

Marketing Management Association 1999 Educators' Conference Proceedings

EDITED BY

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Southeast Missouri State University

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PREFACE

READ THIS! These have been the opening words of the Preface in the past three Fall Conference Proceedings. Hopefully these words will encourage all conference participants to read the preface, (or re-read, as the case may be) as it outlines the guiding philosophies of this conference.

This conference was developed with a continually evolving set of objectives, all directed toward the primary mission of conducting a conference where the primary focus was enhancing the teaching of business disciplines. This year, a record number of conference participants have academic teaching responsibilities in fields as diverse as Management, Economics and Accounting. The involvement of the North American Management Society has only enhanced the conference, as faculty are sharing teaching ideas not only within their own discipline, but across disciplines.

Last year we presented Marketing Achievement awards to Enterprise Rent-a-Car and M&W Packaging. Those who attended the award's dinner will verify the excellent presentations of these people. This year we hope to continue that tradition. We also hope we achieve our goal of continued excellent conference sessions in an informal atmosphere conducive to discussion.

There are many people that need to be thanked for helping put on this conference. Particular thanks are expressed to our departmental secretary, Marie Steinhoff and to the Harrison College of Business at Southeast Missouri State University, which provided much of the support needed to execute a successful program.

South-Western Publishing Company/ITP's support of the conference is svery much appreciated. They supported the printing of the Proceedings, sponsored the coffee breaks and are presenting sessions on Classroom Technology. Several of their authors are attending the conference and their local representative, Don Waller will be available.

Appreciation is also expressed to the Direct Selling Educational Foundation (DSEF) which has provided great assistance in securing a noted executive speaker as well as financial support. Take a minute to track down Robin Diamond at the conference and thank her for her participation.

Finally, thanks to all those who will be participating in this year's conference. A conference such as this can only be successful if we have a "critical mass" of people who are willing to both share their experiences and learn from the experiences of other.

We hope you have a great time in St Louis and return to your respective campuses refreshed and full of new ideas to enhance your classroom teaching. If you do have any questions, comments or suggestions, please communicate these to any MMA officer.

Peter J. Gordon
Bert J. Kellerman
1999 MMA Educators' Conference Co-Chairs

Session 7.2 – Union Room
Marketing Potpourri – Computers, Cases and Simulations
Chair: John Bennett, Stephens College
Susan M. Petroschius, Bowling Green State Univ.
Mike Luthy, Bellarmine College
Janie Gregg, Mississippi State Univ. – Meridian

Session 10.2 – Union Room
Bringing the Real World into the Classroom – II
Chair: John Summey, Southern IL Univ. – Carbondale
Rob Montgomery, University of Evansville
Martin Meyers, Univ. of Wisconsin – Stevens Point
Lynn Anderson Schramm, Ohio State University

Coffee Break 10:25 - 10:45 – Carondolet Room

Coffee Break 3:30 - 3:30 – Carondolet Room

10:45 - 11:40 Friday, September 10, 1999

3:30 - 4:25 Friday, September 10, 1999

Session 8.1 – Soulard Room
E-Commerce in the Marketing Curriculum
Chair: JoAnn K. Linrud, Central Michigan University
J. Holton Wilson, Central Michigan University
Hugh G. Daubek, Purdue University Calumet
Ken Anglin, Minnesota State Univ. – Mankato
Linda Anglin, Minnesota State Univ. – Mankato
Carolyn F. Siegel, Eastern Kentucky University

Session 11.1 – Soulard Room
Student Teams, Games, Case Studies & Simulations
Chair: Ashish Chandra, Xavier University of Louisiana
Paul McDevitt, University of Illinois at Springfield
Wayne Chandler, Eastern Illinois University
James Maxwell, University of Wisconsin – Stout
Oliver Hagen, Lindenwood University

Session 8.2 – Union Room
Teaching Students Professionalism
Chair: Linda Pettijohn, Southwest Missouri State Univ.
O.C. Ferrell, Colorado State University
Debbie Thorne LeClair, Mississippi State Univ.
Linda Ferrell, University of Northern Colorado

Session 11.2 – Union Room
Bringing the Real World Into the Classroom – III
Chair: Uday Tate, Southeastern Louisiana University
Sandra McKay, Southeastern Louisiana Univ.
Margery Fetters, North Central College
Fred Hoyt, Illinois Wesleyan University

4:30 - 5:25 Friday, September 10, 1999

.....
11:45 - 1:15 MMA Luncheon – Featured Speaker
.....

Session 12.1 – Soulard Room
Content of Marketing Courses
Chair: Judy Wiles, Southeast Missouri State Univ.
Charles Wiles, Southeast Missouri State Univ.
Judy Bovinet, Winona State University
Larry Zigler, Highland College

1:15 - 2:10 Friday, September 10, 1999

Session 9.1 – Soulard Room
Curriculum Development
Chair: Brian T. Engelland, Mississippi State University
Dale Varble, Indiana State University
Robert D. Green, Indiana State University
Richard L. Banham, Tennessee State University
Ashish Chandra, Xavier University of Louisiana

Session 12.2 – Union Room
Teaching Sales and Promotion Courses – Some New Ideas
Chair: Bob Erffmeyer, Univ. of Wisconsin – Eau Claire
Lynn Anderson Schramm, The Ohio State Univ.
David O’Gorman, Univ. of Illinois at Springfield
Charles Pettijohn, Southwest Missouri State Univ.

