former students, or offering sample class projects that highlight what class is about, and what the end result will be. My marketing research class, for example, always has a former student serving as TA. I provide this student time during the first day to offer their perspective and advice. I also collect information from students at the end of each course to share at the beginning of the next that asks for suggestions and recommendations. This process not only helps students see the overall relevance of the course, but eases their tensions knowing that completing the course successfully "can be done" if the expectations spelled out on the first day are met.

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# WHY NEGOTIATION AND WHY NOW? A REFLECTION ON SELF ASSESSMENT AND EXPERIENTIAL LEARNING IN CUSTOMER RELATIONSHIP MANAGEMENT

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*Carol Vollmer Pope, Alverno College*

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## SUMMARY

The purpose of this paper is to briefly describe how the faculty in the School of Business at Alverno College incorporates self assessment and experiential learning in teaching Customer Relationship Management. The paper outlines two assessment approaches and instruments used in teaching and learning Customer Relationship Management. Samples of the instruments will be shared and discussed in greater detail during the presentation.

### Alverno College

Alverno College is a one hundred and twenty-one-year-old, four-year, liberal arts, independent, Catholic college for women, located in Milwaukee, Wisconsin. The college offers weekday and weekend undergraduate programs for women, and graduate programs for men and women.

Alverno's emphasis on learning abilities needed to put knowledge to use has gained national recognition. Alverno's eight cornerstone learning abilities represent the building blocks, we believe, necessary to create an effective and relevant learning experience ([www.alverno.edu](http://www.alverno.edu)).

### Introduction

It has been shown that learning is interplay of two challenging processes. The first is getting knowledge that is inside the student to move out, and then getting knowledge that is outside to move in. In addition, to take anything seriously, one has to profess the topic (Shulman 1999).

At Alverno College, the faculty believes self assessment is critical to effective learning and having learning last a lifetime (Loaker 2000). The Alverno College School of

Business faculty believes teaching key skills in all majors, including marketing, through reflection, experiential learning, and self assessment allows the student to internally retain and apply frameworks and theories (2002).

Are students at your institution wanting more from a Customer Relationship Marketing Management course than just the steps to acquiring and maintaining a piece of business?

### Course Content

Alverno's Customer Relationship Management course is designed for marketing majors, but taken by students from the School of Business as well as Communications, Management & Technology, Professional Communications, and Community Leadership and Development majors.

We have taken a non-traditional approach to teaching and learning within the frameworks of this course. In this course, offered to weekday, traditional age college students as well as our non-traditional, working weekend college students, we present the opportunity for students to stretch their negotiation, management, and leadership abilities within marketing, management, and career-related experiences.

Students begin the course by reflecting on the book "*Women Don't Ask: Negotiation and the Gender Divide*," Linda Babcock and Sara Laschever, California-Princeton University Press (2003). In their research, Babcock and Lashchever found that women tend to ask for less when negotiating, whether it is in the salary they receive for their business careers, an annual monetary performance review, or the price for a product or service they are offering to a key customer.

## Assessment One

In our first assessment, students are presented with five question sets. The questions ask the students to reflect on and respond to selected situations based on different chapters in the book as well as the individual student's life experiences. Answers to the questions are word processed and follow a type of journaling style. This approach allows the student to reflect on her personal and professional life experiences.

For example, she may reflect and comment on her experiences as a young woman and the gender roles she experienced within her family or circle of influence growing up. The question sets are used as a basis for in-class discussions in pre-assigned groups of three to four students.

Since individual students will focus on different questions in each question set, the discussion allows each group to focus on different aspects of their experiences. The groups are then asked to report out to the class as a whole after each of the five discussions across the semester moments, bringing forth many "light bulb" moments.

During the eight semesters that we have developed and taught this course as part of our Marketing Major, we have experienced cases of students making significant differences in their professional and personal lives as a result of this course and this assessment.

Examples include significant job promotions, new employment opportunities, significant salary increases, as well as personal life changing experiences. For example, one student, a single mother, developed a strategy to successfully negotiate a solution with her son to save their relationship. The solution included a strategy that made him interested in learning and improved his grades thus allowing him to continue his high school education.

Our five question sets include a variety of opportunities for students to reflect and assess their negotiation, management, and leadership abilities. Sample questions from one question set include:

1. What is your first memory of a negotiation situation you engaged in as a child and as an adult? What were the results? What would you do differently now if you were in those same situations with your present knowledge, experience, and skills?
2. Reflect back to your childhood and the values under which you were raised. How have those values impacted you and your management style and negotiating behavior in the past? After reading the preface, introduction and chapter one in *Women Don't Ask*, please describe any "light bulb experiences" you may have had. These experiences should be described in relation to your childhood perspectives, values, and ideals.
3. What **roles** (at least two) do you currently play in which you see yourself as a **negotiator**? Briefly provide an example of the type of negotiation you are involved in for each role.
4. In the next two weeks, "go negotiate something." Be creative in your negotiation style. Reflect and use the examples from Chapter 1 of *Women Don't Ask*. Be prepared to discuss this negotiation event and the changes in your management and negotiation styles as a result of *Women Don't Ask*.
5. Do you see yourself as being more "communal" (focused on the welfare of others) or "agentic" (focused on your own aims and interests and more likely to act independent of others' needs or desires)? Please provide examples from your own life, based on role stereotypes presented in *Women Don't Ask*.
6. How have the media and its focus on gender stereotyping, as presented by *Women Don't Ask*, impacted your management style and negotiating strategy? Do you agree or disagree with the position put forth by the authors of *Women Don't Ask*? Why or why not? Please use examples from your own life in your analysis.
7. In the book, *Women Don't Ask*, the author's state: "Women's fear of asking for something they want may harm their relationship with the person they need to ask." Please provide examples from your personal or professional experience that demonstrates the validity of this statement.
8. In the book *Women Don't Ask*, the author's state: "only 16 percent of people believe women make better negotiators than men. This expectation, consciously or subconsciously, will lead them (people) to set higher targets against women, make tougher first offers, press harder for concessions, and resist conceding more than they would if they were negotiation with men." Discuss your feelings, beliefs, and experiences as to the validity of the author's statements.
9. Please examine and discuss the relationships, both personal and professional, you believe have assisted you in becoming who you are, especially in terms of

your management and negotiation skills. Discuss, from your perspective, the strength of these relationships.

10. Discuss and compare the male perspective on negotiation, presented in *Women Don't Ask*, "that it is a game or contest" – to the female perspective of negotiation – "that it is a collaborative undertaking." Do you agree with these statements? Why or why not? Do you believe men and women approach negotiation differently? Why or why not?

After reflecting and assessing their own answers and experiences, students are asked to write and submit a self-analysis of their negotiation and management style paper. In this assessment, due the final class session, students must integrate their answers to the five question sets and discussions in class, with other frameworks, including the "*The Seven Habits of Highly Effective People*," Steven F. Covey, New York, Free Press (1989, 2004), by presenting her past, present and future negotiation, management, and leadership styles, abilities, and goals.

The students are told throughout the semester that the self-analysis assessment is first, self reflective, and then, a plan of action. The focus on the self-analysis of her negotiation, management, and leadership style assessment allows the student to examine her historical development, current patterns, as well as establishing goals for her negotiation, management, and leadership abilities.

The plan of action submitted in this course is the first iteration of their life plan that they will be able to apply throughout their personal lives and business careers.

### Second Assessment

Students also apply their new negotiation and management style in a second assessment. The assessment is held during the last class. In this assessment, students role play a first appointment capabilities meeting with a simulated client company for a customer relationship management software program. Their role is an account executive for a value added reseller of software.

External assessors from the business community are used as the client suspect or prospect. The external assessors rate each individual student's negotiation and management style as well as her ability to meet the following goals of the assessment:

- ◆ To establish person-to-person interpersonal trust.
- ◆ To qualify the suspect as a prospect.
- ◆ To identify needs and wants.
- ◆ To establish source credibility.
- ◆ To secure a second appointment.

Throughout the semester, in preparation of this assessment with the external assessor, students work in pre-assigned teams to develop and overcome the steps-to-the sale hurdles which will be present in such a first appointment interaction. Finally, after the twenty minute first appointment assessment, students prepare a separate self assessment evaluating their goal attainment with the external assessor.

### Final Comments

At the conclusion of the class, students report achieving a significant understanding of their negotiation, management, and leadership styles and abilities. Students realize and appreciate the frameworks they have learned and applied through their self assessment and experiential learning.

Through the successful completion of the assessments, self assessments, and course feedback, students have clearly demonstrated that their knowledge within has moved out, and that the course knowledge outside has moved in.

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# THE MARKET RESEARCH PROCESS: LESSONS FROM A HEALTH CARE REBRANDING PROJECT

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## SUMMARY

Drawing upon first-hand knowledge of a rebranding effort for a regional health care system, this paper demonstrates the importance of: (1) conducting market research before implementing a new marketing strategy, rather than assuming what is in the minds of customers;

and (2) viewing market research as a multi-stage process, in which extra time invested in the early stages of a project can yield better final results. Based on rare access to an organization's internal decision-making process, this paper is an excellent tool for demonstrating to students the real-world applicability of market research principles.

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# THE “BIG THREE” OF MANAGING TEAM ASSIGNMENTS FOR STUDENT PROJECTS

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## SUMMARY

### Introduction

Team projects are a course component in many marketing classes, particularly in courses beyond Principles of Marketing. A frequently cited rationale for assigning team projects is that students will be expected to work in teams in their professional careers. We assign team projects with the idea that we are giving students a dose of what they will face beyond college. This mentality of “it’s for your own good” may be convincing to some students, but others are leery of a portion of their grade hinging on the work of classmates. Such concerns are legitimate, so how can a professor minimize apprehensions and create an environment for positive team experiences? My efforts to manage team assignments for student projects fall into “the big three” areas of *connection*, *selection*, and *reflection*. I explain these areas in the following sections.

### Connection

Work on team projects should begin the first day of the semester. No, not in the sense of assigning teams and giving project requirements, but yes in terms of establishing a community receptive to one another. While I spend some time reviewing course requirements, including an overview of the team project, I put more emphasis on having students get to know one another. In smaller classes of 25–30 students, I have students take turns listening to a classmate for two minutes as he or she introduces himself or herself. Then, after all introductions are made, students will introduce his or her partner. The idea is to break the tension caused by first day anxieties and become familiar with classmates.

Another first day activity I use in a Promotion class to begin the process of team assignments is to have students complete a student inventory. This survey allows them to self-report their comfort level on a 10-point scale with nine different aspects of completing a team project. Examples of tasks measured include conducting secondary research, typing the final report, developing a PowerPoint presentation, and overall team leadership. Having students complete this survey the first day of

class is a way to plant a seed for the team project as I attempt to get them to think about the steps that a team must complete to prepare an IMC plan. My intent is to communicate the importance of the team project on day one but minimize the unpleasant connotations many students have with group work.

### Selection

One key to positive outcomes with team projects is to have a well-designed process for team selection. My approach to the selection phase has evolved over the years. Initially, I relied solely on students self-selecting project teams. After using self-selected teams many semesters, I observed two weaknesses to that approach. First, team selection was often driven by social considerations (e.g., working with friends or others who are “like me”). This method is akin to employees being able to select their co-workers. Second, because team selection was often socially influenced, quiet or timid students had more difficulty fitting into teams. When students self-selected teams, little thought went into the background and skills each person brought to the team. Thus, I have tried other approaches to form teams using more objective criteria.

One approach for team selection in a Promotion course is to use the student inventory completed at the first class meeting as a means of grouping students. Each of the nine items on the inventory is scored from one to ten and scores of the items added (possible maximum score of 90). If the class is to be divided into six groups, students with the six highest inventory scores are the first people assigned to teams. Then, next six students are placed on teams, and so on until all students are placed on teams. The aim is to distribute talents across teams rather than having some teams loaded with talent and others not as strong. Some minor adjustments to team assignments might be necessary for situations in which all team members express a weakness in a certain area (e.g., low self-ratings on making an oral presentation). Generally, this approach has worked without major difficulties experienced.

Another approach used for team selection for an IMC plan project in a Promotion course is to organize teams

similar to the structure of an advertising agency. The process begins with students receiving descriptions of different ad agency job roles (e.g., account supervisor, account manager, creative department, media planning, account planning, and traffic director). Students rate their interest level for holding the various positions on a five-point scale. Then, students are assigned to teams based on their expressed interests. The goal is to put students on teams where they are likely to be able to have the position that was their first or second preference.

In classes in which I use computer simulations (Principles of Marketing and Product Management), students are typically placed in teams of three. Early in the semester, students submit a résumé so that I can learn more about their education background and work experience. In addition, I give them job descriptions of the three positions in the simulation (I use *Marketplace* simulation), which are brand manager, sales manager, and advertising manager. Students rank their preferences for holding the various positions.

Team assignments are made based primarily on job role interests, with the résumé serving to give additional guidance. For example, I try to avoid assigning three students who have little interest in being a brand manager to a team. Similarly, I try to avoid assigning three students to a team who are not business majors and have little or no experience reading financial statements. This approach to team assignments has worked well, overall. I use it in classes as small as 20 students and as large as 90 students.

### Reflection

The third area of team assignment management occurs at the end of a project. Students submit feedback on their team experience in two ways. One way is through submission of a reflective report on their experience participating in the project. In addition to discussing what they learned and the contribution of the experience to their knowledge of marketing, they are required to state their specific contributions to the team. This self-reporting allows me to determine whether a team member fulfilled

the responsibilities assigned to him or her. Another benefit of reflective reports is that students are given a forum to vent concerns or frustrations with the project. Sometimes, the comments made by students alert me to flaws in a project's design that I can address before doing the project again.

A second way post-project reflection is done is through completing rating forms on fellow team members. A student evaluates each teammate using a 10-point scale in areas such as "attended team meetings," "met deadlines assigned," and "I would want to work with this person again on another project." Students may also submit comments about teammates. The ratings forms are used to help assign individual grades within a team project. Typically, grading for a team project will have a team score component worth about 75–80 percent of a student's grade and an individual component making up the other 20–25 percent.

### Conclusion

Many students and faculty have mixed feelings about the efficacy of team projects. Students may have prior bad experiences with team projects in which members did not contribute their share . . . or did not contribute at all! Faculty view team projects with trepidation as dysfunctional teams can detract from the focus on guiding students through the learning process (although some faculty might say intra-team conflict *is* part of the learning process).

Faculty can take a proactive stance toward managing team projects by fostering *connection* among students early in the semester, use team *selection* processes that are objective and seek to distribute skills and talents among teams, and implement a systematic program of *reflection* at the conclusion of a project as a means of obtaining feedback that can be used to make improvements to future projects. Team projects can be a positive experience for students, and the success of a project may hinge on the role faculty play in preparing and organizing students for team assignments.

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# A TRIBAL SIMULATION COMPETITION: IS GROUP COLLABORATION BENEFICIAL TO INDIVIDUAL SIMULATION PLAY PERFORMANCE?

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## ABSTRACT

A simulation experiment was conducted to determine if group collaboration in simulation play is beneficial to learning and, secondly, would collaboration among business game participants lead to improved performance when the participants played as individuals in a second round of the simulation game competition. Business game administrators are sometimes concerned about the impact of unauthorized participant collaborations in competitive simulation games and often attempt to restrict collaborations among game participants. This study looks at collaboration from an organized approach to determine its benefits, if any, to simulation game performance. It was found that even though encouraged to do so, many students did not partake of the opportunity to collaborate. Furthermore, students who choose to collaborate in the simulation did not seem to gain any significant performance advantages.

## INTRODUCTION

As businesses become more global and as business operation becomes more complex and expensive, there is an apparent trend toward a more collaborative business environment. Witness all of the automotive companies that are collaborating to develop advanced hybrid powertrain technology. This might suggest a need for more collaboration in the business learning environment (Spector 2000). Green and Duerden (1996) reported that collaborative team learning offers many benefits in areas as diverse as engineering, business, and writing. Biglin (2004) used the term “internet tribes” to describe the collaboration among players while participating in online games such as Diablo and Warcraft. Internet tribes were described as loose coalitions of eight to ten individuals who agree to meet together online and play as a group to win at the online games against other similar “internet tribes.” The complexity of some of the online games,

combined with the large number of players, made it very difficult for individuals to achieve any success which led to the formation of the so-called tribes. Biglin (2004) believed that this tribal behavior would work among students participating in business simulation games in a classroom setting and that tribal collaboration might lead to more learning and better simulation game performance. Biglin suggested that this might be an interesting phenomenon to research.

The majority of business simulation games are designed for students to work as part of teams ranging from three to six members. It is generally agreed that it is beneficial for teams to play business simulation games but direct collaboration between teams is considered unethical and numerous reports warn about collaboration between teams or individuals (Bos, Shami, and Naab 2006; Stevens and Bohlander 1982; Teach 1990; Wilson 1974). In contrast, some simulation games encourage collaborations between individuals and teams (Hsu 1989; Miller 1981; Sood and Allen 1979; Teach and Patel 2007). This study was designed to determine if students (assigned to single person firms) performed better if they collaborated with other students. As such, a different instructional strategy was employed in which students were not penalized for collaborating but rather were assigned to tribes and informed that collaboration and coaching was an acceptable practice to enhance their simulation game performance.

## PAST RESEARCH

Generally business educators have assumed that teamwork is important in order to better prepare our students for the collaborative nature of the jobs they will have in industry (Rollier 1992). However, in business game play, the teamwork generally involves teams competing against other teams for product sales and market share (Neal 1997). Past research has also looked at group composi-

tion and group dynamics but, almost universally, the research situation has involved competitive environments (Bacon, Stewart, and Anderson 2001; Wellington and Faria 1996). This study takes a different approach and examines group activity from the standpoint of encouraged collaboration. Would collaboration among the competing participants lead to better understanding of the business game environment and better decision-making?

### **SIMULATION GAME PLAY AND PERFORMANCE EVALUATION**

The simulation used for this experiment was *Merlin* (Anderson et al. 2004). *Merlin* is a moderately complex marketing simulation and uses a quarterly decision period structure. In each decision period, students are required to make approximately 120 decisions involving their company's product prices, product quality, advertising and promotional spending, marketing research requests, company operations, and company finances.

*Merlin* has a Team version (in which student-managed companies compete against other student-managed companies) and a Solo version (in which a single student company competes against as many as fourteen computer-managed companies). Only the Team version was used for this research. The simulation experience was weighted at 25 percent of the student's course grade, consisting of 20 percent based on their simulation performance and 5 percent based on completing reports that contained the study's survey assessment measures. The remaining course evaluations involved a midterm examination (35%), a final examination (40%) and in-class bonus quizzes (2% maximum). The initial simulation was set up for eight industries composed of 10 teams with each team managed by a single student (80 participants). Due to enrolment shifts and student withdrawals, only 76 students actually began the simulation and only 62 of these students completed all of the required reports. As such, by the end of the simulation competition, the industries were variously composed of from seven to ten teams.

Students were informed that the competition would involve two different experience environments, a "tribal round" of decision making and an individual "competitive round" of decision making. Each student was asked to make four consecutive simulation decisions in each environment. In the "tribal round" of the business game, individual students were assigned to a single company in a "tribal" industry which contained 7 to 10 companies. All members of each industry were encouraged to work together. Each tribal industry was told that they would be competing directly against all other tribal industries. Each tribal industry was instructed to decide on an

optimal marketing strategy with the objective of "maximizing" the total tribal industry earnings. At the end of the four decision periods, an average company earnings figure was computed for each tribal industry. The industries were ranked and graded in terms of average company earnings. The "tribe" with the highest average earnings received the highest grade. The individual team scores/earnings were recorded and would be compared with the results of the "competitive round" of the simulation game. After completion of the "tribal round" of four decisions, the second, or "competitive round," was begun.

The "competitive round" of the simulation game also involved four decision periods. Each individual student game participant was randomly reassigned to a new industry where they competed against other students from other first round industries. The performance evaluation was strictly individual in the second round of the competition. That is, each student was graded on his/her company earnings against the other companies in his/her industry. As the first round of the competition had trained the students to collaborate, it was anticipated that the students would continue to seek coaching and counseling from other students (possibly past tribal members), if needed.

During the two rounds of competition, students completed questionnaires that attempted to determine whether they had a preference for working in teams or with other teams or as individuals. It was anticipated that students who had a preference for working with others might seek some level of assistance, if needed, in the second round of the competition. Those students that indicated a strong preference to work independently might not seek assistance during the second competitive round.

The overall simulation game evaluation method involved measuring student achievement against earnings objectives they had set and actual company earnings relative to competitors. The simulation company earnings results were used as the indicator of the quality of managerial decision-making ability for the students. During the "tribal round," students were graded according to the highest achievement on one of two criteria: percentage of the winning tribe's earnings in round one or the rank of the tribe in earnings in round one. In the "competitive round" the performance evaluation was based on the percentage of the industry winning firm's earnings or the rank position of the team's earnings in the industry for this round. The use of a ranking evaluation represents a "grade" floor for students while the percentage system allows students to approach the grade ceiling of 100 percent for the assignment. The grade received was based on the best performance measure produced by the two systems.

## MODEL OF COLLABORATIVE BEHAVIOR

The hypothesized collaborative behavioral model used in the study is shown in Figure 1. It was anticipated that individuals would prefer to work with other individuals (teams) if the tribal team's performance was better than an individual's performance. It was also anticipated that weaker students might be expected to have a preference for working in teams. Since it is generally assumed that teamwork is beneficial, it was anticipated that the performance of individuals who preferred to work with others would be better than the performance of individuals that did not prefer to work with others.

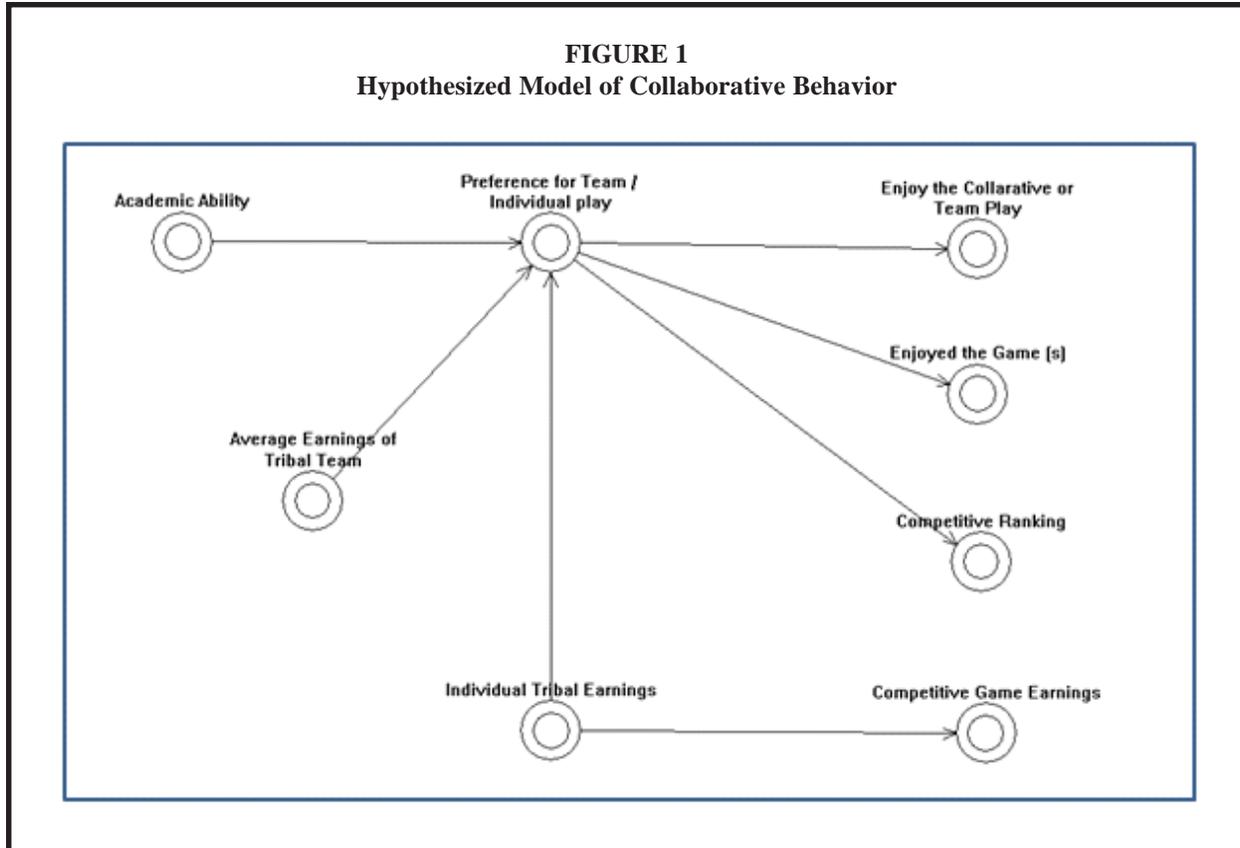
The constructs in this model were operationalized as follows: Academic ability was measured based on each student's success in the course mid-term and the final exams. The average earnings of the tribal industries are the grades obtained after the first competition based on how well the industry did relative to the other "tribal" industries. Individual tribal earnings are the scores each team would have earned if they had been competing individually and not as an industry. As previous studies have shown that students who perform well in simulation games will continue to perform well in future games (Wellington and Faria 1995), it was assumed that students would compare their actual industry grade with their individual grade, which would influence their pref-

erence for teamwork. The constructs: Preference for Team/Individual play, Enjoyed the Game, and Enjoyed Collaborative/Team Play were measured using survey questionnaire responses to multi-item Likert-type "strongly, agree-strongly, disagree" attitude measures. For example, a preference for team or individual play was measured with items such as "I like playing *Merlin* as an individual"; while enjoyment of collaborative play was measured with items such as "I found the tribal decision-making experience to be very satisfying"; and the enjoyment of the simulation was measured with items such as "I enjoy playing *Merlin*."

The survey questionnaire and data collection procedures used in this study were similar to those recommended by Dillman (2000). Data were collected twice during each of the "tribal" and "competitive" rounds of the *Merlin* competition. The relationships in the hypothesized model (Figure 1) were measured using Partial Least Squares analysis as described in the next section.