Session 9.2 – Union Room
Student Involvement Beyond the Classroom
Chair: Peggy Gilbert, Southwest Missouri State Univ.
Melissa Burnett, Southwest Missouri State Univ.
Debbie Beard, Southeast Missouri State Univ.
Mike Luthy, Bellarmine College

There will be additional Special Sessions on Classroom Technology presented by South-Western College Publishing. Please check at Conference Registration Desk for times.

2:15 - 3:10 Friday, September 10, 1999

Session 10.1 – Soulard Room
So . . . You Want to Write a Textbook – II
Chair: Mike d’Amico, University of Akron
O.C. Ferrell, Colorado State University
Dan Wren, University of Oklahoma
Dale Varble, Indiana State University

FRIDAY SEPTEMBER 10

5:30* – 10:00?? Cardinal Game – Busch Stadium

**(Includes dinner & drinks – 6:10 - 8:40)
Game Starts at 7:10**

***Go early if you want to see batting practice.**

Complimentary coffee, tea, soft drinks, and cookies will be available throughout the day in the Carondolet Room

.....
Casual Dress For All Sessions
.....

MARKETING MANAGEMENT ASSOCIATION

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CALL FOR PAPERS

MARKETING MANAGEMENT ASSOCIATION

SPRING 2000 CONFERENCE

MARCH 1-3, CHICAGO

GUIDELINES FOR PAPERS

CONFERENCE TRACKS

1. Authors must submit five (5) copies of the complete manuscript or ideas for special sessions to the Track Chair at any time prior to the deadline of October 1, 1999.
2. Papers should not exceed 15 double-spaced typewritten pages including references, tables, and figures.
3. Each paper should have a title page with the author's name, affiliation, address, E-mail, and telephone/FAX numbers. Multiple authorship should indicate the contact person.
4. The first page of the article is to be the title of the paper but, followed a 100-word abstract single spaced. The rest of the paper should adhere to the reference style used by *The Journal of Marketing*.
5. Authors should avoid revealing their identities in the body of the paper.
6. Papers must not have been published or accepted for publication elsewhere or currently under any other review.
7. A self-addressed, stamped post card must be submitted with each paper or proposal.
8. For all accepted papers at least one author must pre-register and attend the 2000 conference to present the paper.
10. Please reply ASAP by E-mail the type of involvement you prefer – present a paper, paper reviewer, chair/discussant, or propose a panel. Believe me, MMA still offers the best value with only \$50 registration fee for 2000 conference.
11. Submit your paper to only one track. If you are unsure of which track, send your paper to:

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ADMINISTRATIVE SUPPORT OF FACULTY

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Jim L. Grimm, Illinois State University

Bennett L. Rudolph, Grand Valley State University

STRENGTHENING ADMINISTRATORS' CONTRIBUTIONS TO MARKETING AND MANAGEMENT EDUCATION

ABSTRACT

What should be asked of department heads and deans, in order to help them support faculty members toward being ever better, more productive teachers?

Traditional performance expectations of faculty in the three major areas of teaching, research and presentation, and public service are familiar enough, perhaps numbingly so, by now. Much less frequently encountered are resource allocations to faculty, proportionate to expectations; similarly, truly good measurements of faculty output and productivity are seldom seen. Even so, "scholarly productivity" counts of publications and presentations have become more commonplace, with weighted ratings of varying sophistication. Faculty members have become accustomed to having their feet put in the fire by various means. Teachers are thus "graded" in course and teacher evaluations by students, somewhat as students have been evaluated traditionally. Students' evaluations of their teachers then become a measure, often the chief measure, or even the only measure, of faculty teaching performance utilized by administrators. Some aspects of accountability assessment are thereby made of both faculty and students (even though with enormous differences between the two which should not be minimized, such as the anonymity and non-responsibility of students in their rating exercises).

Only rarely, however, do we see or hear of administrators being appraised for their performance in the educational process that they oversee. It seems only fair and equitable, and good management practice, that administrators should be subject to similar kinds of evaluation, and not merely by their administrator superiors. Proper and meaningful evaluation should include ratings by department chairpersons' and deans' "customers," members of the teaching faculty, whose activities are directed and evaluated by chairs and deans. Such measures of perfor-

mance are requisite for establishing standards and norms, and for distinguishing effective administrators from those doing less well. Insufficient achievement so identified can then be targeted for specific improvements, to assure that administrative contributions necessary to the educational enterprise can be appropriately forthcoming.

The ultimate objective of this presentation and its accompanying discussion, however, lies beyond the rare accountability assessment. The primary concern is to identify ways in which administrators might partner more effectively with the faculty in strengthening overall marketing and management education. Accordingly, attention will be directed to such questions as:

- ◆ What is the role that administrators are supposed to play in speaking for, and advocating the causes of, the faculty they represent in the educational organization (rather than only acting for higher levels of academic management)?
- ◆ What needs do the faculty have that department heads and deans should be seeing to, so that teaching, scholarly productivity, and even committee work and other public service can be facilitated, to the mutual advantage of teacher, student, and college or university?
- ◆ What do administrators need from faculty members, if they are to function better as facilitators of better teaching, and more productive scholarship and service contributions from the faculty?
- ◆ What performance expectations should reasonably exist for appraising the contributions of administrators?
- ◆ Does the key to the issue lie in "a more participatory, collaborative, and distributive view of leadership," such as the American Council on Education's and other newer "administrator training programs" are espousing?

◆ Doesn't it make sense to minimize any "war" between faculty and administrators, in favor of build-

ing collaborative relationships that better serve mutual interests and education's goals?

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STUDENT PROJECTS AND STUDENT ASSESSMENT

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INTERNATIONAL USE OF MARKET RESEARCH TEAMS ON THE INTERNET TO DEVELOP CROSS-CULTURAL SOFTWARE

INTRODUCTION

The subject of this article is a team-based Internet marketing research class project designed to enhanced learning while providing necessary product information to a small business software entrepreneurship. The objectives for the class were to expand and upgrade research skills, enhance international marketing knowledge, and gain entrepreneurial business experience. The target market for the software includes college programs in international management, multinational corporate trainers, and business people in general interested in expanding their understanding of international cultures related to business.

CLASS PROJECT OBJECTIVES

The study was designed to answer two sets of questions:
(1) What are the important content areas for the software?
(2) What is the utility of the Internet for market surveying of this kind?

METHODOLOGY

This project was undertaken by three students – two graduate and one undergraduate (Lustig, Nyberg, and Swenson). All research for the project was to be conducted using listservers (selected first) and newsgroups. The list selected for this study was based on subdivisions of the Academy of Management distributed on the Internet (wstarbuck@stern.nyu.edu, 1995). Listservers were selected based on their discussing some aspect of international management. The Learning-Organization and Training and Development listservers were added to the list based on on-line recommendations regarding their frequent international focus. Culture-related newsgroups chosen for this study are located under the category `soc.culture.<country>` (e.g., `soc.culture.indonesia`). The national newsgroups surveyed in this study included: Argentina, Australia, Canada, Chile, Egypt, England/

UK, Indonesia, Malaysia, Singapore, South Africa, Taiwan, Thailand, and Vietnam. This listing included only those countries that were recommended by five or more participants in the listserver survey.

Following the traditional introduction, the listserver questionnaire was segmented into three parts. The first part requested a list of countries that respondents believed should be included in the software; the second part consisted of Likert-type questions regarding the components of the software; and the final part presented an open-ended question to solicit additional information that might not be covered in the survey but was important to the respondent.

RESULTS

Total response was 125 returns. Since the number of people receiving the survey could not be accurately determined, it was not possible to calculate the response rate. Listserver members of the 10 discussion forums were eager to share their opinions about which countries would be most important to include in the software. The response from newsgroups was negligible.

The researchers reached fifteen conclusions regarding conducting research on the Internet. These conclusions are subdivided into three segments: WWW expertise, sample, questionnaire, and data collection. WWW Expertise: Researchers who are unfamiliar with Internet protocol and procedures should expect approximately one-half to one week to gain sufficiently familiarity to efficiently utilize e-mail and Internet resources. Sample: (1) Listservers with target participants as members are relatively easy to locate and join, and they are familiar with and generally responsive to posted surveys; (2) Many listserver memberships are composed of college and university people who are on vacation during the summer, academic breaks, and holidays so surveys may have very limited response rates during these periods. Questionnaire Issues: (1) Several academic respondents noted that the researchers should spend more time in standard library research. Such comments might be avoided by noting in the introduction to the survey that

CONCLUSIONS

the library work had already been completed and end-users were being surveyed for a more thorough perspective; (2) A moderate number of respondents did not follow the rating scale format for the survey; (3) The printout format of e-mail allows returned surveys to be printed on a page for tabulation. This requires that the page be carefully planned and laid out so questions and answers are easily located for scanning and tabulation. Because some international users may use different size screens which can distort rating scale columns into a different format, it may maintain format to run one column down a page rather than two or more columns of survey questions. Date Collection: (1) The use of listservers enables very large numbers of people to be conveniently and quickly contacted. The researchers estimated the total time for posting the survey and retrieving responses was about three hours. (2) Compared with regular postage expenses, the cost of Internet use is negligible and does not increase with size. (3) One to three days appears to be the average turn-around time for e-mail. (4) Strategic interaction with members of the listserv prior to the survey may facilitate response; (5) The survey distribution is enhanced by initial respondents forwarding the survey to other respondents which can greatly increase the sample size; (6) Although the student team used multiple listservers related to management and international business, there was not a single case of duplicate returns from the same person via two or more listservers; (7) Listserv members responded very well to surveys, while newsgroups responded very poorly; (8) Listserv members frequently offered assistance beyond that requested by the survey; (9) E-mail allows researchers who are working at different sites the convenience of forwarding returned surveys to one location for processing although the surveys may have been sent from more than one initial location by the surveyors.

The Internet is an important new channel for teaching marketing research. Based on the results of this study, using the WWW as a teaching/research tool has several distinct and important advantages to the traditional marketing research processes.