## RESULTS

The response rate to the student questionnaires was 80 percent in the first survey round and 90 percent in the second round. Students who did not complete the second survey were eliminated from the database as non-compliant subjects. The multi-item attitude scales were factored



analyzed to confirm the appropriateness of their use as constructs. Table 1 presents the results of the factor analysis of the survey undertaken after the fourth period of the competitive round. The factor analyses of the survey results for the two prior tribal measures and the second period of the competitive round were not materially different and as such are not presented.

An assessment of the hypothesized model was conducted using the PLS Graph 3 software, a Partial Least Squares program (Chin 2001). PLS is “a regression-based technique that can analyze structural models with multiple-item constructs and direct and indirect paths. PLS produces loadings between items and constructs (similar to principal components factor analysis) and standardized regression coefficients between constructs” (Compeau and Higgins 1995, p. 152). In this study all constructs were modeled as reflective (i.e., the manifest variables were reflective of the construct). The PLS program also produces R<sup>2</sup> values. Therefore the structural model (path analysis) is assessed by examining the R<sup>2</sup> for each dependent variable as a regression model (Chin 1998).

The PLS measurement model is generally assessed in terms of item loadings, internal consistency, and discriminant validity. Indicator loadings and internal consistencies that are greater than 0.7 are generally consid-

ered acceptable (Chin 1998; Hulland 1999). For discriminant validity, indicators should load mainly on their own constructs. The average variance between constructs and the indicators should be greater than the variance shared between the constructs.

The PLS structural model was tested by evaluating the path coefficients (standardized betas). Also, the variance in the dependent constructs was assessed for predictive strength. As shown in Table 1, the items measuring the attitude constructs loaded significantly on their own factors which demonstrates the discriminant validity of the measures. As Table 2 shows, the “composite reliability” statistics (PLS generated) were all greater than 0.7 which is considered acceptable. In addition, the “average variance extracted” (AVE, PLS generated statistic) for all of the variables exceeded 0.5 which is also considered acceptable.

Figure 2 includes the path coefficients obtained from the results of the PLS Graph 3.0 analysis as incorporated into the hypothesized model. A bootstrap analysis performed by the PLS Graph program indicated that all of the path coefficients were significant.

The hypothesis that weaker students would prefer team play was supported. In addition, students were more

**TABLE 1**  
**Factor Analysis of Attitude Survey Responses Toward *Merlin* and the Tribal Competition for Period 4 of the Competitive Round**

**Rotated Factor Matrix<sup>a</sup>**

	Factor		
	1	2	3
Simulation experience is worthwhile	0.141	0.870	0.019
Simulation performance reflects managerial ability	0.312	0.636	0.104
I enjoy playing Merlin	0.067	0.917	-0.151
I would prefer to continue in a tribe	0.744	0.039	0.424
My tribe and I got along very well together	0.757	0.134	0.137
I made decisions with tribe despite individual evaluation	0.784	0.132	-0.032
I found the tribal decision making experience satisfying	0.740	0.109	0.261
Though evaluation is individual, I plan to work with tribe	0.904	0.111	-0.089
Possible Collaboration	0.846	0.087	0.274
I liked playing Merlin as an individual	0.175	-0.575	0.573
Individual work is more beneficial than group work	0.127	0.001	0.680

*Extraction Method: Principal Axis Factoring.*  
*Rotation Method: Varimax with Kaiser Normalization.*

<sup>a</sup> Rotation converged in five iterations.

strongly influenced to prefer team play if they were part of a tribe that performed well during the “tribal” portion of the competition. Conversely, individuals whose own firm performed well during the tribal round preferred not to work in a team or collaborative setting.

It was also anticipated that a good performing player would continue to be a good performer and the results support this as well. As would be expected and as supported by the path analysis, those individuals that preferred team play report higher enjoyment for team play. Interestingly, students who preferred to play in teams seemed to enjoy the simulation game more than students who preferred to play as individuals. One unexpected result was that the performance of individuals that preferred to play in teams was actually worse than that of students who preferred to play as individuals.

### DISCUSSION

The findings from this study lead to several generalizations. The results suggest that a student whose individual firm tribal round results were good would prefer to play as an individual in the competitive round. Unsurprisingly, individuals whose firms did not do well in the tribal round tended to prefer working in teams in the second round of the competition. It is our assumption that they realize they

require assistance and will seek help and guidance from their peers as well as their instructor. However, from experience the authors have often observed that top performers are not shy about seeking advice to maintain their game position. Another consideration is that the preference for working in teams is probably influenced by social factors which were not evaluated in this study. Further, although they may desire to work in teams, some students may have been forced to work as individuals because of time constraints (e.g., part-time jobs and class schedule conflicts) which would prevent them from attending group meetings on a regular basis.

The study results also indicate that a student’s preference for team or individual play correlated with whether they enjoyed the game and the team/collaborative aspect of the simulation during the “tribal” round of play.

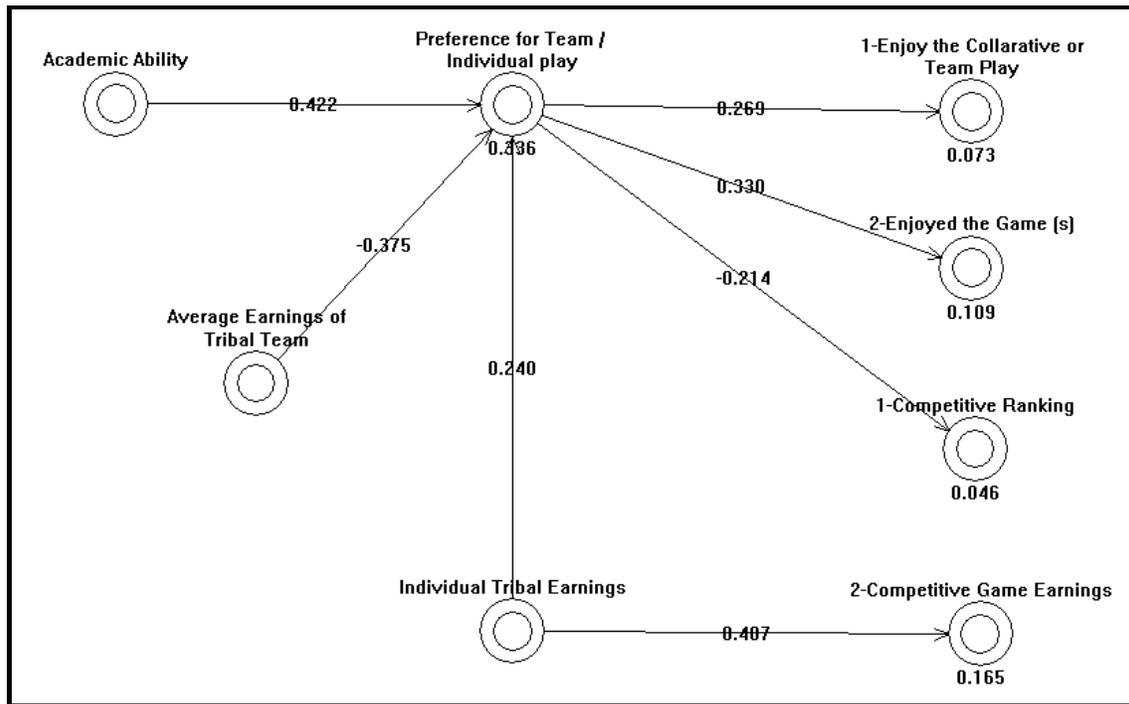
The finding that students who preferred team play did not perform as well as students who preferred independent play was unexpected. As weaker performing and weaker academic students preferred teams, it is possible that when they got together, they simply added weakness to weakness and therefore did not perform as well. In contrast, stronger students shed themselves of weaker students and acted on their own.

**TABLE 2**  
**Table of Reliability and Discriminant Validity Coefficients**

	CR	AVE	Tribal Score	Team-Individual Play Preference	Competing Round Ranking	Tribal Earnings	Enjoy Team Play	Competing Total Earnings	Academic Ability	Enjoy The Game
Tribal Score	1.0	1.0	1.0							
Team-Individual Play Preference	.90	.61	-.27	1.00						
Competitive Ranking	1.0	1.0	0.19	-0.21	1.00					
Tribal Earnings	1.0	1.0	0.46	0.14	0.06	1.000				
Enjoy Team Play	.84	.72	-0.06	0.27	-0.05	0.15	0.52			
Competitive Total Earnings	1.0	1.0	-0.06	0.27	-0.60	0.41	0.19	1.00		
Academic Ability	.98	.96	-0.02	0.47	-0.26	0.18	0.15	0.15	0.92	
Enjoy The Game	.90	.75	-0.23	0.33	-0.12	-0.23	-0.18	0.11	0.19	0.57

Composite Reliability, CR > 0.7 acceptable  
Average variance extracted, AVE > 0.5 acceptable  
Diagonal numbers are the squares of AVE > than the correlation numbers directly below = good

**FIGURE 2**  
**PLS Results for the Hypothesized Model**



### LIMITATIONS AND CONCLUSIONS

A very serious limitation of this study was the sample size. Effectively, only eight tribes were involved and this means that the number of “learning” groups was not very great, tremendously limiting the statistical power to find differences. Further, the size of the tribes may have made it very difficult for all group members to truly interact well despite the desire to do so. Wolfe and Chacko (1982) discuss many of the studies that have been conducted on ideal group sizes in the simulation literature and the result of their investigation recommends three group members as the ideal team size. However, there is no real guideline for what a “tribe” should be beyond Biglin’s (2004) observation that tribes were eight to ten people who formed a loose coalition. Presumably, a tribe should be large enough to allow for some variation in behavior that creates more learning situations yet be small enough that tribe members can have sufficient meaningful interaction. In this regard, the 8 to 10 guideline seems quite reasonable.

The express intent of this study was to consider the impact of a collaborative learning situation as part of a simulation competition. Although collaboration among

competing firms in the “real world” is usually prohibited by antitrust legislation to serve the public interest, the artificial world of business education need not be limited in the same fashion. The interests of educators involve “learning” and, as such, setting up an environment of “collaboration” so that ideas and information can be exchanged among students may be highly acceptable. It is clear, however, in writings on the use of business simulation games, game administrators overwhelmingly prefer to eliminate collaboration from the competitions (Biggs, Samson, and Wind 1999; Feinstein, Mann, and Corsun 2002; Rodich 1984; Sood and Allen 1979; Wilson 1974).

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# MBA STUDENT PERCEPTIONS OF SIMULATION COMPLEXITY ON LEARNING AND COURSE SATISFACTION

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## ABSTRACT

Marketing professors who utilize electronic simulations can now choose from simulation options with a wide range of complexity. This research compares student perceptions of simple simulations versus complex simulations regarding key outcome variables: perceived (subjective) content learning, perceived group learning, and impact on the student satisfaction with the overall course. In so doing, therefore, it examines Teach and Murff's (2008) premise that a series of short games could be pedagogically preferred. While both simulations fared well on all tested dimensions, the results demonstrated more positive student perceptions of the overall learning experience with simple simulations as compared to complex ones.

## INTRODUCTION

Many business professors have adopted electronic simulations within both undergraduate and graduate curricula. Faria and Wellington (2004) found the main reasons that faculty use simulations are to provide decision-making experience, apply theory, experience teamwork, and integrate material across business disciplines. Numerous studies suggest simulations are effective in allowing faculty to achieve these and other learning goals (see, for example, Keys and Wolfe (1990) for a partial survey of this extensive literature).

As software companies have responded to increasing demand levels, they have created simulations with increasing complexity. Developers have incorporated more information and decision-making capabilities to differentiate their products in an increasingly crowded marketplace; thereby, resulting in complex, large-scale simulation games known as "total enterprise simulations." Such simulations require student teams to make a series of decisions that typically take several weeks (and considerable class time) to complete.

Today, however, some developers are moving in a different direction, producing simulations that can be completed in one class period that focus on a single independent variable and the effects on its dependent outcomes. Such simulations, often referred to as "one-shot simulations," are not new, as Fraser (1986) suggested that playing several one-shot games over the course of a semester may provide a particularly compelling learning experience. The market for one-shot simulations, however, has been largely overlooked until recently.

As Gentry, Burns, and Fritzsche (1993) point out, it is incumbent upon the individual business professor to determine how simplistic or complex a simulation is needed for the objectives of a specific course and/or the needs of a specific student group. The current business literature, however, offers little insight for the business professor in determining how much complexity is needed for a specific course and/or student group (Brooks, Burson, and Rudd 2006). The purpose of this research is to compare MBA student perceptions of these single-shot simulations against perceptions of total enterprise simulations regarding key outcome variables: perceived (subjective) content learning, perceived group learning, and impact on the student satisfaction with the overall course in which it is a component. In so doing, therefore, it will examine Teach and Murff's (2008) premise that a series of short games could be pedagogically preferred. Results are intended to offer some initial guidance for business professors in making these decisions.

## STUDENT PERCEPTIONS

While Teach and Murff (2008) suggest an objective measure of knowledge gained (i.e., the incremental increase in knowledge) developing such a measure is troublesome at best (Anderson and Lawton 1997). Admittedly student perceptions are a subjective measure and may be positively impacted by factors such as a "halo effect" (Gentry, Commuri, and Dickenson 1998) where

perceptions of learning may be inflated from enjoyment of the game experience. Such measures, however, have also been shown to offer valuable insights into the students' learning experiences. Gosen and Washbush (1997, 1998), for example, suggested eight student characteristics most likely to be related to simulation performance, two of which were perceptions toward the simulation, and perceptions about simulations as learning tools.

Various other research studies have examined student self-perceptions of learning from a variety of perspectives. Lizzio, Wilson, and Simons (2002) demonstrated that student self-perceptions of learning were enhanced when students viewed their environment and their learning activities as being conducive to learning. With today's graduate business students seeking interactive approaches to education (see also Arbaugh and Rau 2007), they should view an interactive simulation as being conducive to learning. Within Lizzio et al.'s framework, therefore, an interactive simulation should lead to high levels of perceived learning. Given their interactive nature students participating in a simulation exercise should be expected to feel high levels of satisfaction.

Members of Gen X and Gen Y (a particularly high percentage of today's MBA student population) have significant experience with group activities. Such experiences seem consistent with the emphasis that many business school curriculums, as well as workplaces, put on developing teamwork and leadership skills. They also illustrate the importance of understanding how students value group decision-making experiences between the simulation types.

While student learning perceptions and satisfaction would seem important considerations, other variables that may seem important have demonstrated inconclusive findings on simulation outcomes. Simulation complexity, for example, may be a poor predictor of individual student performance. Wellington, Faria, and Hutchinson (2007) demonstrated that students who outperform their peers on a more simplistic simulation will typically outperform their peers on a more complex simulation. Furthermore, Anderson and Lawton (2006, 2007) failed to demonstrate a significant relationship between a student's performance level (in terms of success) and attitudes toward the simulation (2006, 2007) or between a student's performance level and self-report measures of learning (2007).

#### **POTENTIAL ADVANTAGES OF SIMPLICITY VS. COMPLEXITY**

Teach and Murff (2008) revisit the earlier work of Fraser (1986) in asking the question is

“. . . a series of small business simulations better at conveying knowledge than using a single large scale business game when teaching any set of concepts, theories, or practices when used in a university or college level course” (p. TBD).

Teach and Murff (2008) acknowledge that a large complex simulation offers additional realism over a more simplistic simulation. They also propose, however, that it could simultaneously obscure very specific principles that the student should understand in order to solve problems. In other words, the sheer number of input variables creates a context that more closely mirrors reality, but also conceals the interaction of any given variable within that realistic setting.

Two additional concerns have been expressed regarding total enterprise simulations. Patz (2001) found that a “domination” effect existed, where teams that have the best results in the early weeks of a simulation typically maintain that lead throughout. Patz questions how much actual student learning takes place in the last few weeks of the simulation as a result of the domination effect.

Also, Faria and Wellington (2004) surveyed a number of professors who had stopped using simulations in their classes. Two of the top reasons cited were a negative relationship between the time involved and the benefits derived from the simulation, and use of software that was too complex for their student population. (Assumedly, individual professors likely differ on how much complexity should be expected of any specific student group.)

One-third of these former users, however, said they would be willing to try a simulation that they found more suitable to their needs. The survey also included professors who had never used simulations, with preparation time and class time concerns mentioned prominently. A simple one-shot game (or a series of one-shot games) would appear to address the concerns of time and complexity.

Teach and Murff (2008) contend that a small-scale simulation focusing on a single input variable (or on a limited few variables) is best able to demonstrate the relationships between changes in that variable and the resulting outcomes. Since the time required to demonstrate this relationship is short, a professor may assign a series of small-scale simulations over the duration of a course. Each of these simulations could focus on a specific concept such that in combination they illustrate the appropriate variety of specific principles.

Fraser (1986) suggested that using a series of one-shot games could be helpful in developing behavioral and

analytical skills. He noted that the “team leader” in a total enterprise game is frequently the student with the strongest personality, particularly if the other team members are generally quiet and/or non-confrontational. A series of games offer multiple leadership opportunities, particularly if the initial leader directs the group to poor results. Fraser also felt the opportunity to play different types of games was an advantage, as students had to approach each game as an individual entity, creating more and distinct decision-making opportunities.

Gosen (2004) noted the importance of reflection in the overall learning of game participants, the period after decisions are made when teams have time to receive feedback, contemplate their results, have a debriefing session (frequently with the instructor), and use analysis to form conclusions. It is plausible to assume that a series of one-shot games, with fewer restrictions on class time than total enterprise simulations, would allow for more reflection, although this possibility has not been empirically tested.

Rose (2007) further argues that reaching Gen Y most effectively is done through keeping messages short, even to the point of repeating messages. Consistently, the National Oceanographic and Atmospheric Association Office of Diversity (2008) points out that the typical Gen X and the typical Gen Y each responds well to continuous and repeated feedback.

A one-shot simulation design gives feedback based on a single principle and after less cognitive processing from the student, which should be closer to the continuous feedback desired by Gen X and Gen Y. Additional complexity, however, requires additional inputs from the students in making decisions. As such, the student receives only limited feedback on any one specific input variable and only after extended cognitive processing of the inputs.

## HYPOTHESES

This study compares student perceptions of a simple simulation or a complex simulation.

H1: Student would perceive more content learning in a simple simulation targeted at a single issue than in a complex simulation with a broader scope.

H2: Perceived group learning would be enhanced in a non complex simulation as opposed to a complex simulation.

H3: A simple simulation will enhance satisfaction with the course in which it is a component then will a complex simulation.

## RESEARCH METHODOLOGY

### Simulations

In this study a complex simulation, CapSim, was compared with a simpler simulation, Universal Rental Car (URC). The URC simulation focuses on competitive pricing and therefore is a marketing simulation. CapSim has a marketing component along with other business functions. This study examined only the marketing component.

CapSim (a product of Capstone Management Group) is a well known and widely used simulation at both the graduate and undergraduate levels. It is a complex total enterprise simulation that offers students the opportunity to make a number of business decisions up to eight periods. Students can play against the computer or each other or both. Decisions by one team in a multi team scenario will affect the results of other teams. Students typically make one set of decisions per class or week, and receive the results of their decisions in the next class period. The game is highly complex with decisions required that will affect every aspect of the business. The simulation includes ten different success measures.

Universal Rental Car (a product of Harvard Business Publication) focuses on product pricing and inventory control. Students play against the computer in making 12 decisions so the decisions made by one team will not affect the results of another team. This format allows a team to gain immediate feedback without having to wait on other teams to complete their decision making. A relatively complete set of profit and loss information is provided after each decision. Success is measured by profitability.

### Sample

The sample consisted of 88 part time EMBA and MBA students at a mid Atlantic university. All students participated in the simulation as part of a marketing course requirement. The students consisted of two groups, 54 utilized CapSim and 34 utilized URC. CapSim participants submitted decisions over a series of multiple class meetings. Debriefing was conducted at the end of the semester. Students in the URC simulation made all 12 decisions during one 3 hour class. Debriefing was held the same day. Students in both groups participated in teams of 2–5 students.

### Questionnaire

All items utilized a Likert format with a 5-point scale ranging from strongly agree to strongly disagree. The questionnaire consisted of three parts, one to assess

perceived learning in marketing; a second to determine satisfaction with the group decision-making process; and a third to measure overall satisfaction with the learning experience.

Three statements were given to measure perceived learning in the marketing discipline.

1. The marketing simulation increased my understanding of the marketing concepts discussed in this course.
2. The marketing simulation increased my understanding of additional marketing concepts not discussed in this course.
3. The marketing simulation increased my understanding of how marketing is integrated with other business functions within an overall business structure.

Three statements were given to measure perceived value of teamwork.

1. Working with one or more group members increased my understanding of marketing concepts.
2. Meeting with my group led to our having made better decisions.
3. Meeting with my group increased my understanding of developing a marketing strategy.

Two statements were given to measure the simulation impact on overall course satisfaction.

1. The marketing simulation increased my satisfaction with this course.
2. I would recommend that the marketing simulation continue as a component of this course.

## RESULTS

Overall results demonstrated a high perceived value in using simulations as learning tools within marketing. Students rated both simulations as effective learning experiences. All results were analyzed using a one tailed t-test.

### Marketing Content

Hypothesis 1 anticipated that students would perceive more content learning in a simple simulation targeted at a single issue than in a complex simulation with a broader scope. As shown in Table 1, the simple simulation was perceived to be powerful in increasing the students understanding of marketing concepts both in and not taught in the course. The URC game, a marketing game, scored higher on the marketing question one and significantly higher on question two suggesting that the simpler simulation had a greater impact on subjective learning of marketing concepts. Directionally, the CapSim game had a greater perceived impact on increasing marketing understanding as it related to other functions of a business. This result seems intuitively appealing since a more complex integrated game should demonstrate the effect of marketing decisions on other business functions. Therefore Hypothesis 1 was supported for single function content, but not for integration into other business functions.

<b>TABLE 1</b>					
<b>Marketing Content</b>					
<b>Marketing Questions</b>	<b>Simulation</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
Increased understanding of concepts in course	CapSim	54	4.11	0.79	1.32
	Universal Rental Car	34	4.32	0.47	
Increased understanding additional concepts	CapSim	54	3.80	0.92	2.50*
	Universal Rental Car	34	4.24	0.55	
Increased understanding of marketing integration	CapSim	54	4.54	0.79	1.27
	Universal Rental Car	34	4.35	0.64	
*Significant at the .05 level					

<b>Group Interaction Questions</b>	<b>Simulation</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
Group increased understanding concepts	CapSim	54	4.20	1.00	0.62
	Universal Rental Car	31	4.06	0.84	
Group made better decisions	CapSim	54	4.30	1.10	0.12
	Universal Rental Car	30	4.27	0.77	
Group increased marketing strategy	CapSim	54	4.13	1.13	0.82
	Universal Rental Car	30	3.93	0.86	

### Group Decision Making

Hypothesis 2 anticipated that perceived group learning would be enhanced in a non complex simulation as opposed to a complex simulation.

Examination of the mean scores as shown in Table 2 for each question revealed no clear difference between the simulations. Students found the group work as productive in the complex simulation as the non complex. Therefore, the hypothesis was not supported.

### Simulation Preference

Hypothesis 3 anticipated students would be more satisfied with the overall course experience when a simple (or noncomplex) simulation is utilized as compared to a complex simulation.

As shown in Table 3, both simulations scored very high on the satisfaction measures. However, the course with the noncomplex simulation scored higher on both measures and significantly higher on the question about increasing the satisfaction with the course. The hypothesis suggesting noncomplex games lead students to feel greater satisfaction with the course than do complex simulations was supported.

### CONCLUSIONS

In summary, the results demonstrated more positive MBA student perception of the overall learning experience with simple simulations as compared to complex ones. It should be noted, however, that both simulations fared well on all tested dimensions. From a pedagogical perspective, it is important to determine the objective of the simulation. The complex simulation fared better on integrating decisions within the framework of the entire

<b>Satisfaction Questions</b>	<b>Simulations</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
Increased satisfaction with course	CapSim	54	4.26	0.87	1.17*
	Universal Rental Car	34	4.56	0.91	
Recommend continue as part of course	CapSim	54	4.57	0.61	1.17
	Universal Rental Car	34	4.71	0.63	
*Significant at the .05 level					

company, while the simpler simulation worked better for single function decisions. From the perspective of learning time management, a complex simulation such as CapSim causes the student to invest more time in playing the game and thereby potentially limits the time available for other learning activities. Depending on specific course learning objectives, both complex and simple simulations should still have their place and educators should choose based upon what they are trying to achieve.

### LIMITATIONS

This study had several limitations that should be noted.

1. Only CapSim and URC simulations were used. The study may have received different results if different simulations had been employed.
2. Only MBA students were used in the sample. Undergraduate students were not tested. Since there are many more undergraduate students using simulations than graduate, and the knowledge and experience of graduate and undergraduates differ, it would be interesting to try the same experiment with undergraduates.
3. The question of utilizing a series of short simulations rather than one long complex had still not been examined. This study observed only one example of each type. It is possible students would find several short simulations less satisfactory than one complex simulation.
4. The sample size was only 91 part-time MBA students. It would be preferable to have a much broader representation of university students.

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# THE EFFECT OF DEMOGRAPHIC VARIABLES, SPECIFICALLY MARKETING MAJOR/ OPTION, UPON UNIVERSITY STUDENTS' SERVICE LEARNING EXPERIENCES IN A MARKETING CONCEPTS COURSE

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## ABSTRACT

The components of a successful service-learning (SL) program are Intended Outcomes, Program Environment, and Student Characteristics. Much has been written about the first two factors, particularly in non-business courses, but little empirical research is available concerning SL in marketing courses.

This study describes the extent to which a service-learning module in a Marketing Concepts course was able to achieve intended outcomes, based on objectives and a positive program environment. The study examines the impact of a specific business major/option, marketing, on student outcomes. The results indicate that although marketing students did rate the service-learning experience above average, they also indicated a more negative attitude toward each outcome than all other business options.

## INTRODUCTION

Service-learning (SL) has increased in popularity over the past decade as more and more university faculty adopt this form of experiential education. SL serves to prepare students to lead a life wherein they are responsible community members, rather than focusing solely on career development (Sherwood and Nordstrom 2000). Boyer (1994) and Rifkin (1997) have both identified this molding of students into community members as an important issue facing educators. Growth is evidenced by the over nine-plus schools that belong to Campus Compact, whose mission is to promote community service on its member campuses. A survey of those member institutions reveals that the average campus has 30 courses

integrating service and academic learning, resulting in one-third of all students being involved in service projects (Campus Compact 2002). The rising interest in service-learning is also being fueled by studies indicating the favorable impact it has on the cognitive and effective development of college undergraduates.