- ◆ First, it is cost efficient. The only costs are the costs of e-mail or browser software, and hookup to the Internet.
- ◆ Second, the identification of the potential participants is simplified. It may be possible for an entire population to be surveyed at no extra cost if the composition of the listserv comprises the desired target group. The accessibility of the respondents then is easy because individuals self select whether they choose to respond or not.
- ◆ Third, this research process is fast, allowing the completion of class research projects in institutions using the semester system.
- ◆ Fourth, the process is simple to learn, teach, and implement. The only additional skills the instructor needs to know is how to use the WWW, listservers and newsgroups, and e-mail.
- ◆ Fifth, students learn state of the art technology which is highly valued by recruiters and employers. A growing member of businesses are advertising on the Web and conducting surveys, and consequently want to know whether new hires can assist them in their new marketing strategies.

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STUDENT PROJECTS AND STUDENT ASSESSMENT (Continued)

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SIX CLASSROOM PROJECTS TO ASSESS STUDENTS' SKILL IN ANALYSIS AND CRITICAL THINKING AND STUDENTS' SKILL IN SYNTHESIS AND CREATIVE THINKING

INTRODUCTION

The publication of *A Nation at Risk* (1983) started a reexamination of the quality of teaching and learning within all levels of the American educational system. Since that historic publication, two key questions have been sought by educational reformers: (1) How effectively are teachers teaching?, and (2) How well are students learning?

The first question, how effective are teachers teaching, is debated, it seems, of a daily basis. The dialogue has revolved around how to recognize good teaching, how to evaluate good teaching, how to properly reward good teaching when one recognizes it, to the proper balance between teaching and research. Despite the intense discussion, more attention to teaching and assisting teachers become more effective has become a central focus on the vast majority of campuses.

The second question, how well are students learning, has been addressed, in part, by the student assessment movement. Besides the vast majority of states and their respective colleges implementing a student assessment process to judge students learning, numerous universities have implemented a "Learning Outcomes Assessment" procedure to follow up on the breadth and depth of student learning.

CLASSROOM ASSESSMENT TECHNIQUES

One of the most widely used and practical handbooks for college teachers is *Classroom Assessment Techniques* (Cross and Angelo 1993). The handbooks overall intent is to permit post-secondary professors "to assess the quality of teaching and learning in their own classrooms" (p. xiv). The creation of the handbooks 50 classroom assessment projects was a result of the Classroom Research Project, funded by the Ford Foundation and the Pew Charitable Trusts.

At the fall 1998 Marketing Management Association Educators' Conference, the author presented five class-

room projects that could be used to assess student reactions to teachers and training (Corbin 1998). At the conclusion of that panel session, I was asked by a few of the session attendees if there were some classroom projects that could be used to assess students' course-related knowledge and skills.

Six Classroom Projects to Assess Students' Skills in Analysis and Critical Thinking and Students' Skill in Synthesis and Creative Thinking

At the Marketing Management Association's Fall 1999 Educators' conference, a description, suggestions for use, step-by-step procedure, and turning the data collected into useful information for each of six classroom activities will be shared with the attendees. Three of the six classroom assessment techniques assess the students' skill in analysis and critical thinking. The "Categorizing Grid" exercise provides faculty with a snapshot of the students' "sorting rules." Students are given a grid with two or more important categories of concepts they've been studying along with a list of subordinate terms/phrases/concepts. Learners are given a limited time to sort the subordinate items into the correct categories on the grid. The "Pro and Con Grid" activity gives faculty a quick overview of a class's analysis of the pros and cons, costs and benefits, and/or advantages and disadvantages of a curriculum concept. The last of three techniques to assess the students' skill in analysis and critical thinking is called "Analytic Memos." It requires students to write a one- or two-page analysis of a specific problem in the form of a memo.

The remaining three classroom assessment techniques to be shared at the fall "1999 MMA confab assess the students' skill in synthesis and creative thinking. The "One-Sentence Summary" activity challenges students to answer the questions "Who does what to whom, when, where, how, and why?" about a given topic, and then to synthesize those answers into a single informative, grammatical, and long summary sentence. "Invented Dialogues" exercise permits students to pair off against one another (or one half of the class challenges the other half of the class) in a debate-like format, requiring students to research and take one side of an issue/topic, towards the goals of creating a carefully structured and illustrative classroom discussion. And, the "Annotated Portfolios" classroom exercise is where students must respond with

two or three samples of real-world evidence (e.g., newspaper articles, annual reports, quotes, journal articles, etc.) related to a central topic, question, or problem dealt with in the course.

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STUDENT PROJECTS AND STUDENT ASSESSMENT (*Continued*)

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MULTIPLE INTELLIGENCES: EVALUATING STUDENT PERFORMANCE

INTRODUCTION

As Professors, one of the most difficult tasks we face is the assessment of student performance. Assigning a grade that is suppose to accurately measure intelligence is a crapshoot at best. Some students prefer multiple choice while others prefer essay tests. The point is, we know certain students perform better when different methods are used to measure intelligence. As professors, we tend to think we are doing well as long as we extend the requirements of filling in the correct "circles" to include preparation of a written report.

The purpose of this paper is to bring to the attention of business professors a new perspective on intelligence. After all, if we are to accurately measure it, we need to fully understand its dimensions.