One comprehensive study found that service participation resulted in significant positive effects on academic performance, values, self-efficacy, leadership, choice of a service career, and plans to participate in service after college (Astin et al. 2000). SL has also been found to provide numerous skills to participating students including reading, writing, public speaking, critical thinking skills, self-confidence, self-esteem, self-reflection, and sales competencies (Clark 2002; Kiunstler 2002; Sediak, Doheny, Panthofer, and Anaya 2003; Shaw 2007). According to Riley (2006), SL also helps students to "internalize the theories they have learned in courses, begin to think like professionals, and develop practical knowledge."

Adding to the popularity of service-learning is the role it plays in the broader attempts to encourage students to become more civically engaged. These efforts are often aimed at improving skills that contribute to one's commitment to being a proactive citizen. Such skills include teamwork, ability to identify and solve problems, dealing with difficult decisions where there is no right or wrong answer, solve problems when conflict occurs, and critical thinking (Kirlin 2003).

While educators and researchers agree that service-learning has multiple benefits, there is less agreement on the desired outcomes. Some institutions and programs offer

programs that are aimed at promoting citizenship, whereas others attempt to improve critical thinking skills. In addition, models, approaches, and evaluation instruments vary widely among schools and disciplines (Driscoll et al. 1998). One particularly comprehensive review of service-learning studies illustrates the broad range of desired outcomes associated with this pedagogy (Rama et al. 2000). Some outcomes reflect broad objectives, such as course learning, personal development, and civic and life skills. Others reflect specific program or course objectives and include ability to write strategic plans, attitudes toward seniors and their health, and communication skills. In addition, some of the studies were undertaken in specific disciplines, such as sociology or psychology, but many of them report the positive impacts of service-learning across multiple educational areas (Astin and Sax 1998; Eyster et al. 1997; Gray et al. 2000).

Agreement on the general benefits of service-learning in specific disciplines such as business also exists but there is limited evidence of its specific impact on educational outcomes. Since there are a number of different approaches that might be appropriate in various business courses, it is important to determine if specific service-learning assignments are achieving the desired results. The following paper presents the results of student experiences in a two-year study of a service-learning assignment in a basic marketing course. Course objectives associated with service-learning are provided, as well as a description of the assignment. A survey completed at the end of the semester provides insight into the extent to which these service-learning objectives were achieved. Finally, avenues for further research on the impact of service-learning are identified. Based on this type of empirical research, business and marketing educators can begin to clarify the role service-learning activities can play in meeting one or more educational goals.

### **SERVICE-LEARNING IN BUSINESS AND MARKETING**

Some disciplines and academic departments have been slow to integrate service-learning into their curricula. One of these disciplines is business and, more specifically, departments of marketing. According to Godfrey and Grasso (2000) and Rama (1998), other business options such as management and accounting have included SL in their curriculums, although marketing courses have not followed suit. Reasons for this lack of acceptance are numerous and tend to follow similar arguments that have impeded development in other areas. Service-learning, in many cases, has developed outside of the academic disciplines. Many schools have centers for service-learning activities run by staff personnel, rather than faculty. They offer service opportunities for interested students and, in some cases, help coordi-

nate basic community service type courses. Lacking academic legitimacy, acceptance by professional schools tends to be slow (Zlotkowski 1996a). This had led to a lack of recognition of service-learning efforts and research for purposes of retention, tenure, and promotion. However, as more schools include community involvement as an important part of their mission, faculty will be able to tie their service-learning efforts to university priorities.

According to Gujarathi and Mcquade (2002), it makes sense to include a SL component into a business-related curriculum. They state that although the numerous objectives of SL assignments, including business education and community service, don't initially appear to work together, their review of the literature indicated that they complimented and thrived on one another. They also stated that SL offers a special opportunity to students and the community in that it was a win-win situation because student expertise can be helpful to community organizations as well as the real-world experience the students glean from the community organization allows them to expand their career opportunities. This reflects the early attitude of Gordon and Howell (1959) who stated: "Business schools do more than merely train technical professionals in management; they also communicate a set of values regarding economic rationality and human worth that become the foundation of the managerial mind-set" (p. 11).

Business and marketing faculty tend to be supportive of the concept of service-learning but often feel that it belongs in liberal arts or social science courses. There is a notion that "this is not what I teach." Contributing to this view is a lack of understanding of the difference between volunteerism, community service, and service-learning. Many faculty members simply don't make the connection between individual course content and service to the community.

Even when the value of service-learning is accepted, additional resistance takes the form of alleged time constraints. The common view is that designing curricula or a specific course is a zero-sum game (Zlotkowski 1996b). The thinking is that if you want to add something (e.g., service-learning), something else must be eliminated. This becomes more difficult as an increasing amount of seemingly important subject matter must be addressed (Porter and McKibbin 1988). Ironically, the use of service-learning doesn't exacerbate the problem; it provides a solution. It allows the instructor to develop student behavioral skills and apply course concepts through community based, value added activities. By addressing multiple learning objectives, service-learning activities expands the offering without eliminating content.

A number of exploratory research studies have been conducted on the use of service-learning in business courses. The AAHE series on service-learning across the disciplines contains volumes on applications in accounting and management (Rama 1998; Godfrey and Grasso 2000). Much of the literature on this subject develops a rationale for using service-learning by citing the need for civic education for business students and enumerating its benefits (Zlotkowski 1996; Lamb et al. 1998; Kenworthy 1996). In addition, research has been conducted in several areas of business resulting in an improved understanding of how service-learning can be applied in different disciplines (Tucker et al. 1998; Kohls 1996; Petkus 2000; Easterling and Rudell 1997; Rama 1998; Gujarathi 1999). Finally, the use of service-learning as pedagogy for projects or internships has also been explored (Papamarcos 2002; Rehling 2000; Sherwood 1999). Thus, a substantial amount has been written indicating the value of service-learning in business courses. What seems to be lacking is data that illustrates the actual success or failure of this technique in achieving objectives associated with specific assignments in various business courses as well as by specific business-related majors/options.

### **SERVICE-LEARNING OBJECTIVES**

Specific learning outcomes from service-learning are tied directly to the model of service-learning employed. Cone identifies six models of service-learning, two of which are appropriate for a principles of marketing course: the Discipline-Based Service-Learning (DBSL) and the Problem-Based Service-Learning (PBSL) models (Cone 2001). Utilizing the former model, students work at assigned service sites for a given number of hours throughout the semester and reflect on their experiences on a regular basis using course content for their analysis. The PBSL model is more of a project-based activity where individual or teams of students act as consultants to the community organization by working on a specific problem or issue. Based on existing research and these two models, four general outcomes were established for the service-learning assignment in a basic marketing course. These outcomes related to civic responsibility, career development, academic learning, and personal development.

1. **Civic Responsibility:** Dimensions of civic responsibility included increased awareness of community needs, involvement in the community and commitment to service. Students are often unaware of the needs of the community in which they live. By exposing the student to their own work site and through the reflections of other students, a greater degree of community awareness is created. In addition, one of the primary goals of service-learning is to instill a desire to serve the community. Even if

students are aware of community needs, they are often reluctant to take the first step necessary to participate. However, once participation occurs, many individuals often develop a greater desire to provide service in the long run.

2. **Career Development:** The social sector provides a wide variety of potential employment opportunities for students studying marketing. An increasing number of nonprofit organizations are adopting common marketing practices and expanding their staffs to include marketing specialists. Most students entering business schools are totally unaware of this trend or these opportunities. In addition, through appropriate readings and discussions, students can be made aware of the role that community service can play in career development and advancement. Many companies today expect participation in community service and often look for service activities on potential employee resumes.
3. **Academics:** A better understanding of the basic principles of marketing is the learning half of service-learning. By having students work at a nonprofit or on an applied, community-based project, the instructor can draw on those experiences to add relevance to textbook theory.
4. **Personal Development:** Personal development can take on several dimensions. The first deals with development of important skills such as leadership, teamwork, and communication. The second relates to attitudes and opinions relating to diversity and individual bias. Many community agencies deal with individuals from different cultures, social and educational backgrounds, and economic circumstances. As a result the service-learning assignment often provides marketing students with the challenge to effectively work with people who have a completely different outlook on life. This is particularly true if the project team is made up of students from diverse backgrounds. Also, depending on the work site, students can also become more aware of their own biases and feelings. Finally, the ability to assist others often results in a boost in the individual's self esteem. Many students simply do not realize just how valuable an asset they can be for a struggling community service agency.

### **THE SERVICE-LEARNING ASSIGNMENT**

The service-learning project developed for the basic marketing course is comprised of six steps.

1. **Introduction to the importance of community service and service-learning.** Several articles are as-

signed and discussed explaining the concept of service-learning in education, the role community service can play in career development, and how a company benefits by having its employees involved in community service.

2. Relevance of marketing principles in nonprofit organizations. Emphasis is placed on the role of marketing in attracting volunteers, serving constituents, obtaining resources, and building community awareness. Class discussion helps students understand that nonprofit marketing is more than simply fundraising.
3. Service assignment. Students are required to provide a minimum of fifteen hours of service to a local nonprofit agency. Two types of activities, based on the two models previously discussed, are acceptable. For team project assignments, arrangements are made in advance with a number of agencies to insure that they are both willing and able to utilize students on a meaningful marketing project. Individuals wishing to work alone select from a list of agencies that have identified a variety of ongoing tasks, which are acceptable for the length of required service.
4. On-going discussion. Whenever possible, marketing topics are punctuated by having students discuss the application of that topic in the nonprofit sector. The variety of agencies and activities assures a number of excellent examples that the students are able to share.
5. Report and reflection. Students maintain a journal and write a report outlining what they learned about the agency and its mission, how principles of marketing are being utilized, suggestions for improvement in the marketing effort, and a list of useful Internet resources relating to nonprofit marketing. The report also includes a section in which students reflect upon their experience and any impact it had on their feelings about nonprofit agencies, volunteering, community needs, or the needs of others.
6. Debriefing. Finally, one class session at the end of the semester is devoted to the sharing of experiences and feelings about the assignment and its outcomes. As part of that debriefing, a questionnaire is administered to determine the extent to which the desired outcomes were achieved.

#### **ASSESSMENT OF STUDENT LEARNING OBJECTIVES**

A questionnaire was developed utilizing questions from a survey instrument designed for assessing the impact of

service-learning by the Center for Academic Excellence at Portland State University (Driscoll et al. 1998). Some adjustments were made to incorporate questions relevant to the desired outcomes for this assignment. A copy of the questionnaire is provided in Appendix A. Each question matches one of the original four objectives to insure that all learning outcomes were assessed to some degree. Students were asked to identify the extent to which they agreed or disagreed with twenty-one statements on a five-point scale, with one being "strongly agree." To minimize the impact of using multiple instructors with varying experience using service-learning, data was gathered from multiple sections of the course over a period of eight years. For purposes of this study only those 773 students that represented that they were marketing majors/options will be discussed. Table 1 presents the abbreviated question topic along with its associated outcome objective as well as the mean and standard deviation for each question. The results are sorted, with the questions grouped by objective.

All objectives or student learning outcomes were achieved to some extent with the greatest impact on student awareness of and commitment to community needs. Survey results, as well as student reflections, reveal that the primary benefit of the exercise was to show them how they could become more involved in their community, followed by the assignment helping the students to be more aware of their community needs. This relates to where they could volunteer as well as well as how they could assist the nonprofit organizations. Whereas they may have originally thought volunteer work was comprised primarily of mundane tasks, the assignment allowed them to engage in and become aware of more useful activities. Particularly encouraging was the increase in the propensity to volunteer as indicated by the difference between the answers to question 17 (was already volunteering) and question 21 answers to question 17 (was already volunteering) and question 21 (intent to continue volunteering).

The second objective, career development, appears to have been increased to some degree. It appears that students were made aware of how community service can benefit their career and the possibilities of a career in the social sector. Results show less success in using the assignment to enhance an understanding of the principles of marketing. It is a well-known fact that the extent to which the professor integrates the project into the course and discussion has a major impact on learning. Since numerous different instructors were used over the eight-year period of the study, variations in level of interest and teaching styles probably account for the lack of higher scores on this outcome. It should be noted that the standard deviation on the question dealing with enhanced

**TABLE 1**  
**Results of Student Survey**

Q#	Question Topic	Objective	Mean	SD
16	Showed me how I can become more involved.	R	3.71	1.249
20	Felt I made a contribution to the organization.	R	3.57	1.287
18	Made me more aware of needs in my community.	R	3.55	1.100
21	Will probably continue to volunteer.	R	3.46	1.185
2	Made me more aware of benefits of volunteering.	R	3.51	1.214
19	Intend to continue volunteering at same agency.	R	3.08	1.248
17	Was already volunteering.	R	3.00	1.416
9	Learned more than using a traditional project.	A	3.50	1.324
8	Showed me how marketing is used in every day life.	A	3.39	1.206
4	Better understanding of course content.	A	3.24	1.220
5	Should be used in more business classes.	A	3.11	1.218
10	Expanded understanding of people, in general.	P	3.48	1.104
15	Had a positive effect on my self-esteem.	P	3.38	1.139
11	Enabled me to learn more about diversity.	P	3.36	1.084
12	Helped me define my strengths and weaknesses.	P	3.31	1.108
7	Enhanced my ability to communicate my ideas.	P	3.30	1.142
13	Was comfortable working with other cultures.	P	3.32	1.107
6	Enhanced leadership skills.	P	3.20	1.107
14	Helped me become aware of personal biases.	P	3.06	1.073
3	Made me more marketable upon graduation.	C	3.39	1.213
1	Made more aware of possible career opportunities.	C	3.31	1.252

\*R = Civic responsibility outcomes, C = Career development outcomes, A = Academic outcomes, P = Personal Development outcomes.

learning is relatively large, indicating that the method was more effective for some students than for others.

Survey results as well as student reflections also emphasized the positive impact the assignment had on self esteem. Students, in general, felt they had made a contribution to the organization and reported that this made them feel better about themselves. A common reaction was that they now realized that they really did have something to offer and could make a difference.

ANOVA was run in order to determine the differences between the marketing major/option students in relation to the major/options of their classmates. Although the marketing major/option students did rate the service-learning experience as positive overall, they also indicated a more negative attitude toward each outcome than all other business options.

### IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Upon completion of this study, recommendations for future studies include:

1. Studies in Business-related courses, other than marketing, which assess student outcomes in the service-learning project.
2. Studies which investigate the effect of demographic variables other than business major/option upon the various students participating in a course-based service-learning project.
3. Studies which further investigate why specific skills are better developed through student participation in a service-learning project.

4. Studies that investigate why students rate their participation in a service-learning group higher than an individual project.
5. Studies that investigate how to better meet the needs of marketing majors/options through the service-learning experience.

Upon examination of the related literature and this study, faculty considering the implementation of service-learning projects into their marketing courses should be aware of the tremendous opportunities these projects afford their marketing students. Although a plethora of literature is devoted to the fact that service-learning may be a valuable and worthwhile experience for students, there is a definite need for future empirical studies that address the accomplishments and implications of these assignments, as well as how the diverse student populations perform in service-learning assignments. This information would be very valuable in helping faculty develop the finest service-learning experiences available for their students.

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**APPENDIX A**  
**Service-Learning Student Survey-Marketing 100**

The purpose of the following survey is to obtain your thoughts regarding the service-learning assignment you completed for this course. There are no right or wrong answers. Answer each question based on your own experience. The information will be treated as confidential and has no bearing on the grade you receive for this assignment. Use the back of this page for any written comments you wish to make about the assignment. Respond to each statement on the Scantron using the following scale:

**A = Strongly Agree, B = Agree, C = Neutral, D = Disagree, E = Strongly Disagree**

The service-learning assignment:

1. Made me more aware of possible career opportunities in the nonprofit sector.
2. Made me more aware of how volunteering can benefit my career or the business where I work.
3. Will make me more marketable when I graduate.
4. Helped me to better understand the concepts of marketing.
5. Should be used in more classes at our business school.
6. Enhanced my leadership skills.
7. Enhanced my ability to communicate my ideas in a real world context.
8. Helped me to see how marketing can be used in everyday life.
9. Was a better way for me to learn about marketing than completing a traditional research project.
10. Expanded my understanding of people, in general.
11. Enabled me to learn more about diversity.
12. Helped me to define some of my personal strengths and weaknesses.
13. Helped me to become comfortable working with cultures/social groups other than my own.
14. Helped me to become more aware of my own biases and prejudices.
15. Had a positive effect on my self esteem.
16. The service-learning assignment showed me how I can become more involved in my community.
17. I was already volunteering in my community before taking this course.
18. This assignment helped me become more aware of the needs in my community.
19. I intend to continue performing service at the agency I worked at for this assignment.
20. I feel that the work I did made a contribution to the organization I served.
21. I probably will continue to volunteer somewhere in the community after this course.

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# NEW TRICKS FROM AN OLD DOG: HOW I INCORPORATE VALUES EXPLORATION INTO A VALUES-BASED UNDERGRADUATE SERVICES MARKETING COURSE

*Mike Goree, Mississippi State University*

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## SUMMARY

*Let me say right off that I have Leonard Berry's permission to refer to him as an "old dog."*

It is my observation that values-based service provision is a whole new idea to most current college juniors and seniors. "Values" is a concept of which they have a vague notion, but mainly construct that notion in the terms of a mish-mash of catch phrases as the concept of "values" itself has been hijacked by political opportunism and, I am afraid, marketing phrases which carry little operational meaning.

How do you make sense of Leonard Berry's 1999 classic, *Discovering the Soul of Service* to students who have likely never experienced passionate service provision? In my class, I pair Berry with Mark Sanborn's *The Fred Factor*. It is an easy read which carries many of the same messages of Berry in a little different light.

It is likely that students likely have never rigorously examined what they value. A quick review of business news headlines for the last couple or three years might lead us to believe that this isn't just true of students. I begin the first day of each semester by quoting Southwest Airlines founder and ex-chairman, Herb Kelleher, "The business of business is not business. The business of business is people." This seems a wonderful beginning for a Berry-based exploration of service provision.

Within the first week or so, of each semester, we consider the ways in which values are formed or transmitted and cover Louis Raths' Seven Sub-Processes of Valuing which provides a cognitive map for "HOW" we come to holding a value. Raths tells us that there are three steps to the

valuing process: (1) Prizing one's beliefs and behaviors; (2) Choosing one's own beliefs and behaviors; and (3) Acting on one's beliefs. Teaching about values can be done on three levels: facts, concepts, and values. Higher education is used to being involved with the facts and concepts, but the values part seems scary to many. Recognition and discussion of values can be approached either head-on, or more obliquely.

Across the semester, I provide several opportunities (both in-class and out-of-class) for individual, small group, or dyadic values exploration. The strategies included in this presentation include:

1. My Student Information Sheet.
2. A First Day Introduction exercise in which student's draw a picture to represent specific aspects of themselves and then "tell the stories" of those pictures across several class days.
3. 20 Things I Love to Do – done in small groups.
4. Childhood Hero – individual, out-of-class.
5. Dyadic Values Exercise – in-class in dyads.
6. Personal Brand Statement – a one to two minute "commercial" which demonstrates your "brand" when you are the product.

My presentation will share those strategies with the program participants while linking the strategies to either Berry or Sanborn. I will provide opportunities for discussion and participation.

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# FULL TERM VS. BITERM GRADUATE CLASSES: EXAMINING PREFERENCES OF ONLINE STUDENTS

*Robert D. Hatfield, Western Kentucky University*

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## SUMMARY

Since the experimental introduction of summer sessions at an American university in 1942 colleges have continued to seek incremental modifications in the two-semester format. The sixteen-week format is so ingrained as the “traditional semester” that textbooks are often written to contain sixteen chapters. Still, various modifications such as interterm sessions, partial credit, and the use of quarters have shown creativity in scheduling courses.

When Western Kentucky University (WKU) decided to initiate an all online MBA program to satisfy the demands of busy working managers and professionals in and around southern Kentucky, a faculty committee decided to experiment with all courses being biterm. This meant the “term” was typically eight weeks long. Since the target student would be employed full-time, the committee felt that two classes (six semester hours) would be an appropriate load during each sixteen weeks. So, in 2004, WKU initiated a small online MBA program. The online program was an addition to, not a replacement for, its continuing face-to-face part-time MBA program. The face-to-face MBA program continued in its sixteen-week traditional format.

Students are allowed to focus entirely upon one course at a time. Students never have two papers or two tests due in different courses at the same time. Faculty argued that short and focused learning modules were consistent with both adult (andragogy) and even Generation X learning theories. Argument was also made that graduate courses engaging the eight-week format were similar to other “immersion” formats like those used often in learning a foreign language. There were no complaints from the faculty and there have been almost no calls to reconsider the biterm decision from them.

However, student reaction has not been so totally one-sided. Students, particularly those just entering the program, are sometimes vocal about the amount of work that seems to be due so quickly once the semester starts. Both faculty and MBA administrators have fielded questions and concerns from a minority of students about the biterm format.

A survey was recently conducted among MBA online students who had completed at least one biterm course. The responses to that survey will be discussed at the conference.

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# DEVELOPING A TWO WEEKEND CLASS FOR A SEMESTER LENGTH TERM

*Michael Luthy, Bellarmine University*

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## SUMMARY

### Introduction

A number of developing trends are behind a push to have faculty deliver traditional courses in non-traditional ways. College and university administrators seek better (i.e., fuller) utilization of brick and mortar resources which may include course delivery on evenings, weekends, and/or between terms. Meanwhile, both full-time and part-time students look for ways to complete their programs of study sooner either as a way to minimize the time or financial impact on career plans. This may involve on-campus or online course delivery. For their part, governing boards want their institutions to fulfill their missions in a fast changing world seemingly bent on an evolving set of rules and competition.

Within this reality, the semester long (or even quarter term length) course, meeting multiple days at a structured, designated time may no longer fit the needs of all concerned in all instances. The accomplishment of educational objectives is rising to paramount importance over previously established routines for course delivery. As a result, professors, administrators, and students are more open to course offerings in non-traditional or alternate term formats.

This is not a new phenomenon. For many years select experiences have been included in curriculums on par (as measured by the awarding of academic course credit) with more established academic term length courses. Internship-related courses, courses involving short-term international travel, and limited duration service courses all have established track records with institutions ranging from small, private colleges to large land-grant universities.

What we are witnessing now is an increase in interest (pressures?) to develop non-traditional or alternate term courses that still deliver content and skills development sufficiently equal to their more traditional counterparts. While there is no one-size-fits-all approach that will satisfy the constraints and needs of every institution there are some guidelines/suggestions that may be of use. For the sake of specificity, they are presented in the context

of an example, namely a 3-credit hour elective course in small business management. The course meets for two weekends (Friday evenings and all day Saturdays) separated by one off week before the formal academic term begins. Other assignments and deadlines go on for two additional months without any additional face-to-face meetings.

### Some Suggestions

- ◆ Set expectations in the syllabus and in any communications with students before the course begins as to its unique nature (i.e., a shorter course does not mean that it is an easier course or that less work or commitment will be required). Managing students' expectations of the amount of commitment required, especially in the face of most students' experience with more traditional length term courses is a first key. Below is a passage from the front page of the course syllabus.

**Important Note.** Due to the compressed nature of this course, it is crucial that you are able to attend all class sessions in their entirety. If any scheduled or planned work commitments (e.g., other training, travel) or personal events (e.g., attendance at weddings, graduations, vacations, hard to get airline or other tickets, family obligation) will conflict, do not enroll in this course. Additionally, because the majority of each teams' simulation activities take place outside of class, each student must be prepared to work extensively with their teams in the 2-week gap between class weekends. It is expected that each of the 12 simulation game periods will require on average between 30 and 90 minutes of analysis and discussion among team members outside of class during this 2-week interval. If there are any commitments that will interfere with your availability to your team over this period again, you should not enroll in this course. The reality is that in designing a 3-credit hour graduate course, offered over two weekends, certain aspects have to be fixed in stone. That is why every student has a choice of whether to take this course – it is an elective after all. So I hope you can appreciate why things are planned the way they are and that I can't make any exceptions regarding attendance.

- ◆ Adapt or innovate with regard to the course's pedagogy. While you may have the same or similar course learning objectives for offerings in two different time formats, how you achieve those objectives may differ by necessity. For the course in question, an intense simulation experience was integrated into the first two weekend's lecture/discussion portion. Again, the syllabus can be used to acculturate the class.

**Team-Based Simulation Game.** Any classroom-based course is by its very nature is artificial to some degree. Nevertheless, experience in making business decisions is valuable, even when the consequences are not the same as they would be in the so-called "real world." Therefore, each student will participate as part of a team in running a start up café business. As the simulation progresses, students become familiar with all facets of running a business at a basic level including interpreting simple financial statements; the difference between cash and accrual accounting; staffing issues; basic operations

management; pricing, promotion; and the importance of customer satisfaction.

Beyond the initial two weekend activities, students (on their own and unknown to them at the beginning of the course) replay the simulation and write a memo on the experience that they turn in one month later. After this experience, they are to read three books, *How to Win Friends & Influence People* by Dale Carnegie, *The Last Lecture* by Randy Pausch with Jeffrey Zaslow, and *Think and Grow Rich!* by Napoleon Hill. Their task is to consider their personal and work history and plans for the future. They must write a short memo drawing on material from the books and comment on its value to them. It is a particularly introspective task given the explicit performance behavior they are evaluated on in the simulation game. The overall goal is that the entire course experience, from early classroom sessions through individual reflection and writing, accomplishes the course objectives set out.

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# CSI: VIRGINIA TECH . . . OR YOUR UNIVERSITY?

*Janie Gregg, University of West Alabama*  
*Suzanne Clinton, University of Central Oklahoma*  
*Peter Gordon, Southeast Missouri State University*

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## SUMMARY

“Deadly Rampage at Virginia Tech” read the headlines in the *New York Times* in April 2007.

Could the name of the university in the preceding headline just as easily be yours? In the aftermath of the Virginia Tech shootings, and a number of others at both universities and secondary schools, what has been done on your campus to alleviate the threat of future violence? What could be done? What should be done? On a personal level, what actions have you taken to protect

yourself? What actions can you take? How do events such as this impact the classroom environment?

This panel will discuss the results of an ongoing research project which examines these questions. Preliminary data collected from the survey will be presented, as well as personal accounts of potentially violent situations and how we handled them. We will also discuss what action has been taken on the campus of the University of Central Oklahoma, including a mock shooter incident as part of its awareness program. The session will be participatory, with input from audience members strongly encouraged.

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# BUSINESS STUDENT TRAVEL ABROAD: CLARIFYING DEFINITIONS AND MEASURES OF VALUE AND ASSESSMENT

*Bruce T. Orvis, Slippery Rock University*  
*Theresa A. Wajda, Slippery Rock University*

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## SUMMARY

Providing the opportunity for business students to participate in an international travel experience has become increasingly popular over the last several years. A number of factors account for this trend including greater emphasis on the global marketplace in the undergraduate business curriculum as well as the desire of academic institutions to make a university education more meaningful by engaging students in activities that transcend a traditional classroom setting. Thus, although there appears to be tremendous value in making such opportunities available, what appears to be lacking is research that supports the extent to which students benefit from an international travel experience. According to Gillespie (2002), the efforts to study student travel abroad has been fairly limited. Furthermore, Black and Duhon (2006) argue that because a greater number of external constituencies (i.e., institutional governing boards, accrediting agencies, legislatures, the general public, etc.) are mandating that universities become more accountable for showing how they utilize their resources, it is necessary to provide evidence that speaks to the specific benefits to be realized when students travel abroad. For example, in order to meet the accreditation standards of the Association to Advance Collegiate Schools of Business (AACSB), learning goals associated with any “student engagement” activity and the assessment of these goals must be clearly defined and demonstrated (Black and Duhon 2006).

Consequently, in light of the above information, this preliminary research study seeks to make several contributions in clarifying measures of value and assessment with respect to student travel abroad. Specifically, this research differs from previous efforts in a number of ways. First, although there has been limited research that has focused on student study-abroad programs that occur during the summer months or over an entire semester (e.g., Black and Duhon 2006; Koester 1987),

this research will focus on those international travel programs that are traditionally taken over a spring or winter semester break and last anywhere from 7–14 days. This appears to be a more significant trend amongst large public institutions that desire to widely disperse their resources by providing opportunities of a smaller magnitude to a greater number of students. As a result, these travel abroad experiences are often connected to a specific course in the student’s major. A second contribution of this research will be the ability to examine areas of student growth and development by capturing student data both before and after the international travel experience. This stands to highlight those areas where significant value is realized as well as those areas where perhaps modifications are warranted to achieve desired results. For example, if student responses reflect that they felt satisfied with the trip itinerary prior to the trip but indicated otherwise after the trip (e.g., cities or business establishments visited), these areas of concern can be addressed in future initiatives. Finally, an additional contribution of this research is both the quantitative and qualitative nature of the study’s design. In addition to acquiring quantitative measures of value assessment, this study will also solicit qualitative information via in-depth interviews, focus group sessions and digital image analysis (i.e., the interpretation of student perceptions of value based on photographs they took during their international travel experience). It is believed that a more thorough and complete picture of student value can be extracted by assuming this multi-step approach.

Thus, one aspect of this study will be a paper-and-pencil survey. By adapting a questionnaire designed by the Council on International Exchange, as described by Koester (1987), as well as the Cross-Cultural Adaptability Inventory of Self-Assessment (Kelly and Meyers 1995), we pose a number of significant questions that are designed to provoke inquiry at individual institutions of higher education with the expectation that the answers to these questions will guide strategic planning in building and maintaining a strong undergraduate travel-abroad program. A

sampling of select lines of inquiry that we would like to open up for discussion include the following:

1. Skill-Set Enhancements – This line of questioning will obtain student perceptions of their individual skills both before and after the international travel experience. A sampling of skill-set areas to be assessed include tolerance of different ways of doing things, ability to deal with unfamiliar circumstances, a sense of independence, solid interpersonal skills, an appreciation of the role of the U.S. in world affairs, etc.
2. Concerns – A separate line of inquiry will assess student travel concerns both before and after the international travel experience. Select items to be included under this heading include concerns about language, being able to conduct purchase transactions, finding one’s way around, having sufficient money, and being concerned about personal safety.
3. Major Personal Goals – A third line of inquiry will seek to ascertain the personal goals that students have relative to traveling abroad. Areas that will be examined include goals to improve academic performance, learn a new culture, meet people and visit business establishments from outside of the U.S., gain additional knowledge about a country, improve self-confidence, etc.
4. Self-Assessment of Impact of International Experience – Students will also be queried on the extent to which they felt elements of the international experience impacted them. Select items include having more interest in news of international events, being more politically aware, having greater interest in wanting to try living/working in another country, and desiring to seek out more opportunities for traveling abroad.

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5. Preparations for International Trip – A separate section will also query students, both before and after the trip, on the extent to which they felt prepared for the experience abroad. Specific questions will ask students to describe how they prepared themselves and what they felt they should have done to be better prepared.
6. Open-Ended Line of Inquiry – Several open-ended questions will be asked to elicit more personal and detailed information on a variety of topic areas including the students’ perceptions of their itinerary (e.g., what cities they liked best, least, etc.), as well as the advice they would give to other students planning on traveling abroad.
7. Demographic Questions – Lastly, a host of demographic questions will be asked to ascertain if there are any differences in major, academic standing, gender, etc., that influence the perceptions of value gleaned from an international travel experience.

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# USE OF WEB CONFERENCING IN TEACHING INTERNATIONAL MARKETING

*Haiyan Hu, Utah State University*

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## SUMMARY

An international marketing course plays key role in the business curricula to introduce undergraduate students to global perspectives. In such a class students are typically required to complete a project that introduces a product into a new country (Crittenden and Wilson 2005). However, conventional project based learning classes are not very realistic, since neither the students nor their instructors have lived in a foreign country. To solve this problem, international team or virtual team-based projects facilitated by advanced communication technology has gained popularity.

### What is a Virtual Team?

An international team-based project encompasses groups of students from different cultural backgrounds. In most cases, American students form virtual groups with students of different nationalities. They all work together to achieve common goals.

### How Has the Technology Evolved?

The technology virtual groups use has evolved from subscribing to server groups and emails, to chat rooms, and eventually to video or web conferencing. Participants use web conferencing to conduct live meetings or presentations over the Internet. Compared to older technologies, it allows face-to-face discussions and presentations in real time on the internet, thus maximizing the cross-cultural exchanges between students.

### How Can Professors Integrate Web Conferencing into Course Design?

The challenge of achieving maximum use of technology, nonetheless, is determining how to integrate it effectively into projects so that students can take full advantage of it (Bell, Dean, Ibbotson, and Sinkovics 2001). The following suggestions are helpful:

**Technology Training.** Professors need to devote at least one class period during the second week of classes to student tutorials. Free tutorial videos can be made available online to all student groups.

**Encouraging the Use of Technology.** Professors need to develop plans to stimulate cross-cultural interactions and to hold students accountable for their performance through the use of web meeting minutes or communication journals. Professors should grade students' web communications based on creativity, interactivity, and outcome.

### How Would Using Web Conferencing Benefit Our Students?

Today's global economy requires the collaboration of talents from many people around the world, thus increasing the chances of working on a global virtual team. Virtual team project through web conferencing offers students an opportunity to experience the challenges that working on cross-cultural teams presents. It will also help develop an appreciation of electronic media and team interaction.

## Conclusion

Internet usage has created a culture among college students that emphasizes virtual interactivity, immediacy, and intellectual openness (Proserpio and Gioia 2007). New technology such as web conferencing can provide students with more experiential learning opportunities.

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# CRITERIA FOR EFFECTIVE USE OF TECHNOLOGY IN THE CLASSROOM: IDENTIFYING WHEN TECHNOLOGY SHOULD AND SHOULD NOT BE USED

*Carrie S. Trimble, Illinois Wesleyan University*

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## SUMMARY

When I began teaching at a large, state university, my classes consisted of 75–120 students seemingly allergic to faculty interaction and noticeably excited about the use of new technologies in the classroom. (Welcome, PowerPoint!) When I later moved to small, private, liberal arts university, my students showed up for office hours and expected me to learn their names. Teaching only 15–25 students who sat within arm’s reach made me realize that, unlike Professor Henry Higgins of “My Fair Lady,” I was quite unaccustomed to their faces. My new students welcomed faculty interaction and seemed allergic to technology in the classroom.

“My only suggestion would be too [sic] use less PowerPoint and possible create more opportunity for class interaction” (BUS 331, Fall 2003).

“There wasn’t much room for student participation – PowerPoint was overused” (BUS 331, Spring 2004).

Based on this feedback, I dumped the PowerPoint presentations and developed a more conversational, story-telling type approach to teaching. I continue to use technology in the classroom sparingly and purposively. I changed my approach not because students did not like PowerPoint slides. (After all, student preference has never stopped me from correcting their grammar.) I altered my approach because students made two valid points. First, PowerPoint slides can be dry, and that is not an accurate portrayal of marketing. Then, more importantly, the classroom environment where all eyes (including mine) are trained on the projection screen discourages interaction and limits student involvement with the information. Therefore, I developed a five-point criterion for determining when I should use technology in the classroom.

1. Does the technology serve a learning purpose?

2. Is the technology the best way to demonstrate a concept?

If I can answer both questions affirmatively, then I am not using the technology as a crutch. One of my colleagues quips that field trips, guest speakers and film strips (now DVDs) are the Holy Trinity of teachers’ aids. While DVDs and other technological teaching aids can provide a well-deserved break for an instructor, I try to use the technology only when it demonstrates something I cannot verbally articulate. This second rule of thumb takes the first question a step further. Is there no other way to engage the students without using technology? Using a company’s well-developed Web site (qvc.com, for example) is sometimes the best way to articulate difference between good direct marketing and the bad.

3. Is it easier for the students to “check out” of class while I’m using the technology?

If it is easier, I recommend using a different way to illustrate your point. My job is to engage the students, not facilitate their text messaging and day dreaming.

4. Will setting up the technology take more time than it’s worth?

If it takes longer to boot up the computer, warm up the projector and load the video than it takes for the YouTube clip to play, it is not an effective use of technology.

5. Is the material dated?

In order for the technology to demonstrate a point to my students, they need to find the information credible and relevant. Video clips from the early 1990s that talk about the “Internet revolution” or the wonder of CD-ROMs should be discounted and dismissed.

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# BUSINESS UP, QUALITY DOWN: THE DISCERNIBLE SHIFT TO PROFIT MOTIVE IN UNIVERSITIES

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Akins Tunji Ogungbure, Troy University, Atlanta Site*

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## SUMMARY

In recent years, changes in the field of higher education have created the need for universities to approach the administration of academia from a business perspective to be able to compete (Bunzel 2007; Hemsley-Brown and Oplatka 2006; Mortimer and Sathre 2007). According to Hemsley-Brown and Oplatka (2006), most institutions of higher education are beginning to realize the value of utilizing marketing as a tool to compete. However, Washburn (2005) suggests that this business emphasis is actually a threat to academia decreasing the quality of education in comparison with the amount of money students are paying.

Furthermore, universities are resistant to making changes because faculty find themselves struggling under the weight of academia coupled with new views that universities are really businesses and should be run like one (Tsai and Beverton 2007). Historically, the power of universities has rested in the hands of faculty rather than solely with the administration (Altbach 2001). However some research would suggest that “adopting top-down management for decision-making in academic communities” is integral if universities are going to be able to succeed in today’s competitive global environment (p. 13). Others would argue this point, however, suggesting that this business perspective actually decreases the educational quality of a university (Mortimer and Sathre 2007; Washburn 2005).

It will be the intent of this paper and conference presentation to extensively review the literature related to the business perspective style of top-down management system versus faculty lead operations. Of specific interest is whether the business perspective style may contribute to a decrease in educational quality of colleges/universities. Based upon a business perspective, if a university is

afraid of losing money, there may be pressure to maintain enrollment numbers by recruiting students that have no desire to learn and do not have the skills or knowledge needed to meet the demands of a college education. This impacts the way students approach education and learning, as well as the level of respect between students and faculty. Therefore, it will be the intent of this research to determine if there may be a correlation between the business perspective style of top-down management system and a decrease in the quality of students enrolled due to a lowering of standards for admissions and retention.

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# THE PRACADEMICIAN: BRINGING THE REAL WORLD INTO COLLEGE BUSINESS CLASSES

*Dennis G. Nasco, Jr., Southern Illinois University*

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## SUMMARY

In today's global, rapidly changing business world it is a challenge for academic teaching professionals to keep their course content relevant, interesting, up-to-date and reflective of the realities of the "real-world" business environment. For decades, faculty and administration alike have used business practitioners to assist in linking academic theory with "real-world" practice. One way this link typically occurs is through the common practice, across all business disciplines, for faculty to utilize business practitioners as "guest speakers" to supplement course content or as "guest lecturers" to deliver specific course materials (Nicholson 1997; Linrud and Hall 1999). With the widespread use of business practitioners as guest speakers on the rise (Linrud and Hall 1999) and the commonly held belief that it is important to provide students with opportunities to learn from and interact with business practitioners; it is important for faculty to understand the issues associated with practitioner integration into the college classroom.

The purpose of this presentation is to discuss the integration and utilization of current business practitioners in the business curriculum coursework, specifically the process of involving practitioners in course content selection, course curriculum development, course delivery, and assessment of student work. We will explore both the possible benefits of practitioner involvement and the possible issues or pitfalls associated with practitioner involvement in college business classes. Finally, we will discuss procedures and policies that faculty can implement to minimize drawbacks and maximize the benefit of practitioner involvement in the college business environment.

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# UNDERSTANDING THE SPECIAL NEEDS OF FIRST-GENERATION STUDENTS

*Matt O'Rourke, Sam Houston State University*  
*Sanjay S. Mehta, Sam Houston State University*  
*John J. Newbold, Sam Houston State University*

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## SUMMARY

First-generation students (FGS) account for nearly 50 percent of today's student population (Choy 2001). A first-generation student (FGS) is defined as a student that comes from a family where neither parent/guardian graduated from college. In contrast, continuing-generation students (CGS) are those students currently in college who have at least one parent/guardian that completed college. FGS are significantly different than CGS. The graduation rate among FGS is much lower than CGS (Ishitani 2006; Chen and Carroll 2005; Ishitani 2003; Warburton, Bugarin, and Nunez 2001). Since FGS did not grow up around adults that completed college, Rodriguez (2003) reported that FGS enter college feeling less knowledgeable of the "college-going" process, less academic preparedness, and an inability to acquire necessary funds to pay for college. In addition, FGS perceive their parents to be less supportive and less encouraging than CGS (Billson and Terry 1982; Choy 2001; Rodriguez 2003; Terenzini, Springer, Yeager, Pascarella, and Nora 1996; York-Anderson and Bowman 1991). FGS enter college working more hours, with lower family incomes, and more financial dependents than CGS (Inman and Mayes 1999; Nunez and Cuccaro-Alamin 1998).

Further, FGS are often reluctant to take out student loans to pay for college (Levine and Nidiffer 1996; Paulsen and St. John 2002). In fact, FGS may even lack the proper information to access financial aid (Levine and Nidiffer

1996; Rodriguez 2003). While at college, FGS are less involved in on-campus activities (Dennis, Phinney, and Cuateco 2005; Lohfink and Paulsen 2005; Lundberg, Schreiner, Hovaguimian, and Slavin Miller 2007; Pascarella, Pierson, Wolnaik, and Terenzini 2004; Pike and Kuh 2005). Astin (1984, 1993) found that activities that draw students away from campus (e.g., family, friends, jobs, etc.) have a negative effect on learning because the students have less time and energy for on-campus involvement. Astin (1993) also reported that success in college was related to the quality and frequency of student involvement in the "college experience." Additionally, FGS were also found to be more likely to live off campus, resulting in lower levels of on-campus participation (Terenzini et al. 1996).

This study adds to the growing knowledge about FGS in finding that FGS are less involved, have less social and financial support, have different stress make-ups, feel less satisfied with their college experience (academically and socially), earn lower grades, and do not show a preference for active coping strategies. The study brings up the question as to what can be done to ameliorate this situation. As a result, we propose four initiatives aimed at FGS that may make their transition to college more successful: Living-learning programs, FGS programs, Transfer student programs, and Interactions programs. References are available upon request from the 2<sup>nd</sup> or 3<sup>rd</sup> author.

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# UNDERSTANDING THE SPECIAL NEEDS OF COMMUTER STUDENTS

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## SUMMARY

Universities are evolving from residential to commuter colleges. The typical residential college where a student enters immediately after high school attends college full-time, lives in dormitories, and rarely works is hard to find. These students make up less than a quarter of today's undergraduate population (Attewell and Lavin 2007). A commuter is defined as a student who does not house on campus (Recruitment and Retention in Higher Education 2006), but is drawn to the University from local and surrounding areas (Schibrowsky and Peltier 1993). This group of students represents more than 86 percent of college students (Horn and Berkold 1998). Schibrowsky and Peltier (1993) claim that commuters and non commuters may be differentiated among three basic dimensions; (1) Socioeconomic and demographic; (2) Academic; and (3) Non-school obligations and activities. They claim that the commuter student's average age is higher, are more apt to come from blue collar families with less income and educational background. These students are also more likely to be first generation college students, and be less academically prepared for college (Schibrowsky and Peltier 1993).

The commuter student faces obstacles and challenges that the non-commuter student typically doesn't deal with. *Transportation* is one of the most obvious concerns. Commuters' battle traffic, parking, the rising cost of gas, and the uncertainties associated with traveling (e.g., construction, wreckage, etc.). Because of this, the

commuter student is more likely to schedule classes all during the same blocks (Jacoby 2000). Second, commuter students tend to be restrictive with their time on campus because of their *complex life styles* (Recruitment and Retention in Higher Education 2006). Commuters often have other duties such as working (sometimes more than one job) or taking care of their family (either their own or extended), all the while being burdened with commuting to and from campus (Jacoby 2000). Commuters tend to have *different support systems*. The traditional residential student that faces a problem has support systems on campus readily available (e.g., counselors, professors, peers, friends, and roommates). The commuter student typically may have no one in their support group that is going through the same thing (e.g., parents, spouses, employers, coworkers, and friends).

This study adds to the growing knowledge about commuter students in finding that commuter students (in contrast to non-commuters) spend less time on campus, spend more years in college, have less interest in personal development, have a stronger desire to get out of college as soon as possible, more likely to work while enrolled in college, less likely to engage in social activities, possess less desire to attend campus events, and are less interested in having a good time while in college. Our study would lead one to believe that a commuter student would have a lower grade point average, be more stressed, and display less satisfaction with the university. However, our study did not support those hypotheses. References are available upon request from the 2<sup>nd</sup> or 3<sup>rd</sup> author.

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# OPERANT CONCEPTS IN INTRODUCTORY MARKETING TEXTBOOKS AND THEIR COMPANION WEB SITES

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## SUMMARY

### Introduction

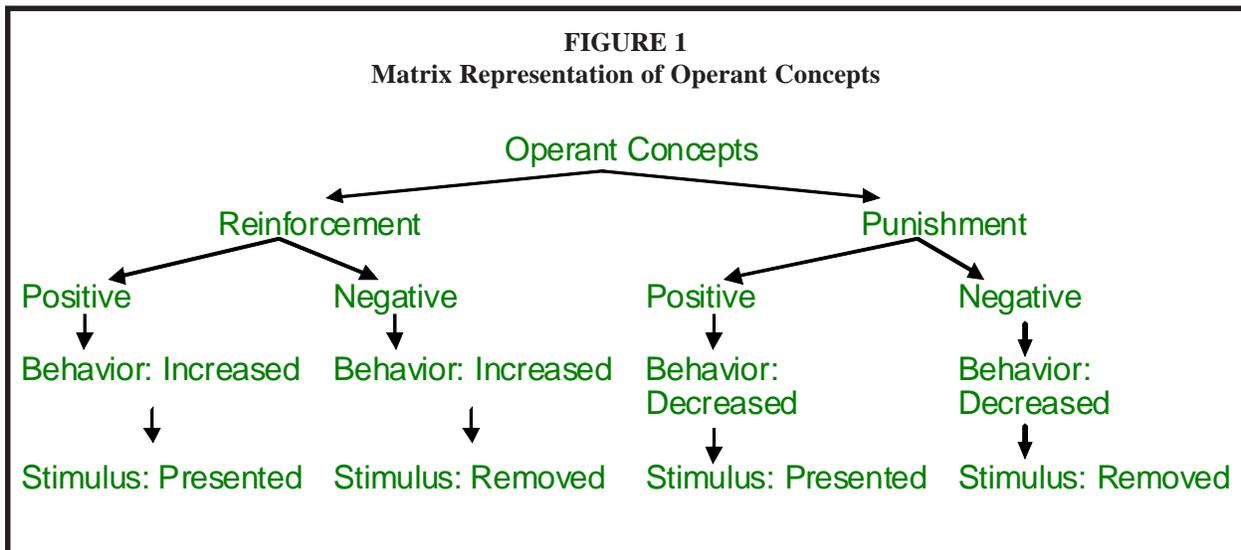
It has been more than two decades since Nord and Peter (1980) and Peter and Nord (1982) highlighted the importance of behavior modification principles for marketing. Yet, there is evidence that marketing students fail to comprehend the meaning of operant conditioning concepts. For instance, an examiner's report from the Marketing Institute of Ireland suggests that students could not differentiate operant conditioning from other behavioral learning-theory concepts (see <http://www.mii.ie/upload/documents/R00May103.pdf>). This paper explores plausible reasons for such a state by content analyzing discussions about operant conditioning in introductory marketing textbooks and their companion web sites. The focus on textbooks is based on the reasoning that they are the principal source of knowledge that students are expected to learn, recall, and apply to receive certification of competency in marketing (Midgley 2002).

### How to Teach Operant Concepts

Operant conditioning deals with consequences which occur after the behavior. The consequence can either

increase the target behavior (reinforcement) or decrease it (punishment). In his discussion of reinforcement, Skinner (1938, 1953) defined two types of reinforcement – positive and negative. A positive reinforce is a new stimulus/consequence produced by a response that strengthens the response. Similarly, negative reinforcement is the strengthening of response that produces the removal of a stimulus. Given that the term “negative” is often defined as something disagreeable, students often find it difficult to differentiate negative reinforcement from punishment (Shields and Gredler 2003).

In an effort to simplify and clarify the concepts for students, matrix procedures have been introduced (see for example, Tauber 1988; Flora and Pavlik 1990). For instance, consider Figure 1. It categorizes reinforcement and punishment into two groups – positive and negative – and defines them vertically (for example, negative reinforcement involves increased behavior and a removed stimulus). Kiewra and DuBois (1992) argue that instructors should teach operant concepts presented in matrix form to enhance student learning. Do introductory marketing texts use approaches such as matrix presentation of operant concepts to avoid confusions produced by subjective definitions?



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# SUCCEEDING AS AN ACADEMIC TRIATHLETE IN TEACHING, RESEARCH, AND SERVICE: A BUSINESS DEAN'S PERSPECTIVE

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## SUMMARY

There is a good deal of useful empirical research about teaching effectiveness, successful research strategies, and various ways of performing service to support the academic mission within a business school. Professors are the ultimate knowledge workers. Professors impart knowledge (teach), create knowledge (research), and sustain knowledge (service). The intent of this essay is to provide a personal perspective that may assist primarily new business school professors as they develop their portfolios of teaching, research, and service. Demonstration of competency and sustainability in these areas is important since it forms the basis for most tenure and promotion decisions at the university.

### The Triathlon Metaphor

There are many metaphors one could use that may assist in thinking about the academic rigors of meeting high performance standards in the areas of teaching, research, and service. However, one such metaphor may be useful in this process – the triathlon. In a triathlon, competitors must compete in three different sports. Professors of course would then be the triathletes in this metaphor who compete on teaching, research, and service rather than swimming, bicycling, and running. Other metaphors may be useful for thinking about the subtleties and interconnectness of teaching, research, and service; yet the triathlon seems particularly apropos for the academic mission. Professors typically cannot opt out of one or more of these academic pursuits. Each component of the race is important. Teaching, research, and service must be mastered to a greater or lesser extent. One component of the race cannot be ignored. Finally, some successfully complete the contest and some do not.

### Teaching – Imparting Knowledge

Good teaching can be learned. Do not despair if teaching evaluations or feedback is at first somewhat negative. Feedback is important in finding a teaching style that is workable for the individual and the subject matter. Just as the swimmer, bicyclist, and runner will train and practice

to perfect their technique, so too can the novice professor gain skills and learn techniques that will result in greater accomplishment and effectiveness.

In many athletic competitions, there is the objective measure of speed of performance. Time is a universally accepted gauge of performance and the athletes, coaches, and judges understand this monolithic measure. Teaching effectiveness in higher education is less crystallized yet one can still measure competence and effectiveness.

One measure of effectiveness in teaching includes student evaluations and the specific items that make up the student evaluation. Each item is important and may be viewed as an objective attitudinal measure of performance. While there may not be universal agreement on the importance or relevance of each item on student evaluations of instructors, one must recognize that some committee or group of peers created the instrument. The framers of the evaluative tool thought the items collectively could capture the construct of good teaching. Be careful of rejecting these evaluation items as not relevant or somehow inappropriate or outdated. Your colleagues created them.

One statement on an evaluation may be, for example, “the professor encourages students to be engaged in class discussion.” If this score is lower than the professor would like, then look for ways to raise this score. Grading on class participation, pausing to give students time to respond, telling students that discussion is encouraged, may all be ways to address this individual item. If the overall evaluation is made up of 20 items, then a wise assistant professor would scrutinize each item and make plans to increase performance during each successive period of evaluation.

An attitude of experimentation and learning from failures is expected and generally encouraged among new professors. An eagerness to improve and try new techniques is an indicator that the professor is open to change and accepts the reality that improvement can in fact occur. Documentation of what works and why something did not work can be valuable to evolving and becoming a

mature teacher. As one prepares for tenure and promotion such documentation can be persuasive to an evaluator.

Learning outcomes are becoming increasingly common. External constituents are demanding to know that students are learning the skills, attitudes, and behaviors that are relevant and important for future success. If the professor has stated learning outcomes on a syllabus, it makes sense to be able to verify that these learning outcomes are being mastered by some increasing percentage of students in the course. It is not expected that all students master all aspects of the course. Rather, data should show what percentage of students have acquired the knowledge or skills expected. What new assignment, for example, would help ensure that students in succeeding semesters achieve improved performance?