What it Is and How it Works

Using biological and cultural research, Howard Gardner (1983) identifies seven intelligences. This outlook on intelligences differs greatly from the traditional thought most professors are familiar with which notes primarily two types of intelligences, verbal and computational. The seven intelligences Gardner defines are:

- ◆ Logical-Mathematical Intelligence – the ability to detect patterns, reason deductively and think logically.
- ◆ Linguistics Intelligence the ability to effectively use language to express oneself rhetorically or poetically. It also allows one to use language as a way to remember information.
- ◆ Spatial Intelligence – the ability to create and manipulate mental images to solve problems.

- ◆ Musical Intelligence – the ability to recognize and compose musical pitches, tones, and rhythms.
- ◆ Bodily-Kinesthetic Intelligence – the ability to use ones mental abilities to coordinate ones bodily movements.
- ◆ Intrapersonal Intelligence – the ability to understand ones own feelings and motivations.
- ◆ Interpersonal Intelligence – the ability to understand another person’s feelings and motivations.

As marketers, we are neither exempt from the need to know nor the need to develop all of the multiple intelligences. Most everyone agrees marketers need logical, mathematical, and linguistic skills, but other areas of intelligences are also important. For example, spatial intelligence is needed to develop store layout, musical

intelligence is critical in setting mood and movement in a business or other environment, bodily-kinesthetic intelligence is extremely important in personal selling, and personal intelligences lie at the heart of customer knowledge and service. Not being able to empathize with others may prove to be disastrous in any multi-person situation.

CONCLUSION

In conclusion, the challenge is to develop learning opportunities so that students can demonstrate their knowledge in multiple ways. One example might include allowing consumer behavior students to present a song that they believe would best exemplify a strong reflection of the way a particular product should be positioned. While team projects are fraught with difficulties, they may provide excellent opportunities for students to hone their multiple intelligences.

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BRINGING THE REAL WORLD INTO THE CLASSROOM – I

Frederick B. Hoyt, Illinois Wesleyan University

I well remember the time when one of my colleagues, describing a management matrix, stated baldly that one of the possible combinations was “simple organizations, stable environments.” I queried “name one.” His reply? “The textbooks say. . . .” It was then I knew I had him.

It has always seemed to me that academics who rely on the textbooks for answers place students at a disadvantage; they’re going into a “real world” that all too frequently, in my opinion, doesn’t resemble the textbook definitions. And they need to understand that “real world.”

In all of my classes, I deal with the “real world.” Depending on the class, I bring the “real world” into the classroom—or the classroom into the “real world.” As many of you know, in my introductory class, I use readings that I select from the major business press. I also require attendance at “real world” speakers (most hosted by the AMA, that I also sponsor).

Perhaps the most extreme of my contacts with the “real world” occurs in my class in Channels of Distribution.

About a third of the class consists of site visits, where I bring the class into the real world. Frankly, I find it difficult to talk about wholesaling to students who have never been to a wholesale establishment, retailing to students whose experience is solely as a customer, and manufacturing to students who think products grow in packages. The trips always include those three, and create self awareness. One of my students, who came to a manufacturing facility in high heels, and had to put non fashion glasses on along with a helmet, confessed that she had learned at least one thing in my class: “I don’t want to work in manufacturing!” Beer Nuts is one of my favorite stops. As we stand in their cooler, I point out that they get raw supplies from Asia and Africa—and are the official peanut of Asiana (Korean) Airlines; “how can you tell me you can’t get in and out of Bloomington-Normal” is my question. Of course, for them, the highlight is the trip to the Budweiser distributorship. Contemplating two stories of Budweiser cases, one of my students exclaimed, “I think I’ve died and gone to heaven.” And that trip usually produces a wonderful Christmas card which I send to the dean.

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BRINGING THE REAL WORLD INTO THE CLASSROOM – I

(Continued)

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DEVELOPING A TRAINEE-ORIENTED MARKETING MANAGEMENT COURSE

Marketing management is typically a capstone course in the Marketing curriculum. It would appear to be a very important course as an integrating course. I have taught this course in a variety of manners over the years. During the 1980's, I was convinced that having the students integrate marketing research concepts was the most valuable learning experience they could have. Now, in the era of the internet, a different approach is being used.

The students are introduced to the course on the first day of class in a marketing management trainee perceptiveness. They will be evaluated as they do the assignments in the course as though they were working for the company. When other students present cases, the students will assume the role of management. In trying to decide what experiences would be valuable for the trainees, the following activities were developed.

1. Develop their Own Web Page.
2. Find a "Marketing Model" and Explain it to the Class.
3. Analyze a Case from the McDonald Marketing Management Case Book.
 - A. In the first presentation, the case is analyzed from the information given in the text. As a trainee, they are to present insights into the problem being solved.
 - B. In the second presentation, their focus is on the company presented in the first presentation. But the focus changes. They are to develop a new marketing plan for the company.
4. Write memos concerning the cases they are not presenting.
5. Write a report for the second presentation.
6. Be actively involved in the class through class participation.

Each of these activities will be more fully discussed in the following paragraphs.

1. *Develop their Own Web Page.*

The development of a web page seemed to be important as a trainee since many companies are using the Web as an effective marketing tool. Giving the students a chance to learn about Web pages seemed to be a reasonable strategy. The students enjoyed this assignment more than any of the others. In addition, most of the students had not developed a Web page before this course.