A final, somewhat nebulous measure of successful and effective teaching is whether or not a significant number of students talk to the department chair or dean about a perceived problem. Some academics claim that if students grumble about too much work, then the professor is effective and is doing a fine job of challenging students. This may be true. Yet the aspiring assistant professor should be careful not to blame students for failures that are the sole domain of the professor. In general, students will tolerate professors who make them work hard and have rigorous grading standards. Students generally do not respond well to perceived unfairness or the lack of respect shown to the student. Professors who do not respect students and do not take pride in student success generally have trouble in teaching evaluations.

### **Research – Creating Knowledge**

Universities can be categorized by endowment size, public/private, religious affiliation, number of faculty, number of students, number of colleges, liberal arts, professional school orientation, urban/rural, and other classifications. Such groupings can help identify a university relative to competitors and also set the stage for what may be valued within the university. However, the Carnegie Classifications are probably the most useful indicators of what is valued at the university at the macro level. A university might, for example, be classified as a Research University (“high” or “very high”). Another classification is Master’s Colleges and Universities (“small,” “medium,” and “large”). There are more than 25 such classifications. In addition, an elective classification may exist where a university voluntarily submits data as being “community engaged.” This engagement might take the form of curricular engagement or community partnerships and outreach programs.

The orientation of the university as a whole can help guide a new business professor. If the institution is

research oriented, the expectations for research are elevated. The type of publication outlet and the number of publications expected are critical factors. An orientation that places less emphasis on research and more on teaching, for example, may still have publication expectations, yet this expectation for each faculty member will be tempered by a more balanced approach to teaching, research, and service.

It is worth noting that a particular department, unit, or college within a university may be a leading or lagging indicator of evolving university research standards. New department chairs, deans, provosts, and presidents can all exert influence on their area of purview. Different departments within the same college, for example, may have slightly different views of what is an acceptable and sufficient collection of intellectual contributions. Similarly, one college within a university may be leading or lagging other colleges in research productivity. Such differences between academic units can be a harbinger of change for the larger academic enterprise. It is important for a new professor to understand these subtle dynamics of institutional change as a personal research agenda is charted and executed.

If the business school is accredited by AACSB International, one can look to the vision and mission of the college as a guide to determine what is valued. More specifically, is research valued more than service? Is teaching valued more than research or the same as research? Added transparency is a benefit for accredited business schools since each school must articulate what type of research is valued (pedagogic, discipline based, or applied). However, even with these three types of research, it can sometimes be perplexing as to how one classifies the research. Can an article be both applied and discipline based? Can an article be both pedagogic and applied? Judgment is required in many classification situations, yet one can see that knowing how the college values faculty activity and knowing what type of research is valued can be helpful in determining how one should spend the scarce resource of time. Some departments or colleges will clearly delineate how many articles must appear in a small set of pre-defined journals.

Research is one of the three areas of academic performance where measurement is more akin to the objective time of any of the single events in the triathlon. The number of publications and outlets can be objectively verified. Citation indexes, if this is a factor at the particular institution, can be consulted and evaluated. There is an art and science to teaching, research, and service. However, most would generally agree that the research component is probably nearer to the science end of an art – science continuum. Regardless of the ambiguity that often surrounds research expectations, *ceteris paribus*,

two articles are better than one, three articles are better than two, four articles are better than three, and so on.

The quality or prestige of the outlet is naturally a factor. Colleagues can help describe what is generally considered acceptable and what is unacceptable. This acceptability is the first and most important determination. Something that is unacceptable does not “count” in the sense that it will not be recognized as a meaningful contribution in the tenure and promotion process. Of the acceptable options, what is preferred and what would be considered by all to be an extraordinary achievement? One should also recognize that advocacy can help make the case for a particular outlet. A non-peer reviewed journal published by a recognized business school may offer wide readership and influence. It will vary from college to college as to whether wide readership and influence is considered more or less important relative to the peer review process. AACSB International members are now engaged in the discussion of how research can make a difference in the world. Is the research relevant and meaningful? Does the research address interesting and useful questions? Be prepared to explain how a particular research agenda is relevant to the world beyond a select group of academic colleagues.

### **Service – Sustaining the Knowledge Culture**

The service component is essentially about sustaining the knowledge culture. Service is often linked to the department, the college, the university, the discipline, and the community. A key attitudinal component of service is the willingness to help. At one time, many universities based tenure and promotion primarily on collegiality. Did the new person get along with colleagues and contribute positively to the work of the academic unit? A broadly defined service contribution may be analogous to this earlier notion of collegiality. A culture of mutual support and helpfulness is the goal. If someone is contributing to such a culture it is often obvious and accepted. If someone is not contributing to a culture of mutual support and helpfulness, it is sometimes difficult to articulate yet can be obvious to colleagues. An eagerness to help others in the department, the college, the university, the wider discipline, and in the business and non-profit community will translate into a positive service contribution. However, one fundamental caveat in the realm of service activity is that an assistant professor should not become overcommitted. It is important to recall that there are three aspects to the academic triathlon. It is acceptable to

tactfully decline some requests for help in order to maintain balance in time commitments.

The notion of service sustaining the culture of knowledge implies that the academy is supported by the service of its members. Peer reviewed journals could not function without volunteer reviewers. Academic conferences would be less common without the service commitment by professors. The ability to hire and mentor new faculty to make meaningful contributions in teaching, research, and service, would diminish without the conscious effort to support the infrastructure and tenets of academic life.

### **Winning the Academic Triathlon**

In keeping with the theme of a triathlon, the quest for tenure and promotion takes years of conscious effort and dedication. It is not a short race. Endurance, mental alertness, a commitment to improvement, and a positive attitude can contribute to overall success. Teaching, research, and service are exciting components of a career that can be fulfilling and challenging. Imparting knowledge, creating knowledge, and sustaining knowledge is a quest that can easily fill up one lifetime.

It should be kept in mind that the culture and the identity of a university are in constant flux. The paradox of Heraclitus is appropriate where one cannot step into the same river twice. The river changes constantly just as universities change constantly. Think of this paradox each day when you enter your office. One may ask if the “rules” are changing. That is to say, do expectations for teaching, research, and service change and evolve? The answer is yes. However, some academic units change quickly and some change slowly. Try to understand where your university fits into the model of change. Avoid the temptation to look back. The world has changed. Why would the academic world not change?

In preparing documentation for tenure and promotion, whether this is in physical binders or organized in a digital format, it is important to tell a compelling story. Writing in the first-person can be effective in explaining what you have done, why you have done it, and how you are maturing as a teacher, a scholar, and a helpful colleague. Avoid the temptation to create a random collection of documents that forces the reader to guess how these bits of evidence may have a collective meaning. Tell a compelling and personal story of competing and winning in the academic triathlon.

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# EVALUATING STUDENT GROUP PROJECTS

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## SUMMARY

As educators, our primary responsibilities include delivering appropriate course material and providing a fair evaluation of the efforts and performance of each student. A main point of this discussion is the methodology used to select student teams and determining a fair assessment when evaluating team projects. Oftentimes when completing projects for local organizations, student groups can be unstructured and the expectations of each respective organization can often vary. I have identified courses that I teach in the MBA and MPA programs that involve graduate students working in teams to help businesses and non-profit organizations. Issues can arise when some of the coursework is interdisciplinary including MBA, MPA, and even graduate engineering students. Some students have special skills when solving cases and writing marketing plans. For example, MBA and graduate engineering students usually have stronger quantitative backgrounds while MPA students have a clearer understanding of nonprofit funding issues and an appreciation of the importance of having loyal donors and volunteers.

When student teams prepare marketing plans and solve real-world situations, the first question that must be answered is how to organize the teams. Should the teams be randomly selected, selected by the students, or should the teams be determined by the instructor? We all know students who are slackers and those students who are top performers. What is the fairest way to assign marginal students to teams who have hard working and conscientious members? This initial selection process is important for encouraging motivated students to work together to prepare a quality document that benefits the organization.

When assessing the overall effort and performance of a student team several questions must be answered.

1. Should the entire student team earn the same grade?
2. Should individuals within the team earn different evaluations?

3. Who should make the evaluations of each student's performance when working in a team?
  - a. the faculty for the course,
  - b. representatives of the company or nonprofit organization,
  - c. peers of the group through the use of a survey,
  - d. or, some combination of faculty, student peers, and the participating organization.

It is also important to remember that ultimately the faculty member must decide what the best approach should be when determining the grades for each team member.

When any component of a course requires work to be completed in teams, it is necessary that the members are available to each other and make an equal attempt on the work to be completed. Usually it is the students in the teams who know best regarding the efforts and overall contributions of each member. Cases and actual company projects allow a team of students to work like a professional group of management consultants. This offers an excellent learning experience only if everyone equally participates. The problem statement, the recommendations, and the supporting analysis must be addressed by team members either collectively or individually.

In conclusion, it is the goal of any project based graduate course to create a win-win situation whereby students gain the necessary skills and confidence to provide recommendations to an organization and the organization is satisfied with the quality of the work. Students need to contribute solutions to organizations that will be beneficial both in the short run and long run. A successful course is one that encourages students to apply what they learned to real-world situations and also when they receive positive feedback from their assigned organization for their efforts. It is suggested that group projects be reviewed on a regular basis either weekly or biweekly by the instructor to assure that the work is being accom-

plished and the goals are being met. In all classes that involve group work, I allow the student teams to terminate members for not performing as expected and doing their fair share of the work. It is important to discuss this policy on the first day of class. Although the millennial

generation is more comfortable in a team environment there is no guarantee that everyone participates equally on projects. For faculty, the assessment of group projects will continue to be an ongoing challenge.

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# A CASE OF, AND FOR, LIFELONG LEARNING (UM, WHERE DO OLD MARKETING EDUCATORS GO?)

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## SUMMARY

Remember how Agatha Christie's Belgian detective Hercule Poirot called his brilliant sleuthing "engaging the grey cells?" So also senior lifelong learners seek to engage that same grey matter, continuing to stimulate the intellect and imagination, as well as their bodies, after moving on beyond active working years to a life stage centered more on personal reflection and growth.

Bellarmino University's experience with such a "senior learning program" may be of interest for its applicability to other college and university settings. The Veritas Society, launched at the university in 1995 with 10 enthusiasts, today numbers close to 400. Members range in age from 55 to nearly 90 years, and come from a variety of backgrounds (medicine, law, teaching, science, business, government, household management). The Society's program, for very modest fees, offers a curriculum of half-semester courses; an additional lunch-and-learn lecture-discussion series; excursions to distant art museums, historical sites, and the like; special events at seasonal times; and a much-valued atmosphere of camaraderie, fellowship, and socializing. Responding to member interest in more activity to bridge the several-months hiatus between spring and fall terms, a summer program has been added. Interest groups have also been formed recently around members' shared literary, culinary, and travel interests.

What's in all this for the modern, non-senior marketing professor? Teaching a course or part of a course to a geezer group like the Veritas Society can yield outcomes like these:

Doing some useful public service (something for that annual professional activities report)?

Usefully explaining the nature of the profession – spreading the word about marketing, and possibly improving its reputation.

Interacting with people genuinely interested in the subject and there to learn – without having exams and papers to grade.

Perhaps acquiring some new angles for working better with "regular" students in the usual classes.

And, not least, getting a head start on one's own coming, post-career adventure in lifelong learning.

Amplifying on that last point: lots of nearly-free, highly interesting courses, with fascinating, stimulating, similarly-motivated classmates – learning for its own sake, without grubbing for grades. And bonus features like the field trips. And more.

The case of the Veritas Society, and for lifelong learning, can offer the modern marketing educator several interesting potential benefits.

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# THE BENEFITS AND DIFFICULTIES OF TEACHING AN INTERDISCIPLINARY COURSE

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## SUMMARY

For approximately 12 years the Liberal Arts school, Bellarmine University, has required a four semester interdisciplinary course sequence to be taken by all of their undergraduate students as a requirement for graduation. This course sequence is taught by faculty from across the campus including the Business faculty. This panel discussion aims to highlight the benefits and difficulties faced by both the faculty and students resulting from this endeavor.

This four-semester interdisciplinary course sequence replaces several core courses that would typically be required of the students for graduation. Many of the courses replaced include Humanity, Theology, and English courses. The IDC course sequence has very strict skill outcomes and requirements. The professors who teach the classes in the sequence come from across disciplines including from the Business school.

The students in these classes face many benefits as well as challenges associated with this four-course sequence requirement. There are several benefits that the students

obtain from this opportunity. One benefit is they gain the opportunity to study topics that are nontraditional both for their majors as well as from an institutional perspective. Another benefit is that the students gain exposure to students from across campus and from a variety of majors. One challenge faced by the student in this sequence is coming to grips with the rigor required of these classes especially the amount and level of reading and writing required.

The professor teaching in this sequence also experiences many benefits and challenges. One major benefit is that the professor is provided the opportunity to be creative in designing their class and coming up with a topic to use to accomplish the goals of the course. One challenge faced by the professor is that they are usually forced to operate outside their comfort level and teach on topics outside their areas of expertise.

This panel discussion will attempt to address the benefits and challenges faced by both the students and faculty members involved in this innovative approach to teaching research, critical thinking, and communication skills.

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# TEACHING, RESEARCH, AND SERVICE: STRATEGIES TO HELP FACULTY MEMBERS BALANCE THE TRIAD

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## SUMMARY

Located in western Wisconsin, the University of Wisconsin – Eau Claire (UW – Eau Claire) is primarily a comprehensive, four-year, undergraduate public institution with a little over 10,000 students. Founded in 1916, UW – Eau Claire continues to build its reputation based on the achievements of its students and faculty. In an effort to be recognized as one of the Midwest’s top public universities, UW – Eau Claire provides students with small classes led by talented professors, cutting-edge programs, hands-on research, and life-enhancing study abroad opportunities.

The UW – Eau Claire recently established the Center for Excellence in Teaching and Learning (CETL). With a goal of providing better institutional support for improving student learning, CETL will involve faculty and staff in professional development activities that will help them design and implement superior educational experiences. The mission of this Center is to enable UW – Eau Claire educators at all stages of their careers to develop skills in teaching and learning issues. Faculty early in their careers can receive assistance in learning the mechanics of teaching, and more experienced faculty can contribute to the Center by developing methods of scholarly teaching. The overriding objective of CETL is to support the scholarship of teaching and learning. CETL is involved in a variety of services to faculty as one-on-one consulting; year-long, project-based faculty learning communities; 3-day teaching-learning institutes; workshop presentations; and teaching-learning colloquia to promote excellence in teaching throughout the campus.

UW – Eau Claire’s faculty-student research program has also received national recognition. Undergraduate students are involved in over 500 campus-funded research activities each year – an outstanding opportunity usually reserved for graduate students at most institutions. UW – Eau Claire has established a Center of Excellence for Faculty and Undergraduate Student Research Collaboration. The Office of Research and Sponsored Programs (ORSP) oversees and directs the activities of the Center

of Excellence for Faculty and Undergraduate Student Research Collaboration. The ORSP views research, scholarly and creative activity, and professional development as integral parts of the University and as activities necessary to assist the University in maintaining the highest level of teaching and scholarship.

In 1995, UW – Eau Claire instituted a service learning graduation requirement for all of its graduates. The University’s Center for Service Learning oversees this process, which requires students to complete 30 hours of service learning. The goals of this educational component are to give students a better understanding of the importance of community service, give them an opportunity to apply what they have learned in the classroom to a real-world setting, as well as further develop their problem-solving and critical thinking skills. One aspect of this requirement is that each student must select a faculty mentor and submit a reflective assignment (e.g., a reflection paper analyzing their experiences during the service learning project) for evaluation. Not only does this give the students a chance to better appreciate the value of this unique learning experience, but it also provides faculty with a service opportunity that is not overly time consuming.

Having given a brief overview of the institutional support available for teaching, research, and service, we would like to elaborate on how our College of Business supports faculty in truly balancing these activities. However, it is important for us to first discuss the context in which we operate since some of our recommendations may be less pertinent depending on the mission/focus of your university. UW – Eau Claire is considered a “balanced” institution. By “balanced” we mean that the performance criteria and expectations upon which faculty are judged clearly specify that both teaching and research are valued. This would be in contrast to a “teaching” school which may have few, if any, expectations for peer-reviewed publications or a large “Research 1” school where research is emphasized and valued to a greater extent than teaching. Faculty in our College of Business can expect a 9-credit undergraduate load each semester. In addition, faculty

will instruct in either a nighttime MBA program or an undergraduate entrepreneurship program. Finally, faculty members advise College of Business majors prior to class registration each semester.

In the subsequent paragraphs we will discuss specific ideas that are likely to assist faculty in their quest to successfully balance the triad of activities. While some of the keys to achieving a good balance will remain the same across time, it is also important to note that the “recipe” for attaining the necessary balance is likely to shift as a faculty member progresses from being a new hire to a full professor.

Enabling new faculty to find a good balance can be an important retention tool. In order to successfully attain tenure, junior faculty must demonstrate their competencies in all areas. Our university has a number of guidelines in place that are geared toward assisting new faculty as they transition into the organization. When a new faculty member is hired in the College of Business, a conscious effort is made by department chairs to try and limit their number of class preparations to no more than two per year for the first four years. In addition, department chairs should try and protect new faculty from an overload of service assignments during their first few years at the university. Until receiving tenure, faculty members are not expected to serve on more than two committees at the College level. They are also encouraged to be very selective if they choose to get involved in University-level service. New faculty members do not have any advising responsibilities during the first year of their tenure-track position.

An important way to assist new faculty in finding their “balance” is to provide them with feedback. Our university has multiple mechanisms in place to ensure that new faculty members receive the necessary feedback to make a smooth transition and perform at a level which will ensure a successful application for tenure. The Departmental Personnel Committee (DPC), which consists of all tenured faculty members in the department, provides detailed feedback to new faculty on their teaching, research, and service accomplishments on an annual basis. Every semester, classroom visitations are conducted by two DPC members. These peer evaluations, as well as student teaching evaluations, are taken into consideration for the faculty member’s annual reappointment. By the time a new faculty member applies for tenure, each DPC member has watched them teach at least once and has had an opportunity to provide them with personal feedback. Each new hire is also provided with two mentors from their department. This mentoring program is one of the key tools that enables new faculty to get answers to their questions and voice their concerns. Learning from their mentors’ insights and experiences

enables new faculty members to find their balance quicker than would otherwise be possible. With this kind of support and consistent feedback provided to our faculty, there are rarely any surprises by the time the faculty member comes up for tenure and promotion.

One of the biggest challenges for new faculty is ensuring that they are allotting enough time to their research endeavors since they are “on the clock” to produce a certain number of refereed publications in their first five years on the job if they are to be successful in obtaining tenure. There are several programs that can be put into place by the college to facilitate research productivity and there are several strategies that the tenure-track faculty member can take to improve his/her productivity. The College of Business at UW – Eau Claire does three key things to help ensure that new faculty members have time and tools for research. First, support is provided through guaranteed summer research grants for new hires in their initial two summers. These research grants continue to be available in subsequent summers provided that the initial grants generate publications. The summer grants enable the new faculty member to concentrate more heavily on research during the summer months. Another way that our university tries to facilitate research productivity during the academic year is to assign tenure-track faculty to classes that meet for an hour and fifteen minutes twice a week. By ensuring that most, if not all, of the faculty member’s classroom hours each week are concentrated on two days frees up the other days for more intensive research activities. Finally, our college provides funding for travel (up to two conferences each year) for its tenure-track faculty. The only stipulation for receiving the funding is that you participate in the program in some capacity (e.g., make a paper presentation). This support is important because it enables the faculty member to network with other academics who have similar research interests and build ties that are likely to turn into future research collaborations. These opportunities allow the faculty to stay current in their field by attending paper sessions and meet people who can provide helpful feedback on their research. This type of support also dovetails with a key strategy for tenure-track faculty conducting research in a “balanced” school setting: collaborate, collaborate, collaborate. Although sole-authored manuscripts are not discouraged, given the fact that faculty members at balanced schools will have a heavier teaching and advising load than their counterparts at “Research 1” institutions, this decision to collaborate will frequently lead to higher productivity.

The reason why collaboration plays such a critical role in research productivity at balanced schools rests with the fact that collaboration facilitates faculty members’ efforts to keep the project moving forward despite the heavier teaching and grading demands on their time. By

collaborating with others, it allows the research team to pass the work around in a way that someone will always be working on the project even if other team members have time conflicts. When choosing collaborators, one shouldn't limit themselves to working exclusively with senior or junior faculty since both groups have their advantages. The senior faculty member will have more experience with the review process and may be able to provide valuable insights that a more junior colleague would lack. However, junior faculty members are working on the same "tenure clock" and have the desire to push a project toward completion a little quicker and set shorter timelines.

Once a faculty member receives tenure and promotion, the pendulum shifts a bit to focus more heavily on service. The emphasis on high quality teaching, research, and professional/scholarly service does not necessarily diminish, rather the teaching is now taken to the next step to reflect a general concern for curricula that prepare students to solve tomorrow's problems, and to emphasize more efficient and effective knowledge transmission methods. The research must now support and make a contribution to the overall research efforts of the college, continue to have an impact on the existing body of knowledge in the faculty's discipline, and include more joint research publications with junior professors. The

tenured faculty member contributes to the service component by not just serving on assigned committees, but by also accepting a leadership role in the College and/or the University.

In summary, we have presented a number of ideas that universities (and their faculty members) can implement to successfully address the challenges of balancing the Teaching, Research, and Service Triad that comprises a professor's job. To facilitate the teaching aspect we recommend limiting the number of preps each semester, providing professional development opportunities, and providing ongoing feedback which includes classroom visitations and mentoring. To help faculty meet the research expectations of a balanced school we recommend offering guaranteed summer research grants (at least for the first couple of years), scheduling a faculty member's teaching obligations on two, or at the most three, days of the week, careful upfront planning of data collections and a systematic effort of maximizing the value of research collaborations. On the service front we recommend that department chairs protect their new faculty from extensive service during their tenure track years and then raise the expectations up over time such that faculty members are aware of greater service requirements once they are tenured.

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# AN EFFECTIVE TERM-PROJECT FOR TEACHING CONSUMER BEHAVIOR

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## SUMMARY

An example of a practical and effective multi-part term project that helps meet the learning objectives of an undergraduate level course in consumer behavior and engages students in an interesting, creative use of the subject matter. The project asks students to create a fictitious family and describe its needs and desires in keeping with their self-concepts and lifestyles as changes occur in their environments.

### Introduction

Teaching consumer behavior can be challenging, but rewarding. Students have been consumers most of their lives and can relate and respond to much of the material, unlike material in courses such as marketing research, where students have little experience with such topics as statistical analysis. The challenge in teaching consumer behavior comes from the need to move students from their comfort zones in terms of intimately knowing their and their family's consumption behavior into a mental state where they can presuppose what others might want and do in similar situations. In other words, it can be difficult for an instructor to get students to "walk a mile in someone else's shoes" in an effort to fully appreciate and understand the differences in behavior across the many segments of American consumers.

The purpose of this paper is to provide an example of a flexible, multi-part, term-long project that offers students the opportunity to actively use and more fully understand the concepts of consumer behavior in an engaging and creative manner.

### A Common Start

During the first week of class students are introduced to the project and given their initial assignment. The first handout states, "The term project will give you an opportunity to experience the art and science of understanding human behavior by creating an American family and following it through several situations as it considers and purchases needed and desired products and services." Students can work as individuals or in self-selected teams of two. The instructor randomly assigns to each team one of several of family "outlines" that vary by geographic

location in the United States (South, Midwest, Northeast, etc.), setting (rural, suburban, urban), highest level of education (graduated from college, graduated from high school, etc.), social standing (upper, middle, working, and lower), and parents' ages (ranges from 25 to 40 years of age).

The first assignment comprises two parts, the first of which asks students to create a suitable history for the family that includes two children of appropriate ages. The biographies are to include names, favorite hobbies and interests, important dates in their lives, friends, employment records, and living arrangements. Jumping ahead in the course material, students are offered several cautions during the project introduction such as, "as we will discuss at length later in the course, there is more to social standing than having a high or low income" and "not every young couple is pregnant when they get married." Students are encouraged to be thoughtful in creating the family and its backgrounds; much of what they describe in the first part of the project will be used to "explain" behaviors in subsequent projects.

The second part of the first assignment asks students to assume the role of one of the parents and in the first person describe the family's summer vacation or, depending on when the course is taught, the reactions to reviewing the expenses of the recent holiday season. The "Dear Diary" role playing is limited to a couple of pages of text and must include needs, wants, and behaviors consistent with the biography created in the first part.

Students are instructed to conduct the necessary research to add realism to families' lives. It is suggested that they use online sources such as Google™ and Flickr™ to find appropriate, illustrative photos of the family, housing, and possessions.

### Sample Assignments

There are an unlimited number of topics that can be assigned in the multi-part project that are appropriate to the material found in an undergraduate course in consumer behavior. The following, in no particular order, is a sampling of project assignments that students have found to be instructive as well as engaging.

**Group Influences.** Describe the interactions among family members as they purchase a new or used car. While one parent may stress high gas mileage, the other may want a convertible to feel younger. Factors influencing the decision can also include an influential family member who is committed to a particular brand, car magazines that rate a certain model as a best buy, and a close friend who is very satisfied with his or her means of transportation. This assignment has been especially effective when students are asked to write the paper as a one-act play, complete with actual dialogue. This format lends itself nicely to portraying the emotions surrounding a major decision and the ways in which conflicts are resolved. The assignment may allow students' families to consider a major appliance instead of a car due to limited needs (urban dwellers) or lack of financial resources.

**Perception, Product Positioning, and Personality.** For any two members of the family, describe a situation in which they are consuming media, such as watching television or a movie, listening to the radio, surfing the Web, or reading a magazine. Describe two advertisements that catch the attention of each of the individuals, the product or service offered, and the reasons they noticed the advertisements. Students then are asked to describe the learning situation (high- or low-involvement) and the individual's favorable interpretation of the promotional message. Students are asked to compare and contrast the product or service's brand personality with the individual's and explain how the item fits into the individual's lifestyle and socio-economic circumstances.

**Situational Influences, Problem Recognition, and the Search for Alternatives.** The family's couple is celebrating a significant anniversary and must decide how to celebrate the occasion. Students are asked to detail the situation in which the couple decides on a particular activity; the couple could stay home, make reservations at the restaurant where they first met, or spend extravagantly because last year's anniversary celebration was cancelled due to needing to take care of a sick child. The couple recognizes they have a problem (need) and searches for the appropriate activity to mark the occasion. The last part of the project asks that students describe the situational factors that affected the level of satisfaction with the activity (e.g., the band played their favorite song, someone used a cell phone during the movie, they were soaked by a downpour as they made their way from the car into the bowling alley).

**The American Society (Families and Households).** Unexpectedly the family must welcome into their home relatives who will be staying for an extended period of time. Students can describe the differences in purchase and consumption patterns that will occur as a result of the visit. The project requirement stating that older relatives

come from a different part of the country can create noteworthy changes; the change in grocery shopping lists may be illustrative of the differences between consumers. Current and changes in preferred brands, favorite shopping outlets, and related tendencies and habits can be described as part of the project. The need to make changes to the living arrangement brought about by the visit can be illuminating (e.g., "The family used to watch the 6 o'clock news while eating dinner. Now they . . .").

**Effect of Experiences and Acquisitions on Future Decisions and Behavior.** Projects or parts of a project that begin with, "It's been six months since the family . . ." provide ample opportunity to explore fully such topics as post purchase processes and customer satisfaction and commitment. Asking students to describe the comments received from classmates regarding back-to-school apparel after the beginning of a school year can provide interesting discussions and insights. Students can be encouraged to distinguish between consumer satisfaction and commitment by asking them to describe the family's attitudes following a purchase (e.g., "The store was okay, but it wasn't our favorite because . . .").

### **Helpful Hints**

Be prepared to address questions from students about family composition as they begin the project. More common now than in the past are questions such as, "Can my family have two mommies?" Insist on creative work but provide examples of unacceptable flights of fancy such as, "Your family wins the lottery or travels to Paris for the weekend."

Ask students to state on the title page of each project the basic family attributes and a short paragraph describing the family in terms of its residence, jobs, interests, and activities. This will remind the students and the instructor assessing the paper of the basic influences on the family's lifestyle and resulting behaviors attempting to satisfy their wants and desires.

Describe exactly which concept(s) are to be especially emphasized in each portion of a paper. For example, if gift giving is involved in the project, a discussion about the process and meaning of gift giving and receiving as well as references to lecture notes, may be appropriate when the assignment is distributed. Remind students that all topics, not just those stressed in a project, should be incorporated into the project.

Insist that students move away from their personal interests and consumption behaviors as necessary. Students can research a number of subjects and activities that they may not be familiar with, such as watching a tractor pull on YouTube.com, finding affordable housing outside

Rock Springs, Wyoming, using Realtor.com®, or studying the menu of an ethnic restaurant in Newton, Massachusetts, using Google.com.

In discussing a new project and its requirements, it can be instructive to ask students for their initial thoughts on the topic (e.g., “What might your family do?”). Asking follow-up questions then and again during the next class session encourages students to think critically about their family and its consumption behavior. As students turn in a final draft of the project it is interesting to hear how they have reconsidered the family’s behavior and modified it to take into consideration their better understanding of course material (e.g., “I’d originally thought the family would take a trip to a National Park but realized they . . .”). Brief oral presentations by students during the term about their families are often interesting and informative for everyone in the classroom.

### **A Common Ending**

For the final part of the term project students make a PowerPoint® presentation to the class about their families, starting with a map of the United States and zooming into a particular neighborhood and displaying their house or apartment. Depending on what was asked in the

previous parts of the project, students present photos and descriptions of family, friends, rituals, teammates, classmates, vacations, purchased cars, major appliances, gifts, new household items, and remodeling projects. Students also must describe how marketers can use the descriptions to better inform and persuade family members about the needs that are satisfied by their products and services.

Teaching consumer behavior can be a challenge, but one that is made less onerous by asking students to work on a multi-part project that is relevant and engaging. A make-believe family can make students believe in the importance of marketers’ understanding consumers and their behavior.

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# VIRAL MARKETING: A SIGNIFICANT LEARNING OPPORTUNITY FOR STUDENTS IN CONTEMPORARY MARKETING STRATEGY AND BUSINESS PRACTICE ENVIRONMENTS

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## ABSTRACT

This study explores the background of viral marketing thoroughly and identifies what factors and steps that need to be in place in order to ensure a successful campaign. It also identifies how viral marketing has influenced business practices and marketing strategies in non-profit businesses and has forced many of them to change in order to reap the technique's benefits. Finally, it explores the limitations and benefits that many non-profits experience with Internet technology and viral marketing campaigns, the limitations presented by this research project, and the future research that would need to be conducted in order to reach a more definite conclusion.

## INTRODUCTION

Viral marketing can be described as being a marketing technique that uses e-mail messages containing powerful advertising messages and promotional offers that are specifically designed for its recipients to forward to their family, friends, or others on their e-mail contact list (Bidgoli 2004, p. 568). Quite simply, viral marketing is said to be the electronic version of traditional word-of-mouth advertising and product communication (Bidgoli 2004, p. 568). The reasoning behind providing viral marketing with its specified name is because like human and computer viruses it also "multiplies rapidly in a cell, commandeering the cells resources to do the virus' bidding" (Gattiker 2004, p. 348).

Because Internet and e-mail use has grown so rapidly over the past decade so has the use of viral marketing. Although many experts argue that viral marketing will not replace traditional word-of-mouth advertising completely, they do agree that turning customers into a positive marketing force is crucial in a successful viral marketing campaign and that thus far viral marketing has

already influenced business practices in today's world especially for those that are non-profit (Phelps et al. 2004, p. 333).

## A REVIEW OF THE LITERATURE

Extensive research has revealed that in the 21<sup>st</sup> century e-mail is by far the number one Internet activity (Phelps et al. 2004, p. 334). According to a report that was conducted by The Pew Internet & American Life Project approximately 90 percent of Internet users in America or 102 million individuals utilize e-mail and 50 percent of Internet users world wide have been found to utilize e-mail on a daily basis (Phelps et al. 2004, p. 334). Another study by Forrester Research demonstrated that the most common use of e-mail is for individuals to communicate with family, friends, and coworkers in an effective and efficient manor (Phelps et al. 2004, p. 334). The study also revealed that the average household usually receives nine e-mail marketing messages a day or 3,285 messages a year (Phelps et al. 2004, p. 334).

Many people consider marketing to be the key factor that leads to success in all types of business including small to large corporations, non-profit businesses, and even at the box office (Young et al. 2008, p. 35). The research indicates an identifiable trend in increasing marketing over the last decade, with marketing costs running as high as 50 percent of total negative costs for some organizations (Young et al. 2008, p. 35). The marketing strategies many businesses and movie studios, for example, have relied on viral marketing techniques to promote products including those supported by e-mail or other electronic media campaigns to be very successful and cost effective (Young et al. 2008, p. 35).

In addition to the traditional e-mail and other electronic media campaigns many businesses are now finding suc-

cess by way of viral marketing by disguising their ads as videos on YouTube (Jaffe 2008, p. 18). This technique has been successful because an advertiser can disguise their ad within a funny or entertaining video that indirectly promotes its product. Once an individual sees the video he or she will pass it along to other friends, family, or coworkers. Most recently this technique was used by Cardio Systems as a way to promote their new and more powerful Bluetooth headset (“A Viral Campaign” 2008, p. 8). The 45 second video indirectly promoting the new product was placed on YouTube showing three cell phones on a table facing one another popping popcorn (p. 8). As a result of the campaign Cardio Systems web traffic doubled and the ad had been viewed more than 10.2 million times in a week (p. 8).

Research has shown that much of the success of viral marketing is due to the fact that most of the marketing and advertising messages that an individual receives comes from someone that they know rather than the marketer directly which makes them more reluctant to delete the message (Rahoi-Gilchrest 2007, p. 80). The research also demonstrates that viral marketing has made such an impact for businesses and consumers because it utilizes “less interactive” or “lean-back” communication (print advertising, television viewing, radio spots) with corporate messages that are more interactive (and, by extension, more memorable) when sent via “lean-forward” online and mobile media (Rahoi-Gilchrest 2007, p. 80).

With that said not all viral marketing strategies are effective. In fact, there are certain factors and steps that must be present within a viral marketing strategy in order to ensure its success. These factors and steps include:

1. fast and effective transferal,
2. exploit the carrier,
3. planning for an epidemic,
4. utilizing existing relationships, and
5. leveraging off of others (Hermann and Fiteni 2003, p. 137).

As long as the factors and steps are in place and the correct message is sent to the consumer businesses non-profit or for-profit should have success in their viral marketing campaign.

Because more and more businesses of all types are beginning to capitalize off of viral marketing strategies, it has forced many to realize the influence it has on their position in the market, their current marketing strategies,

and their business practices. However, even though businesses may have to adjust certain aspects of their strategies and business practices because of the influence of viral marketing and the Internet, there are some techniques such as quantitative models and methods used in promotion, pricing, forecasting, and control in marketing research that can easily be applied to the Internet from their traditional offline form (Montgomery 2001, p. 90).

## DISCUSSION

Viral marketing has had a profound effect on businesses, especially those that are non-profits by influencing the direction and effectiveness of their business practices and marketing strategies. For example, because viral and Internet marketing has had such an impact author and marketing specialist David Meerman Scott (2007) submits that marketing is now about participation and connection rather than frequency and top of the mind awareness. Because of this new train of thought and influence, non-profit businesses can take advantage of this new opportunity by utilizing the way that social motivation is factored in to pass-along e-mail behavior (Haugtvedt, Machleit, and Yalch 2005, p. 95). The research shows that social motivations hold considerable promise for non-profit businesses and social causes (Haugtvedt, Machleit, and Yalch 2005, p. 95).

The growth of viral marketing and information technology raises questions about how technology is currently being used to serve public services (Independent Sector 2001, p. 1). A study conducted by Independent Sector in 2001 revealed that the non-profit sector is currently experiencing organizational versions of the digital divide. Organizations that utilize viral marketing and Internet technology effectively typically receive strong support from the executive director and other board members. The Internet and viral marketing techniques enable non-profit organizations to strengthen their relationships with current as well as new audiences, while the strategic use of Internet technology requires long term collaborations between for-profit and non-profit partners (Independent Sector 2001, p. 1).

Taking these factors into consideration, the research reveals that there are several techniques that have been incorporated by non-profit businesses because of the influence on viral marketing on their business practices and marketing strategies. For example, the research shows that the most common way that viral marketing has influenced non-profit businesses is in the way that they conduct fundraising and their donor relations (Stoldt, Dittmore, and Branvold 2006, p. 233). By allowing donors to use viral marketing for their support and donations, non-profit organization can manipulate data for the

benefit of the non-profit as well as the donor, it encourages the donors to participate in more promotional events and helps gain new donors, assists the non-profit in better targeting their audience, and allows the donors to share and forward e-mail newsletters to friends, family members, and others that they appeal to (Hart, Greenfield, and Johnston 2005, p. 314; Sergeant and Jay 2004, p. 289; Rahman 2006, p. 274).

Another way that viral marketing can assist in the fundraising process is by increasing the amount of funds generated within a shorter period of time. In 2002 a non-profit organization called MoveOn.org raised over \$6 million dollars in one weeks time as a result of their viral marketing campaign (Salzman 2003, p. 233). Viral marketing has influenced non-profit businesses in the way that they network and recruit individuals into their organization. By utilizing the Internet and viral marketing strategies many non-profits businesses have changed their traditional business practices of networking and recruiting via the phone and mail to now include social networking websites and blogs (Silverman 2007, para. 3).

Non-profit organizations like the Salvation Army, Project Apgate, Network for Good, and AIDS Africa have established their presence on MySpace, Facebook, Change.org, Sixdegrees.org, and other popular networking websites and have gained tens of thousands of new donors and recruits for their organization and raised hundreds of thousands of dollars (Silverman 2007, para. 4–8). Zoodango is also a very popular social networking and viral marketing website that is used by many non-profit businesses in order to aid them in their recruiting and fundraising efforts as it is free of charge and has proven to be extremely effective (PR Newswire 2007). In terms of blogging, the research reveals that non-profit businesses have been able to produce both tangible and intangible results in the form of increased traffic to their websites, improved image, improved company/board awareness, and increases in donations and new donors (Garson and Pour 2007, p. 87).

### **Limitations and Recommendations**

The biggest limitation of present research is the lack of statistical data and research conducted on the subject matter and available for analysis (Haugtvedt, Machleit, and Yalch 2005, p. 95). What research exists supports the notion that, “Although viral marketing has garnered a great deal of attention in the trade press, almost nothing is known about the motivations, attitudes, and behaviors of the people (those sending the email to others) that constitute the essential component of . . . strategy (Phelps et al. 2004, p. 333).

Another limitation of the present research is that viral marketing and its success is extremely contingent on how it is utilized within individual non-profit organizations (Neuman 2007). If a viral marketing campaign is targeted to the wrong individuals, or is too complicated, the messages;

- A. Do not match their objectives or organization,
- B. Lack buyer/donor confidence in the organization, and
- C. Lack reasonable expectations, and therefore the messages will be likely to fail, thus providing inconclusive research (Nyren 2005, p. 60; Lindstrom, Seybold, and Brown 2004, p. 151; Viardot 2004, p. 233; Osborne 2001, p. 49).

Because of the limitations mentioned it is imperative that future research be conducted in order to establish statistical data and solid proof as to whether or not non-profit businesses have been influenced by viral marketing in terms of their marketing strategies and business practices and, if so how, how viral marketing has affected improvements. It is fair to suggest that future research should also be directed at identifying (a) the social influence viral marketing has on non-profit organization and consumer behavior, (b) the ethical dilemmas that many non-profits face and their ability to participate successfully in viral marketing programs, (c) whether the levels of trust have changed between the non-profit business and their current donors because of viral marketing, (d) whether or not the level of friendships and trust have changed with donors and their associates because of viral marketing and (e) what are the influences of legal issues on viral marketing for non-profit business (Haugtvedt, Machleit, and Yalch 2005, p. 95; Morh, Sengupta, and Slater 2004, p. 346; Krishnamurthy 2005, p. vi; Chaffey 2007, p. 114). It may also be imperative for future research to explore the impact of sub-viral marketing, which involves an organization’s deliberate release of spoofs of its own ads to generate interest in for-profit and non-profit businesses (Gay, Charlesworth, and Esen 2007, p. 413).

### **CONCLUSION**

An analysis of the research currently available on viral marketing demonstrates that, thus far many non-profit and for-profit businesses have changed their business practices and marketing strategies effectively because of the influence of viral marketing. With that said, the research also shows that many more businesses could achieve the same amount of success if they only followed the same procedures or steps as those used by successful

businesses. Similar success could also be achieved by a greater number of organizations with the recognition that, in order to be successful in viral marketing, the marketing campaign must show elements of surprise, portray the organization as trustworthy and credible, target ads to a specific demographic and support strong relationships with other organizations in the market or industry (Clarke and Flaherty 2005, p. 134).

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# ADDING VALUE FOR STUDENTS: LEARNING EXPERIENCES BEYOND THE TEXTBOOK

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## SUMMARY

Many professors rely almost entirely on the textbook for their classes. Unfortunately, these professors are myopic in their vision of an effective teacher. They have become education retailers who merely serve as the middleman between the information in the textbook and students.

Many professors spend entire class periods reading from the PowerPoint slides that accompany the textbook to present terms, definitions, and concepts that are outlined and discussed in the book. In such classes, those students who attend class merely follow along in the book or read along with the printed version of the PowerPoint slides that the professor has generously provided. Do students think they are really getting their money's worth from such classes? I doubt it.

This over-reliance on the materials that accompany the textbook often leads to disinterested students, i.e., students who say, "Why should I come to class if everything the professor says is straight from the book?" Or, students who say, "Why should I read the book if everything in the book will be said in the class lecture?" This amounts to a waste of time and resources on the part of both students and professors.

When this happens, teachers provide no additional value beyond merely facilitating the exchange of the course information between the textbook and students. There is no learning experience beyond what can be obtained from reading the textbook.

A hallmark of teaching excellence is the ability to give students learning experiences beyond what they can get from the textbook. Let the textbook perform functions such as listing information, defining terms, outlining material, presenting formulas, outlining calculations, etc. As the professor, you have a more important job to do. Your job is to give students a learning experience they cannot get from only reading the textbook. Let the textbook provide the necessary information to supplement and support what you have determined to be the most important behavioral learning goals for your students. You must provide relevance to your students by helping them to see why they need to know the material they are

learning in your class. Help students see the relevance of what they are learning to their future academic careers and their future professional careers.

Before the beginning of a semester, college professors should read through the textbook that has been adopted for the class to become familiar with it. Then, put it away and consider the following questions:

- ◆ Why is this class important (relevant) to students' future academic or career goals?
- ◆ What do I want students to learn from this class?
- ◆ What do I want students to be able to do after having this class?
- ◆ What do I want students to be able to do with this material?
- ◆ What types of decisions/tasks will students perform in their careers ten years from now?
- ◆ What material related to this class do students need to know, and what abilities will students need in order for them to be able to make managerial marketing decisions and perform marketing related tasks in their future marketing careers?

As the professor, you should be the expert and authority in your class. Do not let your students perceive the textbook author as the authority in your class. You should determine what you want students to learn. Give students a learning experience they cannot get from reading the book. Let the textbook provide the necessary information to supplement and support what you have determined to be the most important learning goals for your students.

Students learn more when they are actively doing things, than when they are passively listening to lectures. As such, when you begin to prepare for a class do not ask yourself, "What am I going to say today?" or "How can I present these textbook slides in an entertaining manner to keep students' interest?" Instead, prepare for a class by asking yourself, "What will I have students do today?" Instead of spending time reviewing the PowerPoint slides

that accompany the textbook, spend your time designing in-class exercises or activities that let students practice skills they are learning in your class, that let students demonstrate their learning, and that let you assess their learning.

The proliferation of materials designed to help teachers present the material found in textbooks (e.g., PowerPoint slides) can actually have a detrimental effect on the quality of education that college students receive. Because there are so many textbook resources and teaching aids, professors who rely on these textbook materials no longer need to think for themselves. How can we teach

students to think for themselves when we as teachers do not think for ourselves – we merely use the materials given to us with a textbook?

If a video series featuring the textbook author presenting the material in the book, along with all of the PowerPoint slides, videos, and all other ancillary materials were available, would it be cheaper for your department chair to simply purchase this video series to be shown to your classes? This sound silly, but what are most teachers doing that is different from this. They do the same thing, except that they are the ones talking, instead of the author on video.

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# MOTIVATING LEARNERS THROUGH PERSONAL RESPONSIBILITY: A CHOICE-BASED APPROACH

*Stacey Barlow Hills, Utah State University*

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## SUMMARY

### Background

The impetus for this approach began while I was a graduate student. While teaching a Principles of Marketing course, I noticed that my students worked harder (and produced better results) for a 2-point extra credit assignment than they did on a 50-point project. I also had a senior student-athlete inform me at the beginning of my spring semester course that “D is for diploma,” and having secured a position as an assistant baseball coach after graduation, he only intended to pass my class with enough needed to assure his degree (he did pass with a C-). These two experiences led me to the idea that students will perform to their own satisfaction if presented with the opportunity to do so . . . the choice-based approach to motivating student learning was born.

The academic literature seems quite clear on one point: when students take active responsibility for their own learning, they learn more (Howell 2002; Jacob and Eleser 1997; Barr and Tagg 1995; among others). By offering the students choices, one can motivate them to take this active responsibility. Instead of being told what to do and how to do it, students are instead given the freedom to shape their own educational experience.

### The Choice-Based Approach

As an educator, my job (as I see it) is to encourage students to take personal responsibility for learning the material in my class while taking into account differences in learning style and motivation. I am also cognizant of the need to minimize administrative time (in both grading and student “whining”). The Choice-Based Approach attempts to strike this balance.

#### There are 3 steps to the approach:

1. Design a variety of activities to reflect overall course goals and the specific concepts to be learned. In each class, I try to provide a number of different activities on each topic, suited to the topic itself. Activities include (but are not limited to): 2-minutes quizzes

(open and closed-ended), multi-chapter exams, mini cases, end-of-chapter questions, reflective essays, client projects, and application assignments.

2. Assign point values to each of the activities. The points assigned should reflect the amount of work/preparation required to successfully complete the activity. For example, a 5-chapter exam might be worth 100 points, but a single end-of-chapter mini case only worth 10–15.
3. Develop a base score for the class. Typically, I use between 500 and 1000 points as a basis for grading, as it is easiest for students to calculate. The base score necessitates that students attempt each type of activity at least once, and must (through their own combination of activities) show mastery of the majority of class concepts.

The students are allowed to complete as many assignments as are needed to attain the grade that they desire. This has several benefits:

- ◆ Grades are based on cumulative effort and personal motivation.
- ◆ The opportunity to receive a grade indicating mastery is not restricted to a particular learning method.
- ◆ Poor performance may be compensated for with additional work, thus increasing the possibility for mastery.

Clearly, this approach is not appropriate for every instructor or course situation. However, when the class material and faculty temperament allow, the Choice-Based Approach can be a valuable way to connect with students – and allow them to connect with the material.

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# UNBRIDLED COMMUNITY

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## SUMMARY

### **What Could You Create If There Were No Restrictions?**

For decades faculty members have been sending students into the community for projects, for research, for service learning, and even to engage segments of the community of particular interest. This is for many students an improvement in pedagogy well beyond classroom discussion. Given the chance to do something different the idea of taking the whole class out into the community for semester surfaced as something to try.

Here was the opportunity for three faculty members and students to all learn from those who are practicing! Not in the classroom but seeing them on their site. The dynamic of senior living changes when you wander the seven stories of a building meeting people who look both aged and young and active as you go. As the course idea developed the authors held to an important tenant of creativity, not to focus on, “why not,” but instead focus on the dream.

The topics of the course were aging, sustainability, and globalization as it impacted the community in which the course was being offered. It was quickly figured out that if community was to be visited it would require larger blocks of class time than normal. The course was listed with seven six-hour sessions and one three-hour wrap up session.

### **The Challenges of Community Involvement!**

The idea of going out into the community sounds great in a discussion until you get into the logistics. First you have to select some targets that make sense to the course. In the area of aging it was determined that the focus would be active agers who (60–75 and actively doing things some working, volunteering, etc.). Where do you find these people? Not in nursing homes or assisted care, as they are out and about doing their part to make the world a better place. Once you have the idea of some places you face the second challenge. What is the schedule of the community people who want to be involved?

The question of practitioner schedules and a class, and the third item topic alignment are really complex. One executive who responded with excitement over the project, quickly replied with a date and time and a request for a bus to tour the operation and said he could spare an hour. In fairness three generations of this family spent time with the students on the day of the visit. The time and the date did not throw off the faculty as much as the request for a bus! As you might imagine it was a game of juggling to get it all to work on time and come up with a schedule that appeared coherent. With gas topping \$4 it was essential that an effective method be developed to get from one place to another. Further it was important to develop a kind time training program.

Looking at the third area topic alignment became the challenge of the faculty. A very busy store manager in the middle of a complete remodel of a huge big box store welcomed the class with an appointment to talk about store design for active agers. On the day he greeted the group with three phones one on his belt one in each hand and an assistant panting after him and hastily introduced us to a new person at the store who would take the group around. The guide also an executive with the retailer had been at other stores in this chain, and had a long tenure at another large retailer. Now suddenly it was the correct questions that would bring out the information on the topics desired. Another example would be lunching with seniors at a church and trying to be sure that the students were assisted in getting the conversation back to the topics of importance to the class. There was no lack of discussion between seniors and youth the challenge again was the topic.

The longer class schedules became critical as a fourth challenge. It was made clear to the class at the Electric Company with the President. The group which had been joined by a Spanish-speaking team of educators was in two languages, and quite detailed, by the time the tour was completed there was only time to grab lunch in the car on the way to the last appointment. There were no complaints as the executive had introduced his topic with passion. Here was a man in the business and he was speaking the language of the most hardcore off the grid person in the group. Why? Because he was looking at the

big picture. Further he had graciously sought out a long term bilingual employee for the international guests! It was great if a bit of schedule nightmare.

A couple of other challenges that came up which were not thought of as well in advance as might have been. One is, the inevitable rest room breaks take longer than you think. The second was ADA issues and getting people to all kinds of places in factories, power plants, etc. It would have been a good idea pre-trip the class.

### **The Basic Plan**

What was it that was hoped for out of these community visits? First there were the skills sets that were the focus of the course.

1. The ability to engage in articulate expression through effective speaking;
2. The ability to engage in articulate expression through effective writing;
3. The ability to think critically and creatively;
4. The ability to locate, evaluate, and use information effectively;
5. To integrate different areas of knowledge and view ideas from multiple perspectives.

Beyond the skills was the idea bursts or ideation that would come from the lessons learned in the community. This process turned out to be rich and productive involving integration and reflection.

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### **What Was Learned?**

When you take faculty and make them students of practitioners you realize that there is much for them to learn. The faculty members became students and were like sponges soaking up new material. The difference between text and practice is significant. In addition students were absolutely absorbed in new ways that the faculty members were not use to thinking about. Students would linger long after a topic was over mulling over things they learned in the community. Several have taken action to join in community projects. The administration became so interested that they joined the class on most of the outings.

What are some examples? In Sustainability the students saw a coal freighter being unloaded and creating what appeared to be a massive pile of coal. When the president of the utility explained that this was only a weeks worth of coal and how many similar plants there were in the state the connections became clearer in student and faculty minds and the magnitude of the problem became clearer than ever before. In globalization, the exercise was in a giant local retailer where each student was assigned an area to find how many countries were represented. Results were over 50 countries and it took almost an hour to list them all and find them on the globe. This brought globalization alive to some students who had not thought that way before. For aging with much agitation and worry the students approached the lunch with seniors at a local church only to realize that the seniors had very busy schedules and could not stay to long to talk. These active seniors are not sedentary!

This is a new time format, location format, and teaching format with faculty from three colleges within the university. There is much to be improved but the rewards are so great that the question of trying again is not being questioned.

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# INVOLVING STUDENTS IN PROVIDING EFFECTIVE FEEDBACK

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## SUMMARY

### Introduction

Two trends that show no real signs of abating are (1) a call by students (and others) for increased feedback on assigned tasks, and (2) a need for students to develop *skills* as well as accumulate a knowledge base during their educational programs. Regarding the former, for students to benefit from the feedback it must be timely, instructive, and considered valid. Concerning the latter, this need for skill development can be used in service of the feedback process while simultaneously supporting the instructor's need/desire to minimize and make more efficient, the feedback process. Both can be addressed by involving the students themselves.