2. *Find a "Marketing Model" and Explain it to the Class.*

This activity was placed in the course since the students should refresh their marketing minds with ideas learned in other courses. One student in a prior semester had observed that the Product Life Cycle was not important since he had studied that 2 years before and should not be expected to be aware of its implications in later courses. The students had a harder time with this assignment.

3. *Analyze a Case from the McDonald Marketing Management Case Book.*

This is a common Marketing management course activity. The students worked in groups of two. They easily presented their findings using power point. They do not enjoy analyzing information that is 4 to 5 years old though.

A. In the first presentation, the case is analyzed from the information given in the text. As a trainee, they are to present insights into the problem being solved.

B. In the second presentation, their focus is on the company presented in the first presentation. But the focus changes. They are to develop a new marketing plan for the company.

4. *Write Memos Concerning the Cases they are not Presenting.*

Not everyone in the course has had a business communications course. Having the students develop basically a one-page business memo concerning the case presented that day enabled the students to be more prepared to discuss the case. Most students based their memos on articles located on the internet.

5. *Write a Report for the Second Presentation.*

Writing skills are also important for trainees. Being able to develop a more fully developed report will be a typical activity for them as a trainee. Only one report was generated by each group during the semester.

6. *Be Actively Involved in the Class Through Class Participation.*

Motivating students to participate in class can be a challenge. On the job, they will be expected to participate and contribute. This counted 20 percent of the final grade. The students had to ask questions during the model and case presentations. They still react to the pressure of having to ask questions.

This type of integrated approach has only been tried twice. The degree of success has varied from semester to semester. The course will be modified for the fall, 1999, semester based on extensive written comments given by the students concerning all aspects of the course. This author would like to communicate with other faculty concerning their approaches in the Marketing management course.

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BRINGING THE REAL WORLD INTO THE CLASSROOM – I *(Continued)*

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THE INTERNET AND MARKETING CASE STUDIES. CAN THE INTERNET BE USEFUL IN CASE STUDIES?

BACKGROUND

Since the development of marketing as an independent discipline, looking to history has been an excellent teaching tool. We have integrated marketing case studies as the outgrowth of the economic tradition of historical charting and evaluation. Case studies then became keys to the probability of predicting the future, or in more accurate terms, learning from our past errors and/or successes.

The Harvard Business School was one of the first universities to utilize the case study approach as a formal

method of instruction, a method that was soon was adopted by other business colleges throughout the nation. This dates back to the late 1950's when marketing was emerging as a discipline and case studies offered insight into the marketing and management of major corporations. The case studies proved useful, as there was little information available in usable context from other sources. The study of market trends and how marketing managers selected their audiences and target markets, made use of what was then modern market research and other marketing tools, was essential for the student to understand and possibly emulate. Little else was available aside from personal interviews, guest speakers and reading trade journals.

History has a great deal to teach us with respect to market trends, attitudes and the rapidly changing wants and

needs of consumers. Using case studies was necessary to an understanding of how changes in the economy cause changes in the market. It also offered some insight into the acceptance of new products and the demise of existing products due to a number of factors.

The fallacy involved the time it takes to prepare a case and have it published. The most recent Harvard Case Studies book often has cases that are 12 to 16 years old. Granted, the cases do point out several major marketing principles and do show that the 4P's of marketing are essential to learn how to best market a product. But the case studies also fail to take into consideration how quickly the market can change in just a matter of days. A changing market requires a change in the marketing plan. The marketing manager who can read the current trends and economic indicators, and the new wants and needs of the target market, can place his product or service in a rapid growth position.

THE INTERNET AS A TOOL FOR CASE STUDIES

The Internet can facilitate the rapid movement of information to students and instructors alike. The Internet can publish a case within hours after the text and tables are completed. The new technology can place graphics and charts into the text with little effort. Information can be updated instantly, and in the most sophisticated web sites, questions can be asked and answered by e-mail.

Students can be assigned cases as in a regular classroom setting, then can go to a computer in the library or use their home computer to read the case, print out the case, and most important, to check resources via the Internet. An exercise that the professor could assign the student is to check the research sources, update the research and offer another opinion based on updated information. This would be another assignment in locating secondary research information.

USING THE INTERNET

Using the Internet offers several learning experiences and cautions. The learning experience rests in bringing updated information and modern marketing techniques to the classroom. A foundation question would be to ask, "If you had updated information and you updated the situation with today's statistics and economic climate, would you have made a different decision?" A basic element is to have the students bring their questions and comments to class for discussion. The purpose is to show the rapidly changing market conditions. Another foundation question would be to ask, "How did the market change from the time the case was written to today's climate?"

The other classroom situation would be to determine if you would like the students to work in groups or as individuals. The author favors an individual effort, as this allows the student to figure out the case problems and course of study. Individual effort also allows several methods of problem solving and the opportunities of reaching a conclusion. The subtle agenda is to have the students learn to think for themselves. Dealing with group dynamics in a group discussion is an important factor in marketing managers' decisions and management making process.

In addition to updated cases, students can search various bookstores on the Internet to find new releases and some older books that may appeal to the student's long range interest. Assigning a non-test book as a class report will widen the current trends in marketing. There are several new cases on the Internet appearing almost daily.

An assignment can be made in an effort to expose the student to a specific industry in which they may seek a position. The requirement that the Internet search be given in class, as well as submitted in writing, reinforces the concept of writing across the curriculum. As an extra benefit it gives the student practice in public speaking.