The use of student case or project presentations, either as individuals or as part of a team, is relatively common in marketing and other business courses. While critical evaluation and feedback from the instructor is expected, by involving students there is an opportunity to both expand the number of perspectives involved in the assessment and provide additional context for the individual/team being evaluated. Consider the form presented (which is shared with students in the course syllabus).

- ◆ Both content and stylistic elements are assessed. Through calibration to the instructor's judgment, the task for students in the audience (and the instructor) is minimally invasive to watching the presentation and contains three parts.
- ◆ The first, representing the bulk of a project's grade is common to all students' grades (if in a team setting) and asks for two separate, global assessments related to the content of the presentation.
- ◆ The second portion highlights stylistic concerns that can also have an effect on the overall reception and impact of the presentation and are individually assessed.

- ◆ The third portion asks for written comments that can supplement understanding of how the class perceived the presentation.

The result for students in the class is a more involving task as they are charged with actively listening to and potentially participating in the presentation. It assists their development of critical assessment skills and forces their active participation in the presentation experience of their peers, especially if a question and answer session follows the formal presentation. For the instructor, they will have another artifact to assess students' participation/professionalism as they can examine the quality and completeness of the forms. Additionally, instructors now have a large number of comments and numerical evaluations from the presenters' peers that can be incorporated (anonymously) into an expanded feedback report or memo. With the completed forms and a relatively easy to set up EXCEL spreadsheet, the coding of class evaluations and retyping of written comments from students can be done by secretarial support staff.

Using this information from students in the class, feedback provided by the instructor, gives the presenting team members a wealth of information as well as providing the instructor "cover" since their evaluation will be seen along with the opinions of the rest of the class as a whole.

My experiences with using this system have been very positive. There have been occasions where members of the class have spotted (and commented on) something I had missed in my viewing of the presentation. On other occasions, reviewing the class' comments have led me to conclude that something I was prepared to comment on was, in retrospect, not as significant. In terms of the numerical assessments, most students are quite close to occasionally more severe than I have been. The additional perspectives are both valuable to me as an instructor as well as to the students receiving the feedback. Lastly, the feedback reports represent a "takeaway" for students and the instructor's learning portfolios.

Skills the team needs to work on for future presentations (check all that apply)

- Transitions between speakers
- Opening / Introductions
- Closing / summary
- PowerPoint slides too cluttered
- PowerPoint slides too simplistic

Unacceptable	Poor	Weak	Needs Work	Fair	Good	Very Good	Excellent	Outstanding
0-72.9	73.0-75.9	76.0-78.9	79.0-80.9	81.0-85.9	86.0-88.9	89.0-91.9	92.0-96.9	97.0-100.0
F	C	C+	B-	B	B+	A-	A	A+
<b>STRUCTURAL Elements (35%)</b>								

**Opening / Introduction**

- Gains attention
- Team / team members
- Purpose or reason
- Abrupt / startling
- Disorganized

**Summary / Closing**

- Not rushed
- Good recap
- Abrupt
- None

**Organization of presentation**

- Logical flow
- Within time limits
- Difficult to follow
- Poor time management

**Question and Answer period**

- Logical flow
- Additional detail
- Rambling
- Argumentative

<b>CONTENT Elements (35%)</b>								
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**Substantive Information**

- Appropriate detail
- Numerical arguments
- Not readable
- Overly complex / simple

**Visual Component**

- Summary tables
- Graphical representations
- Too complex
- Too simple

Please make any written observations on the team's presentation below.

Presenter #1: \_\_\_\_\_  
 Presenter #2: \_\_\_\_\_  
 Presenter #3: \_\_\_\_\_  
 Presenter #4: \_\_\_\_\_  
 Presenter #5: \_\_\_\_\_

Unacceptable	Poor	Weak	Needs Work	Fair	Good	Very Good	Excellent	Outstanding
0-72.9	73.0-75.9	76.0-78.9	79.0-80.9	81.0-85.9	86.0-88.9	89.0-91.9	92.0-96.9	97.0-100.0
F	C	C+	B-	B	B+	A-	A	A+

<b>The VISUAL Dimension (15%)</b>								
<b>Body Language</b> <input type="checkbox"/> Tall posture <input type="checkbox"/> Movement in space <input type="checkbox"/> Appropriate gestures  <b>Eye Contact</b> <input type="checkbox"/> Varied around room <input type="checkbox"/> Purposeful/engaging  <input type="checkbox"/> Rocking or swaying <input type="checkbox"/> Hands on hips/in pockets <input type="checkbox"/> Busy hands, clapping  <input type="checkbox"/> Staring <input type="checkbox"/> Reading screen/script	1							
	2							
	3							
	4							
	5							

<b>The VERBAL Dimension (15%)</b>								
<b>Vocal Qualities</b> <input type="checkbox"/> Projection <input type="checkbox"/> Appropriate pace <input type="checkbox"/> Varied intonation <input type="checkbox"/> Conveys enthusiasm  <b>Smooth Delivery</b> <input type="checkbox"/> Confident <input type="checkbox"/> Rhythmic flow <input type="checkbox"/> No vocalisms <input type="checkbox"/> Engaging  <input type="checkbox"/> Too loud or soft <input type="checkbox"/> Too fast/slow, no pausing <input type="checkbox"/> Droning/monotone <input type="checkbox"/> Seems bored or nervous  <input type="checkbox"/> Unsteady/quavering <input type="checkbox"/> Unsure <input type="checkbox"/> Ahs, ums, "-wise" <input type="checkbox"/> Remote/overly-detached	1							
	2							
	3							
	4							
	5							

In the space below, please make any written comments related to individual speaker portions that you believe would assist the team in better preparing for future presentations.

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# PROVIDING STUDENTS EFFECTIVE FEEDBACK IN SCHOOL OF BUSINESS COURSES

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## SUMMARY

### Introduction

While this position paper relates to business school courses, it could easily be adapted to many university classes or organizational situations. Increasingly we encounter circumstances where something is required to be measured. If you are associated with an AACSB International school of business you are well aware of this. Observations in this writing will be directed to providing feedback for undergraduate business students. Students know their accomplishments (or lack thereof) will be measured at the end of a semester in the form of a letter grade. They often have expectations that may or may not be met. As instructors, we have a vested interest in their success. If students are to benefit from feedback it must be timely, useful, and believed (by the student) to be sound.

This writer teaches marketing and other business classes which require a rather broad range of communication skills. Team presentations, (oral skills) written cases or projects, (writing skills), and other professional skills (gestures, voice quality, posture, etc.) are all part of the evaluation or grading process. In order for students to do well, they must know what is expected of their performance as well as how they can improve future outcomes. This may be accomplished in several ways.

- ◆ By providing detailed information as to what is expected of the student in a particular course. For example, what is expected such as reading the text prior to class, handing in assignments in a timely fashion, class attendance, etc. A well-written syllabus can accomplish this task. Updating handout materials as new issues evolve is necessary.
- ◆ Provide students with a “check sheet” to follow before they start working on a project or assignment. If the student follows the check sheet it will help the student be more successful. This writer then uses the same check sheet when grading an assignment.
- ◆ Providing feedback on examination performance. This writer makes suggestions and comments on the examination for Web-based courses. For traditional

class courses this writer uses “Test Debriefing,” authored by the professors Paul and Linda Thistlewaite as a means of providing self-feedback.<sup>1</sup>

- ◆ This writer also offers students the opportunity to discuss the examination after completing the debriefing form. Usually this provides the student with clear realization that Effort = Grade. This is a comment my student hears from time to time. Maximum Effort = Maximum Grade. Minimal Effort = Minimal Grade.
- ◆ Students may complete an anonymous questionnaire in which they state their expected grade, amount of effort (work) expected, etc. This happens during the first days of the course. I provide feedback as to what to expect. Students often have extremely high expectations as to their course grade.

Included here are several examples of check sheets and evaluation forms used for a variety of assignments and projects. I find it is useful to monitor each form and make necessary updates from semester to semester. A form is passed out in class prior to the assignment being due. This same form is used to grade the assignment. Some of these forms are also available on my Web site.

### Discussion

Figure 1, “Advice for Improving Your Grade in a Course,” provides a 10-step guide (not intended to be all inclusive) to doing well in any course. We all know students who either follow or ignore these steps to success. This is a handout the first day of classes and is intended to be a guide to what I expect of students in my classes.

Illustration 2, “Suggestions for Writing a Paper,” gives students a guide to writing an acceptable assigned research paper. Students often overlook the most basic requirements of writing a paper. It is not uncommon to receive a paper without a title, an introduction, a conclusion, paragraphs, etc.

Illustration 3, “Test Debriefing,” is handed out to students along with their first graded examination. They have the opportunity to audit their study habits and audit their performance on the examination. Students have the

opportunity to discuss the test debriefing results and their examination results on a one-to-one basis. This process may provide guidance to improve performance on future examinations.

Illustration 4, “Research Paper evaluation Sheet,” is given to the students before they begin writing an assignment. This same form is used to evaluate and grade the assignment. This may help students avoid making common mistakes in writing the assignment.

Illustration 5, “Paper Evaluation,” is used to evaluate and grade writing assignments. Again, this form is provided prior to the assignment being started. This form is also used when grading the assignment.

Illustration 7, “Presentation Evaluation,” is used to evaluate and grade more lengthy and complex team presentations or projects. Students have this form prior to beginning the assignment and may use it as a check sheet as they complete the assignment.

### **Conclusion**

This brief position paper is intended to be a brief and not all inclusive outline of some of the forms or tools I use to provide students pre and post feedback in upper division business courses. Students seem to appreciate having the opportunity to have this information when undertaking an assignment. I update each form as circumstances dictate.

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## **APPENDICES**

### **FIGURE 1 Advice for Improving Your Grade in a Course**

1. ATTEND CLASS WITHOUT FAIL. YOU WILL GAIN VALUABLE INFORMATION.
2. ARRIVING LATE TO CLASS IS DISRUPTIVE. YOU SNOOZE, YOU LOOSE.
3. READ ASSIGNMENTS CAREFULLY PRIOR TO CLASS. YOU NEED TO KNOW.
4. THE BETTER YOU KNOW THE SUBJECT MATTER, THE HIGHER YOUR GRADE.
5. PARTICIPATE IN CLASS DISCUSSIONS. EVERYONE LEARNS.
6. TAKE CAREFUL NOTES ON ASSIGNMENTS AND CLASS DISCUSSION.
7. HAND IN ASSIGNMENTS ON TIME. LATE ASSIGNMENTS ARE PENALIZED.
8. PROOF YOUR ASSIGNMENTS BEFORE SUBMITTING THEM FOR GRADING.
9. FOLLOW INSTRUCTIONS.
10. PROFESSIONAL APPEARANCE AND NEATNESS DOES COUNT.
11. REVIEW ITEMS 1 THROUGH 10.

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### **FIGURE 2 Suggestions for Writing a Paper**

1. Develop a working title. This will help focus on the topic. The working title need not be the final title.
2. Develop a thesis or subject statement. Again, this will help focus on the topic.
3. Develop an outline for the project. The more detailed the outline, the easier it will be to complete the assignment. This will require some time and effort. However, remember, the time spent developing the outline will pay off in terms of an easier writing task.

4. See Turabian for a general outline format on page 38. In addition, in the back portion of Turabian there is a model for a paper.
5. See Turabian, pages 187 and 212. for the correct method of footnoting and set up sources or references in bibliographic format. Note N (footnote) = footnote and B = bibliographic format. Note the formats for one, two, three, and more than three authors. Also, note that different types of publications (books, periodicals, etc.) each have their own format. Check carefully for the name of the author. It may be at the end of the article. If no author is provided, you may list the organization as the author. You are not presenting a bibliography. A bibliography suggests an extensive and intensive search of the literature or subject matter. You have not done this, nor is it expected.
6. Keep in mind; footnotes are always, by definition at the bottom of a page. Endnotes, by definition, are at the end of the body of the paper, just ahead of the references or sources. They are numbered consecutively throughout the paper. Footnotes always (using Turabian) are in the form of first name followed by last name. This is the opposite of references or sources.
7. References or sources are ALWAYS in alphabetical order, author's last name, followed by a comma, and then their first name or initials. Use the first name if given. The city of publication and state (if in the U.S.A.) must be provided. The only exception is New York. You should not provide the name of the state in this case.
8. Web or Internet sources must be identified as to when the site was visited, for example, Visited 2/4/2007, at about screen \_\_\_\_ (a number). Give the approximate screen where the quote or information is found.
9. Use balance in your references or sources. Do not rely heavily or exclusively on Web sites. Your research should be a mix of Web sites, periodicals, books, etc.
10. Carefully read what you have written, spell and grammar check before submitting a final copy for grading.
11. Number the pages. The cover or title page is not numbered.
12. Use headings such as Introduction, headings throughout the paper where appropriate, and Conclusion.
13. Follow the rules of spelling, punctuation, and grammar.
14. Remember; give proper credit to any intellectual property created by another. Finding it on the Internet does not suggest it is public property.
15. Reread and follow items 1-14.

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**FIGURE 3**  
**Test Debriefing\***

**Part I: How Did I Study?**

- a. Read the chapters carefully.
- b. Use study skills (marking text, taking/rewriting notes, etc.).
- c. Self-test information on notes taken (more than simply reading your notes).  
Consider a note-taking method where a page is divided into two columns, one approximately 1/3 of the page, the other 2/3 of a page. Take notes only in the larger area. After class, make a brief outline in the smaller column. Outline key words from your notes rather than a formal outline. When studying, cover the notes taken in class and look at the keywords/questions column. Do you remember the related information? If not, uncover the note section and reread your notes for this section. Mark this section as material needing further self-testing.
- d. Complete definitions for terms provided (use the language or jargon of the discipline).
- e. Completed definitions for terms provided.
- f. Completed the practice test.

- g. Attended the study session.
- h. Studied with others after independent study.

**Part II: Why Did I Miss the Question?**

- a. I mismarked the answer; the correct answer was the one I thought I marked.
- b. I didn't carefully consider all the answers.
- c. I knew the "idea" but did not understand one or more of the vocabulary terms in the question or choices.
- d. I could narrow the choices to two, but chose the wrong one.
- e. I remember reading the information in the test or my notes, but I could not remember it.
- f. I studied the incorrect information. I had errors in my notes.
- g. I didn't think the information in the question would be on the test.
- h. I didn't study this information, although I was aware that it probably would be on the test.

**Part III. How Should I Study for the Next Test?**

- a. Read the chapters.
- b. Use a study skill such as marking (highlight) the text and taking notes.
- c. Self-test information in notes taken.
- d. Complete definitions for study terms.
- e. Complete chapter quizzes.
- f. Complete the practice test.
- g. Attend the study session or form a study group.
- h. Study with others after independent study.

\*Some items in this list may not be relevant to a particular course.

Adapted from TEST DEBRIEFING by Professors Paul C. and Linda L. Thistlewaite, Western Illinois University, Macomb, IL 2003.

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**FIGURE 4**  
**Research Paper Evaluation Sheet**

NAME(S) \_\_\_\_\_ TEAM OR CASE \_\_\_\_\_

TITLE PAGE: COMPLETE \_\_\_\_\_ INCOMPLETE \_\_\_\_\_

APPROPRIATE/DESCRIPTIVE TITLE \_\_\_\_\_

PAGE NUMBERING \_\_\_\_\_

SPELLING/APPROPRIATE WORD USAGE \_\_\_\_\_

PUNCTUATION \_\_\_\_\_

SPACING/MARGINS/ATTENTION TO DETAILS \_\_\_\_\_

SENTENCE STRUCTURE \_\_\_\_\_

COMPLETION OF THOUGHTS/IDEAS \_\_\_\_\_

TITLED/NUMBERED NON-VERBAL ITEMS \_\_\_\_\_

ADEQUATE SOURCE DOCUMENTATION \_\_\_\_\_

ADEQUACY/VARIETY OF SOURCES \_\_\_\_\_

FOOT/END NOTES(TURABIAN)\_\_\_\_\_

LENGTH OF PAPER\_\_\_\_\_

OVERALL IMPRESSION OF PAPER\_\_\_\_\_

OTHER\_\_\_\_\_

GRADE\_\_\_\_\_

COMMENTS:

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**FIGURE 5**

BU<sub>xxx</sub> PAPER EVALUATION  
NAME\_\_\_\_\_

COVER SHEET CORRECT	YES	NO		
TURABIAN STYLE FOOTNOTES	YES	NO	INCORRECT FORMAT	
HEADINGS	YES	NO	TOO FEW	
ADEQUATE FOOTNOTING	YES	NO	TOO FEW	TOO MANY
PAGES NUMBERED CORRECTLY	YES	NO	NOT NUMBERED	
SPELLING, PUNCTUATION, ETC., OK	YES	NO	FEW ERRORS	MANY ERRORS
12 TOPICS	YES	NO	NUMBER OF TOPICS_____	
LENGTH OK – MIN 12 PAGES	YES	NO	PAGES_____ SHORT_____	
VARIETY OF SOURCES	YES	NO		
OVER DEPENDENCE ON INTERNET	YES	NO	MOSTLY/ALL INTERNET	
TIMELY SOURCES	YES	NO	OLD SOURCES	

COMMENTS:

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**FIGURE 6**

ORAL PRESENTATION EVALUATION 1. \_\_\_\_\_

2. \_\_\_\_\_

INTRODUCTIONS YES NO 3. \_\_\_\_\_

TIME START\_\_\_\_\_ END\_\_\_\_\_ TOTAL TIME\_\_\_\_\_

BUSINESS DRESS	1. ACCEPTABLE +	ACCEPTABLE	NOT ACCEPTABLE
	2. ACCEPTABLE +	ACCEPTABLE	NOT ACCEPTABLE
	3. ACCEPTABLE +	ACCEPTABLE	NOT ACCEPTABLE
INTRODUCTION PRESENTATION	ACCEPTABLE+	ACCEPTABLE	NEEDS IMPROVEMENT
POWERPOINT SLIDES	ACCEPTABLE+	ACCEPTABLE	NEEDS IMPROVEMENT
USE OF NOTES	ACCEPTABLE+	ACCEPTABLE	NEEDS IMPROVEMENT
POSTURE	ACCEPTABLE+	ACCEPTABLE	NEEDS IMPROVEMENT
PRESENTATION	ACCEPTABLE+	ACCEPTABLE	NEEDS IMPROVEMENTS
CONCLUSION	ACCEPTABLE+	ACCEPTABLE	NEEDS IMPROVEMENT
PRACTICE	EVIDENT	SOME	NEEDS IMPROVEMENT
OVERALL	ACCEPTABLE+	ACCEPTABLE	NEEDS IMPROVEMENT
COMMENTS:			

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**FIGURE 7**

**PRESENTATION EVALUATIONS**

**Report – Written Portion**

Cover Sheet	Y	N
Descriptive Title	Y	N
Team Identification	Y	N
Turabian Footnotes	Y	N
References Format OK	Y	N
Headings Within Paper	Y	N
Pages Numbered	Y	N
Editing / Spelling / Etc.	Y	N
Other _____		

<b>Report – Written Portion</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**PowerPoint Slides**

Clear	Y	N			
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Cluttered	Y	N			
-----------	---	---	--	--	--

Editing / Spelling / Etc.	Y	N			
---------------------------	---	---	--	--	--

Appropriate Number of	Y	N			
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Other \_\_\_\_\_

<b>PowerPoint Slides</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
--------------------------	----------	----------	----------	----------	----------

**Professional Diary**

Professional Diary Present	Y	N			
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Details / Informative	Y	N			
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Other \_\_\_\_\_

<b>Professional Diary</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
---------------------------	----------	----------	----------	----------	----------

**Oral Presentation**

Team Member _____	1	2	3	4	5
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Team Member _____	1	2	3	4	5
-------------------	---	---	---	---	---

Team Member _____	1	2	3	4	5
-------------------	---	---	---	---	---

Team Member _____	1	2	3	4	5
-------------------	---	---	---	---	---

**Professional Dress**

Team Member _____	Y	N	Comment _____
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Team Member _____	Y	N	Comment _____
-------------------	---	---	---------------

Team Member _____	Y	N	Comment _____
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Team Member _____	Y	N	Comment _____
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1 Adapted from Paul and Linda Thistlewaite, "Test Debriefing," Western Illinois University, Macomb, IL, 2003.

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# FOSTERING MARKETING LITERACY: BEYOND THE TEXTBOOK

*Rick Saucier, St. John's University*

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## SUMMARY

In order to encourage marketing literacy, educators need to motivate students to read beyond a textbook coverage of marketing principles. Current books and articles in the field will enrich a marketing course and encourage students to engage in higher awareness of marketing issues, critical thinking regarding the marketing field, and improved problem solving.

## Introduction

A worthy goal for marketing educators to seek is to foster an intellectual maturation in their students. Promoting reading beyond a traditional textbook elevates student awareness regarding controversial issues within the marketing field. Through exposure to different authors' views, students are encouraged to engage in critical thinking while integrating different perspectives from well-written, engaging books about marketing problem-solving.

## Methodology

To encourage students to read, educators must read! While simply put, looking for potential supplemental books to employ in a course involves a great deal of reading on the teacher's part. Reading objectives may include researching materials that address textbook concept gaps and deficiencies or develop marketing concepts beyond an author's text coverage.

I develop marketing literacy through two approaches. First I create a list of books that complement their text. A description of the books is listed on my web site. Students are advised to consider in particular subject matter they may wish to learn more about, but also are allowed the final say regarding which books they wish to read. Students write papers on their book selections and spend time discussing the book to reflect on the author's views to allow the members of the class who did not read that selection to understand the author's concepts. In addition, I facilitate a discussion for students to understand how this material complements their text studies. For example, consumer behavior texts often cover how to increase product exposure, garner attention, and influence customer perceptions through product concepts. I

include another book that discusses the importance of how to influence consumer exposure, attention, and perception in a retail environment. Students are encouraged to incorporate what they learned from their supplemental readings on case studies, exams, and other writing assignments throughout the semester.

A second approach is to assign students to bring in articles of their choice to discuss in class. These idea briefs encourage students to develop concepts that are covered superficially in a text and examine them more deeply in class. Students are provided with some freedom within some structure for this particular assignment. I assign each student two text chapters for which they are responsible. Students can seek to learn more about any topic of their choice in that particular chapter. To expose students to marketing research, at least one of the idea briefs must come from an academic journal. Students simply present the brief when the topic is covered in class which provides a timely means to expand the class knowledge of that given topic. On the day students complete the oral brief, they must also turn in a one page written brief along with the attached article.

## Conclusions

Encouraging students to read beyond their textbook allows students to engage much more in-depth into their subject matter. Adding well-written supplemental readings encourages students to explore the marketing field in new ways. Class discussions make learning about the marketing field more fun and engaging while encouraging students to read other books in the field. I have also found that students who are interested in a marketing career arrive at a better understanding of the respective area of marketing they wish to seek out. Idea briefs allow students to explore specific topics of their choosing. By requiring that at least one brief be based from an academic journal article, students receive the opportunity to examine good research carried out in the field. Most importantly, students learn to integrate a variety of perspectives into the subject matter, creating a richer and deeper understanding of marketing.

Giving the student the power to choose the reading makes them feel in control of the assignment. However, the

educator should strongly consider imposing some structure on the assignments. A well thought out description of the criteria for the readings will help direct students as to what they need to learn from the readings. A list of discussion questions may prove helpful to guide students through the content of the reading. Reading works best when they complement the text material. Therefore be

certain to assign and employ them at the appropriate coverage during the semester. Students should be held accountable to complete the readings and to write and discuss them in a critical manner. If done right, readings will foster a much better informed mature marketing student.

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# CONSIDERING A SIMULATION? BENEFITS + TIPS TO GUIDE ENHANCED EXPERIENTIAL LEARNING

*Brian P. Hanlon, North Central College*

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## SUMMARY

The use of interactive online simulations in classrooms has become increasingly popular during recent years as faculty attempt to incorporate more experiential learning components into the classroom environment. This position paper discussion is intended to begin a dialog centered on three primary topics: (1) perceived benefit(s) to student learning from a faculty perspective; (2) workload, training and effort required by faculty in coordinating and supervising a classroom simulation experience; and (3) risks and potential pitfalls of using simulations. The viewpoint of the discussant is based on experience in evaluating and reviewing simulation products over the past several academic years, including teaching four course sections with simulations in 2007–2008, and using a simulation as a graduate student in a capstone MBA program course.

By the time students are prepared to enroll in advanced marketing courses they typically have at least a minimal understanding and background in other business disciplines as well. In discussing pricing strategies, students may inquire about the financial impact on the overall business associated with a given strategy. In thinking about the features of a product, service or experience students are curious about HR-related topics such as selecting the right management team, salary expectations, work-flow issues, etc. Crafting a promotional strategy and understanding the trade-offs that must be made between the many options that exist is difficult to comprehend when discussed or studied in isolation from the rest of the business. There are countless other examples of how teaching marketing topics, especially at the advanced level, becomes very challenging (and perhaps unrealistic) when subjects are isolated from each other and not discussed in the overall context of managing a business. The primary benefit of incorporating an online simulation into an advanced marketing course is that it provides a context in which the students must operate. Financial constraints and revenue pressures force students to make marketing decisions that will impact the rest of the business (e.g., spend too much on promotion and there will not be enough to cover next month's

payroll). This added element of reality can sometimes be found in case studies, however, the dynamic nature of decision-based learning via online simulations creates an environment where collaborative student teams get real-time feedback after brainstorming with their "management teams" (typically a group of 3–5 students).

In preparing to incorporate a simulation into a course, faculty must be prepared for the workload this requires. Faculty will need to evaluate at least several simulation tools to select the most appropriate one for the course topic(s) (e.g., marketing strategy, new product development, etc.). Reviewing the instructor and student manuals for the simulation is a time-consuming process and is required in order to fully comprehend how the simulation actually works. It is highly recommended that faculty actually engage in the simulation exercise by creating multiple "student teams" which the faculty member will run against each other – thereby creating a "simulated" simulation environment. During this exercise the faculty member should also monitor the teams created via the instructor portal which allows faculty to monitor and track decisions made by teams. Once a simulation is set-up, the faculty member's role mostly becomes one of an expert-advisor to student teams on the issues presented in the simulation, and sometimes with respect to how the simulation works – but caution should be made that students are responsible for learning the simulation tool. If students are using the simulation as an in-class exercise, keeping them actively engaged is relatively simple. However, faculty who choose to use the simulation as a homework exercise may face the challenge of keeping students involved. Monitoring student and team performance is also required because grading a simulation can be difficult. Do we grade simulated team performance? Do we only grade in terms of participation? Do we require weekly journal entries regarding team-based decision making? Should a paper be due at the end of the simulation experience? There are a number of possibilities to consider.