The Internet is another modern marketing tool to increase classroom effectiveness.

USEFUL INTERNET SITES

It is not possible to list all of the Internet sites that have case studies and related information to support this type of student learning experience. However the list offered is a beginning.

<http://marketthink.com/mbmm/>

This is a digest version of the newsgroup. You can send messages to the list; Before joining the newsletter read the "Charter and Posting Guidelines" and "The FAQ." The moderator is John Gerits gerits@gerits.com

<http://mktsite.com>

The Internet Marketing Site. Tips Tools and resources to promote your business

<http://www.executiveconsultancy.com>

Sustainable competitive advantage, strategic role of management achieving competitive advantage, strong market position which segments are in the market. Unconventional strategies.

SEARCH: YAHOO.com

<http://www.marketingcasestudies>

Will display 101,688 locations. Some sites are available via:

<http://www.augmentuniversitycourses.com>

<http://expertx.com/wedone/retail>

http://studiodoubleclick.net/learning_centercare

<http://marketfiles.com/indezl.html>

<http://4ethics.com/exdoc.html>

<http://hsc.csu.edu/aubusinessstud/courses/2unit/market/casestudy>

<http://oats.coukcase.html>

Also visit:

<http://www.harvard.edu>

This has several sub locations. Also check Yahoo.com search education on the menu and go to online learning Also check Atlavisita

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BRINGING THE REAL WORLD INTO THE CLASSROOM – I (Continued)

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FACTS AND INFERENCES—LOOK BEFORE YOU LEAP: AN EXPERIENTIAL EXERCISE

OBJECTIVES

Human Behavior is often based upon assumptions and inferences rather than strictly upon observations and facts. Such behaviors can sometimes create difficulties in terms of interpersonal relationships. Behaviors based upon assumptions and inferences may also negatively impact communications efforts.

This exercise is provided to illustrate some of the diffi-

culties that one may face when his/her behavior and/or communications efforts are based upon assumptions and inferences rather than facts. The exercise is directed toward the achievement of the following objectives:

1. To understand how much difficulty can be caused by the confusion of inferences for facts (observations).
2. To point out some of the situations in which one is tempted to judge by inferences when one needs more data or needs to rid himself/herself of his/her habitual ways of viewing situations.

3. To understand how everything one says and does involves some assumptions.

PREPARATION

The time required for preparing for the exercise is approximately ten (10) minutes. The procedure for completing the exercise is as follows:

1. Take the uncritical inference test.
2. Score the test at the end. (The answers will be provided by the instructor.)
3. Read the introduction to the project. (This information will also be provided by the instructor.)

THE UNCRITICAL INFERENCE TEST

The uncritical inference test is designed to determine one's ability to think accurately and carefully. The following instructions are to be followed in preparing for and completing the uncritical inference test. Once the test is completed and scored, the individual participant will then understand the extent to which he/she bases decisions and behaviors upon assumptions.

1. Each participant will read the same brief story. Everyone is to assume that all the information presented in the story is definitely accurate and true. Each participant is expected to read the story carefully. Each person may refer back to the story whenever he/she wishes.
2. Each individual will then read fifteen statements about the story. These statements will be presented in written form and provided to each participant. The statements are to be answered in numerical order. No

one is permitted to go back and fill in answers or to change answers. Such behavior will only distort the test score.

3. While the individual carefully reads each statement, he/she is to determine whether the statement is:
 - a. "T": On the basis of the information presented in the story, the statement is definitely true.
 - b. "F": On the basis of the information presented in the story, the statement is definitely false.
 - c. "?": The statement may be true or false, but on the basis of the information presented in the story, one cannot be definitely certain. If any part of the statement is doubtful, mark the statement "?."
 - d. Answers to the statements are to be recorded on the response sheet (the actual test sheet) by encircling the "T," the "F," or the "?" opposite each statement.

SCORING THE TEST

Each statement is valued at one point. Each participant should score his/ her own test' so that he/she can see at a glance the extent to which he/she utilizes assumptions and inferences in making decisions which direct behavior.

PROVISION OF INFORMATION TO PARTICIPANTS

A copy of the story, the uncritical inference test, and the correct responses to the test will be provided to each participant by the presenters of the experiential exercise.

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SO . . . YOU WANT TO WRITE A TEXTBOOK – I

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SO . . . YOU WANT TO WRITE A TEXTBOOK – I (*Continued*)

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AN AUTHOR'S PERSPECTIVE OF THE TEXTBOOK MARKETPLACE: CIRCA 2000

The following comments will address some of the macro aspects of the textbook marketplace. Let's begin by looking at some features of the textbook marketing as we enter the next millennium.

Like many industries, textbooks have gone through a period of consolidation. Thirty years ago, there were some twenty-two textbook publishers in most business and economic markets. Today, there are only six such firms. Furthermore, the marketplace in the year 2000 will be dominated by just four giant publisher. Academics of this author's age often tell their younger colleagues about academic meetings where an entire exhibit hall was covered by publishers. Today, publishers like Reston, Goodyear, and BPI have long since disappear. In fact,

most academic meetings in 2000 will be able to house their textbook displays in a conference room.