Lastly, faculty must consider the possible pitfalls of using a simulation. If done poorly, a faculty member's course can simply "fall apart." The technology is not perfect, and

the results can sometimes be confusing – especially if the faculty and/or students have not fully reviewed the simulation manuals in great detail. Booking computer labs in advance is critical if the simulation is used as an in-class exercise. Software sometimes becomes an issue if a download is required. Finding a web-based simulation can greatly reduce this risk since all programming codes and the processing of results is done online through the simulation company's servers. The simulation needs to be run over a series of weeks during a term. Balancing how long the simulation will run for with the complexity of the simulation is required. Setting up a simple simula-

tion will result in students feeling bored after only a few weeks. Adding complexity by initiating new challenges as the simulation progresses is one way to overcome this, and is a feature offered by some simulation companies.

In considering whether or not to incorporate a simulation into a course, there are a myriad of factors faculty must consider. If planned well in advance with adequate preparation, simulations can provide great student learning experiences that offer insights beyond what most text books and case studies deliver.

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# THE “T-O-P” 3 THINGS YOU CAN LEARN FROM A “TEACHER OF THE YEAR” AWARD WINNER

*Kelly Price, East Tennessee State University*

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## SUMMARY

What makes a great instructor? Which professor did you have that made you love the field he or she taught? Or, how did that professor inspire you to strive higher and think critically? What is it about that professor’s teaching that was so memorable and fantastic? This essay was written to suggest ideas that could help you become somebody’s “favorite professor.”

## Introduction

Every semester, it happens. You are standing anxiously outside of your classroom as your students complete the student evaluation form. With every word they write and every bubble they fill in, your career will feel the impact. You also know the evaluation results will find its way to your employee file. It may impact your quest to tenure. The evaluation may even stand to influence your reputation as an instructor.

So, what are some of the techniques and strategies used by instructors who continually rank in the top 10 percent of teaching evaluations? How do they always seem to be the ones whose classes fill up first, even for an 8:00 a.m. class? The following are the “T-O-P” three strategies I have used in the classroom that may help you become an even better teacher.

## The “T-O-P” Three Things You Can Learn

***Give Them the “T”ools.*** It would be terrifically difficult to build a house without the appropriate tools. If a builder tried to assemble a house with inferior tools or the wrong tools, there would not be a successful outcome. A builder should fill the tool box with everything possible to obtain the result of a great house. The same theory applies to students. As their instructor, you should fill their tool box with every tool you can to set them up for success. For example, I always use our university’s online system (Desire2Learn), to communicate class information such as the syllabus, announcements, changes, chapter outlines, handouts, and web links used in class, and many other relevant items. Substandard tools will not do the

job. One may argue that this may seem like I am “holding their hand” by providing them so much material. However, after I give them tools, it is up to them as to how they will build their house. For example, I provide the tool of a chapter outline to every chapter discussed in class. The students can ignore the outline, or they can print it, bring it to class, take notes on it and use it to study for the exam (or as I call it, the “Celebration of Knowledge”).

***“O”oops Learning.*** Motivating college students can be quite difficult! Students sometimes have a “don’t care” attitude. Or, they may believe the course content is boring or not relevant to everyday life. Therefore, students must sometimes be “tricked” into learning. Innovative and creative teaching may make students learn something even though they don’t realize it. The ever-present debate of “is it teaching?” or “is it entertainment?” is controversial. However, I see my teaching as a performance. Just as a concert-goer pays a price to see a singer, my students have paid to sit in my classroom. Therefore, I argue that using entertainment can be teaching. For example, to teach the concept of sonic branding, I use many forms of audio and visual clips. First, I have the students name the familiar tunes they know as I play them over the classroom speakers. Some examples I use include Intel, Ben and Jerry’s, T-mobile, and NBC. I also have them watch a video clip several times to show that even though the action in the video does not change, the tone of it does as I change the music from suspenseful to romantic to action-oriented. At that point, they have no idea they are learning the value of a sonic brand to a product. After some more discussion, I ask them to name some of the common ideas to all of the sonic brands we have discussed thus far. Then, I introduce some of the traditional marketing strategies behind branding. Before they know it, the students have learned sonic branding, branding strategies, and the consumer behavior issues of how marketers use music to engage and connect with the consumer. More importantly, they had fun doing and it didn’t feel like learning.

***“P”ersonal Best.*** Motivating students is one issue, but motivating ourselves can be even tougher. As instructors, we set high standards and identify benchmarks and ex-

pectations for our students. Conversely, what do we expect from ourselves? Giving your best each and every time you enter the classroom can be one of the toughest parts of teaching. I expect my student's personal best every day. If I expect that from them, I must reciprocate with my best effort. This could mean giving an exemplary and well-prepared performance, smiling at them, laughing with them, giving them every piece of marketing knowledge I possibly can to help them be better employees or even making sure that I reply to emails within the hour so they know I am supportive. I tell my students on the first day of class, "I don't give the grades. You earn them." I think this statement goes both ways. I don't just get a great evaluation. I must earn one.

## **Conclusion**

The year I won the College of Business and Technology Teaching Award, I was ecstatic. The award comes from student nominations. When the Dean announced my name on that day, I felt a sense of pride, but also admiration for the accomplishments of my students. You see, I think a benchmark is not just how students perform in my classroom, but what kind of citizens they are when they graduate. So, when one of my students emailed me to tell me she had been hired as a Marketing Manager for a major hospital, and to thank me for everything, I knew I had been successful.

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# STUDENT ATTITUDES TOWARD FACULTY ADVISING SERVICES

*Alison M. Wolfe, Elmira College*

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## ABSTRACT

Faculty advisors play an important administrative and counseling role for students at most post-secondary institutions, while functioning in a changing academic and technological environment. This paper examines current student attitudes and expectations toward faculty advising services based on results from a survey of over 350 students. Areas examined include services used and provided, preferred methods of contact, the perceived quality of advising services, and relative importance and satisfaction levels for specific aspects of advising.

## INTRODUCTION

For most students, a faculty advisor serves as the primary point of contact with their college or university outside of the classroom, as well as the one person who takes a longitudinal view of a student's academic efforts during their time in school. This paper examined student attitudes toward faculty advisors, using a survey designed to address issues such as the following:

- ◆ What factors do students see as being important for faculty advisors?
- ◆ Should the role of faculty advisors expand into a broader mentoring or counseling role?
- ◆ Is it important that the faculty advisor be in a student's major?
- ◆ What are student expectations in terms of accessibility and forms of contact for advisors?
- ◆ How do students rate the quality of their advising experiences?

Traditionally, academic advising has been the responsibility of faculty who served as mentors and assisted in student's ethical, intellectual, and moral development (Damminger 2001). The traditional advising system was simply an administrative function focused on short term rather than long term goals and involved little if any active involvement from either the student or the faculty advisor (Broadbridge 1996). Since then, the focus of

academic advising has been evolving from this traditional academic approach to more of a developmental approach, focusing on the student's personal growth (Frost 1991; Lowenstein 1999).

Today advising has moved from simply providing students with academic and scheduling information to a student-centered service that includes the needs of the institution as well. (Frost 1990). This change in academic advising can be seen in the change in the roles, duties, and responsibilities of today's academic advisors, which often include the development of individual academic plans, providing updated curriculum and academic policy information, and serving as a referral agent for other campus activities and organizations (Midgen 1989). Furthermore, this change to a developmental form of academic advising is often seen part of the teaching paradigm in that planning, problem solving, decision making and cognitive skills are now an integral part of the skills needed in effective advising interactions (Frost 1991; Nutt 2004; Smith and Allen 2006), to the point where Hemwall and Trachte (2005) feel faculty should approach advising as part of the learning and teaching process.

Damminger (2001) defines what academia now terms "developmental academic advising" as an advising relationship with students that supports and instills a quest for an enriched experience related to their education. It consists of ongoing student-advisor interactions and utilization of the entire range of resources available to the student to reach educational and personal goals, and includes course registration, academic competence, personal involvement, and the development of life purpose. Implementers of development academic advising feel that the advisor is the representative most responsible for assisting students in gaining maximum benefits from their higher education experience (Gordon, Habley, and Associates 2000).

Benefits for individual students from effective advising include being motivated to remain in academic programs during difficult times, meaningful opportunities for out of class contact with faculty, and involvement in university experiences (Frost 1991; Light 2001; Mastrodicasa 2001), while Creamer (2000) describes academic advis-

ing as an educational activity that assists college students in making decisions in their personal and academic lives. Conversely, poor advising can potentially result in student anxiety and frustration (Astin and Astin 2000; Astin 1984). Other effects of ineffectual, meaningful, or non-existent academic advising include students feeling alienated, lonely, discouraged, and overwhelmed (Flores 1994). At the level of the institution, benefits of effective advising include improving student retention, creating positive learning environments, enhancing student's motivation to complete programs on time, and improved student successes (Moses 2001; Templeton, Skaggs, and Johnson 2002; Frost 1991; Mastrodicasa 2001).

Given these trends, the need has been recognized for analyzing, improving and assessing the academic advising process. Brown and Sanstead (1982) noted that the overall purpose of evaluating academic advising is to provide information useful for making changes in the advising program, while Hester and others have recognized that student evaluations are suitable for studying certain aspects of advising (Hester 2008; Campbell 2005; Nutt 2004), however, success has been limited and problems have been identified (Brown and Sanstead 1982). Against this context, this study was designed to measure student attitudes relative to current thinking about faculty advising.

## METHODOLOGY

A paper survey was administered to students at a liberal arts college on the East Coast during registration for the fall term of 2007, containing 17 questions assessing student attitudes toward advising services across several dimensions including usage levels, expectations, future recommendations, and overall satisfaction, together with demographic information. The 364 survey responses received were distributed fairly evenly across the classes of 2008 through 2011, with approximately a 3 to 1 ratio of females to males (77% versus 23%). Broad spectrums of majors were represented, with the largest groups including biology (12.6%), business administration (10.2%), and psychology (6.6%). The survey questions were as follows:

### I. Demographic Information

The following questions were asked to classify the demographics of the respondents:

1. What year do you expect to graduate from college?
2. Are you a full-time or part-time student?

3. Have you identified a major? If you answered, "Yes"; what is your major(s)?
4. What is your gender?

### II. Advising Information

5. What do you consider to be your primary source for academic advising? (Faculty Advisor, Professor in your major (not your advisor), Academic Deans, Friends/Students, Office of the Registrar, Family Member(s), Office of Career Services, Coaches, Other).
6. Select the main reasons why you contact your faculty advisor. Check all that apply: (Career planning, Internship opportunities, Community service requirement, Graduate school, Scholarship opportunities, Course registration requirements, Review academic plan, Review graduation audit, Add or drop a class, Required by academic advising, Elect pass/fail option, Other).
7. How have you used advising services? Check all that apply: (In person, On-line, E-mail, Text-messaging, Telephone, Other).
8. How would you prefer to use advising services? Check all that apply: (In person, On-line, E-mail, Text-messaging, Telephone, Other).
9. How many times do you visit your faculty advisor during one academic year? (Zero through six or more visits).
- 9a. How many times do you *expect* to visit your faculty advisor during one academic year? (Zero through six or more visits).
10. What are your reasons for using a faculty advisor? (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree):
  - a. Identify education goals.
  - b. Identify career goals.
  - c. Information on programs/course offerings.
  - d. Information on college services.
  - e. Develop a plan to meet education goals.
  - f. Selection of courses for the term.
  - g. Assistance with resume, job search and graduate school plans.
  - h. Assistance with class management.
  - i. Sign forms such as add/drop, pass/fail, community service, etc.
  - j. Go over your graduation audit.

11. Please rate the importance of each of the following roles for faculty academic advisors (low, medium, high), and your satisfaction of how well these roles are currently performed (poor, good, excellent):
  - a. Assist with course selection/planning.
  - b. Be able to advise me on the selection of an academic major.
  - c. Be knowledgeable about careers that apply to my major.
  - d. Help me with personal issues and concerns.
  - e. Serve as mentors.
12. I expect my faculty advisor to: (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree):
  - a. Be knowledgeable about college and departmental policies, procedures, and deadlines.
  - b. Write letters of recommendation.
  - c. Assist me, if needed, with study skills such as note taking, test taking, and time management.
13. I prefer to have a faculty advisor in my major: (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).
14. Have you switched advisors since the beginning of your freshman year? (Yes/No)  
If "Yes," I switched advisors because (check all that are appropriate): (I wanted an advisor in my major, My advisor left the college, I did not feel my advisor was helpful, Other).
15. I would rate the quality of faculty advising that I've received as: (Very Good, Good, Average, Poor).
16. Please use this space to express any comments, concerns, or suggestions you may have regarding faculty advising?
17. The one thing that would most improve faculty advising at this school would be?

Results from the survey questions listed above were then coded as quantitative values as specified by respondents. This data was also examined relative to demographic criteria surveyed, with variations by class year detailed for several survey items in the following results section.

The vast majority (75.8%) of students surveyed viewed their faculty advisor as their primary source for academic advising, versus friends (9.3%) and professors (8.5%),

making this survey a useful tool for assessing the role of faculty advisors. The data also showed that the average student both expects and receives approximately four advising visits per year (3.82/3.96), with the number of actual average visits increasing among older classes.

## RESULTS AND DISCUSSION

The results of this survey show clear trends in student preferences for advising, ranging from the alignment of advisors with student majors to clarifying the roles of an advisor, with this data pointing to several specific areas for improvement. Key conclusions are as follows:

### **Conclusion 1: Advisors Provide a Broad Range of Services**

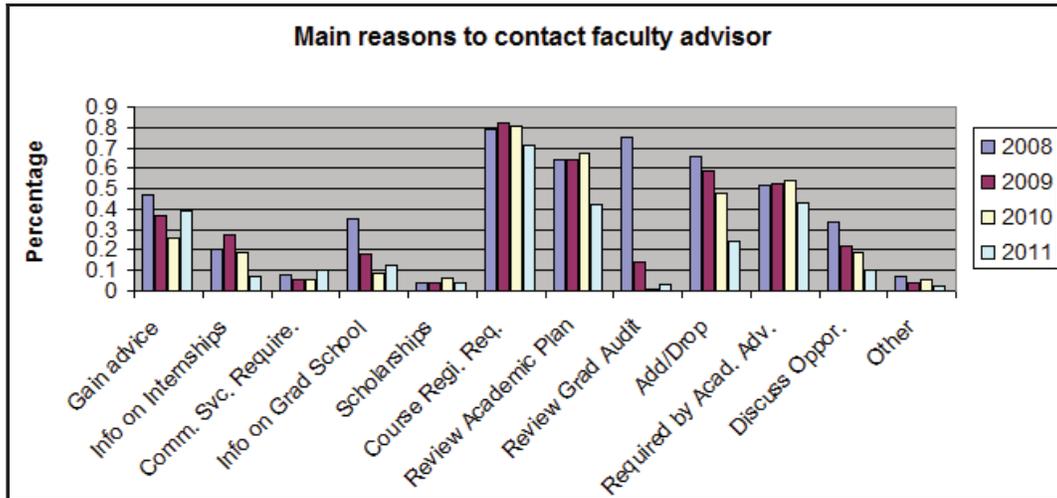
This survey found that nearly all students use advisors for functional roles such as selecting courses (94%), processing add/drop forms (92%), and obtaining information on courses and programs (87%). A substantial majority of these students also use faculty advisors to discuss educational goals (83%) and career goals (72%). Finally, a smaller majority of students use their advisors for services such as graduation audits (66%), information on college services (59%), assistance with job searches and graduate school (58%), and class management (54%).

Examining this data broken down by class, there is a clear increase in using advisors to discuss opportunities among older classes, as well as increasing levels of add/drop activity. Understandably, uses of graduation-related services are clustered toward seniors, while the broader use of using faculty advisors to gain academic advising is clustered around beginning students and seniors.

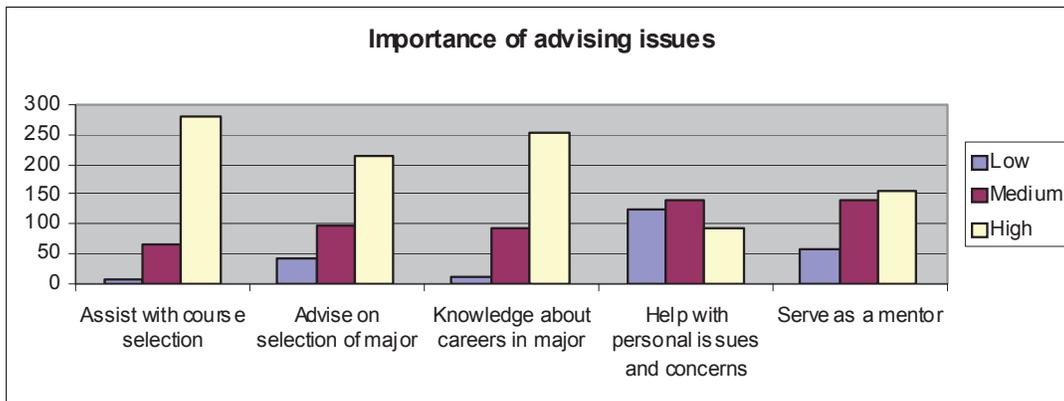
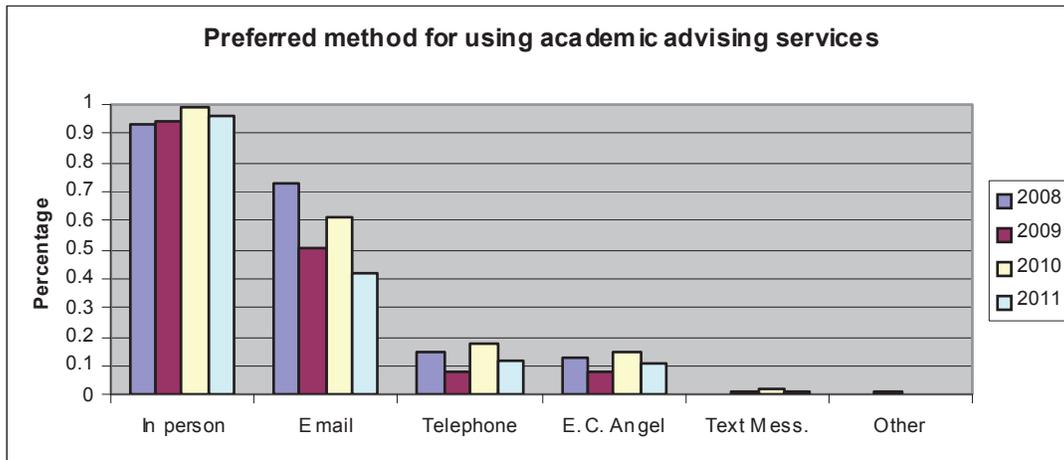
### **Conclusion 2: Students Use – and Prefer – In-Person or E-Mail Contact**

A wide variety of potential touch points now exist between students and faculty advisors, including e-mail, telephone counseling, on-line contact via the school's learning management system, and text messaging as well as the traditional office visit. The survey showed that students have a strong preference for in-person visits, with over 90 percent of students in each class expressing a preference for this. E-mail was selected as a preference by a majority of all students except freshmen, while minimal preference (under 20%) was expressed for other forms of contact. There was minimal variance in the survey between methods used and preferred, as well as minimal variation across class years for modalities other than e-mail.

**FIGURE 1**  
Main Reasons for Contacting a Faculty Advisor, by Class Year



**FIGURE 2**  
Preferred Method for Using Academic Advising Services, by Class Year



**Conclusion 3: Students Expect More Academic and Career Expertise, Less Personal Guidance and Mentoring**

A substantial majority of students gave high importance to functional aspects of advising such as assisting with course selection (77%), advising on the selection of a major (59%), and being knowledgeable about careers in a major (70%). By comparison, less than half of students rating helping with personal issues and concerns (26%) or serving as a mentor (43%) as being important. This correlates with a related finding that students expect advisors to be knowledgeable about the school (97%) and to write letters of recommendation (87%), but feel less strongly about assisting with study skills (41%).

When it comes to student satisfaction levels for these services, the survey reveals substantial areas for improvement. While 62 percent of respondents gave high ratings in the core competency of course selection, for other issues the percentage of high ratings were in the 50s or below. Note also in the corresponding chart that one-third or more of respondents rate their satisfaction levels as “medium” or lower in each of these areas.

**Conclusion 4: Students Strongly Prefer Advisors Within Their Major**

One of the key outcomes of this survey is that students are very clear in their preference for having an advisor in their declared major, with over 85 percent of respondents rating this as “agree” (18%) or “strongly agree” (67%). This compares with a related finding that over one-third of survey respondents (35%) have switched advisors during the course of their studies.

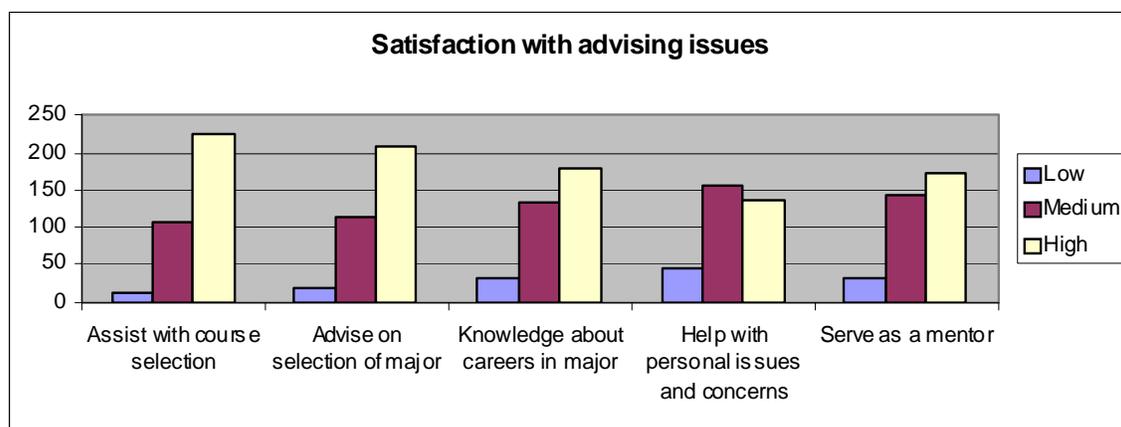
**Conclusion 5: Overall Ratings of Advisors Are Good, But with Much Room for Improvement**

The vast majority of respondents currently rate their faculty advisors as “good” (36%) or “very good” (42%), while less than 3 percent rate their advisors as “poor.” At the same time, less than half of students rated their advisors as “very good,” particularly seniors, as shown in Figure 4. Among the qualitative comments from students, there were numerous responses praising specific advisors as well as a few criticizing specific ones, while far and away the most common comments pertained to wanting the school to assign advisors by major according to the subjects they teach.

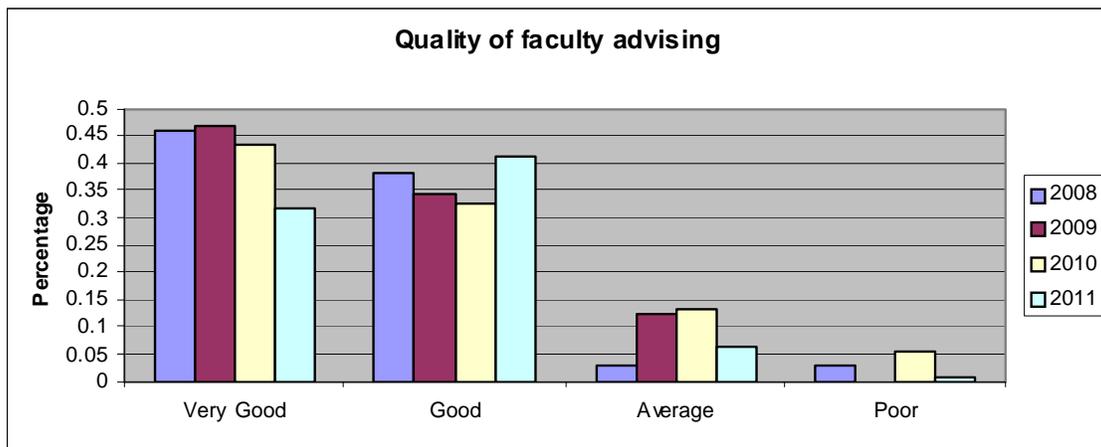
Taken together, these findings indicate a clear consensus defining the primary role of a faculty advisor as being a personal guide for curriculum and career information through graduation, as well as an expectation that such advisors should be very knowledgeable in the student’s major of choice. Such expectations serve as important feedback for the methodology of assigning faculty advisors, and in a world of increasingly transdisciplinary education, it also underscores the importance of advisors having a base of expertise within a home discipline.

These results also indicate that students themselves appear to be resistant to broader counseling roles for faculty advisors, with a strong preference for basic competencies in academic advising, a result that in turn should inform the debate over a more developmental advising environment. While this sample is only representative of one school, if its results are indicative of broader trends, they may indicate that other channels for personal growth and development may be more favored by students them-

**FIGURE 3**  
Importance and Satisfaction Levels for Specific Advising Issues



**FIGURE 4**  
Quality of Faculty Advising, by Class Year



selves. Finally, this survey indicates that while advising quality is good overall within this survey sample, considerable room for growth remains.

#### SUMMARY

These survey results open up several issues for future research and discussion, including the following:

- ◆ Clarifying the role of faculty advisors in the future.
- ◆ Addressing strong student preferences for advisors in their major.
- ◆ Understand what factors keeps students from giving advisors the very top rating.
- ◆ Examining how to educate faculty members to be better advisors.

At a broader level, they also open the issue of future student input and participation into the process of how faculty advising evolves from here. The results from this survey indicate student attitudes that, in some ways, contradict academic trends toward a broader and more developmental level of advising services. Expanding this survey approach to a broader sample of students, including more diverse geographic locations, campus sizes, and student demographics, could yield a more accurate composite picture of student thought that could, in turn, inform the further growth and development of faculty advising roles.

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