Consolidation has been tough on authors. Many have experienced contract cancellations, as editors try to pick the winners from combined product lines. In one merger, five of the seven in print books in an advanced market ended up with one publisher. Years ago the publishers might have kept them all. In the seventies it was common for some business publishers to release multiple books in the same year. The idea was that competition would sort out the long term keepers. Today, only the largest companies would even consider such a strategy.

Publishing costs have risen. Still to be competitive, publishers must match the expectations of the marketplace. For basic texts, four color design is a must. Even advanced level books must be supported by a complete

instructional package that often involves computerized test banks, power point lecture outlines, and pricey acetates. Market entries that do not meet this threshold level of expenditures are sure losers.

Breakeven figures are tough to hit. Currently, basic books in most business markets have a breakeven target of 30,000 - 35,000 units over the life of a three year edition. For advanced level courses, the comparable number is approximately 4,000 - 6,000 units.

To meet these targets – and keep their jobs – most editors stick to an annual product offering. The arithmetic works something like this: if a title were to sell 10,000 in its first year, second year sales would fall drastically to about 5,000 units. While some of my colleagues will disagree, most marketplaces insist on the full three year cycle. Unfortunately for the publisher third year sales of most titles will approach zero. Looking back 15-20 years, comparable numbers might have been 10,000, 8,000, and maybe 6,000. So it is not production costs that have driven textbook prices, it is lower sales over the life of the edition. The efficiency of the used book market has also forced publishers to go with annual marketplace entries.

Publishers have also tried to shift some of this financial burden to their authors. The typical approach has been a re-negotiation of royalty rates. Publishers have a strong hand in these negotiations. They always have the option of not revising a title. While authors will eventually get

the rights to their work back, the process may be lengthy and frustrating. It may also be costly. Other publishers may not have openings on their list; and coming off the authors' existing publishing cycle can cripple future sales.

Authors have also experienced a variety of other cost shifting techniques. For example, author charge backs – such as author alteration charges – seem more frequent. The limit on AAs, or author alternations, used to be 15 percent. Today, most contracts specify 2 ½ percent. Other provisions that negatively impact authors are:

1. Royalty holdbacks of up to 20 percent to cover any returns if a book does not sell well.
2. A provision that cuts royalties in half if a title does not sell a minimum number of units in a given year.

In conclusion, for good or bad, the textbook industry has become much more business like. Editorial decisions are now business decisions, not scholarly decisions. Market leading titles prosper, and others disappear quickly. Market leaders have a long history of innovation and continual adaption to industry changes. Popular textbooks today are better products than their counterparts of the 1970s; and even in the 1980s. Tougher industry conditions assure that only the best products survive in today's market.

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SO . . . YOU WANT TO WRITE A TEXTBOOK – I (Continued)

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GREAT IDEAS FOR TEACHING PRINCIPLES

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RETHINKING COMPUTER-BASED TRAINING: THE STUDENT AS PRODUCER VERSUS CONSUMER OF MARKETING CBT

INTRODUCTION

Instructors who teach Principles of Marketing are now bombarded with offers of CD-ROM and Internet-based computer-based training (CBT) packages. These software products are ostensibly designed to teach students about marketing. Most of the products are available at an additional cost to the student, rather than included in the cost of the textbook. The quality of these products varies greatly, and the effect on student learning is largely unknown. Thus, the risk inherent in adopting CBT products is at least twofold: there is educational risk (will it work?) as well as financial risk.

AN ALTERNATIVE CBT EXPERIMENT

After contemplating whether or not to adopt a CBT product for my course, an alternative question surfaced. Would students actually learn more by creating a CBT product rather than merely consuming it? In other words, what if students were the creators rather than merely the consumers of marketing CBT products?

Given that I had some background teaching multimedia development, I felt that the perceived risk of pursuing this learning strategy was nearly identical to that of adopting an existing CBT product. Therefore, I redesigned my Fall 1998 and Spring 1999 Principles of Marketing classes so that students would be required to author a marketing CBT project using Toolbook II Assistant CBT software. Students formed two-person teams to complete the project. I provided the student teams with a list of subject areas normally covered in the Principles of Marketing class. Each team selected one topic area from the list.

Teams were responsible for developing CBT projects that would "teach" their respective subject areas. Each team had discretion as to what specific subtopics to cover within its selected area. There were only a couple basic requirements. First, the projects had to be interactive (to keep the user engaged). This meant that projects could not merely contain text on a computer screen, since this provided little interactivity and virtually no benefit over

a textbook. The driving concept was to exploit the potential benefits of interactive technology. Second, the project had to contain some form of quiz and feedback section to allow users to determine if they had learned or mastered the material.

The projects were due before the end of the semester. This allowed me to link the projects to a common menu and make them available on the network to the entire class to study for the cumulative final exam. Thus, the students did eventually become consumers of the products produced/authored by their classmates.

RESULTS, IMPLICATIONS, WHAT I LEARNED

The results varied greatly from group to group. (The actual student CBT projects will be displayed at the Fall MMA meeting using a multimedia laptop computer.) The amount of learning that took place, while difficult to measure, also appeared to differ greatly among the student groups. As I reflect on the experience, the following issues warrant discussion. My hope is that these issues serve as catalysts for discussion among participants at the conference session.

- ◆ Students would have benefitted from more guidance. Some students felt overwhelmed by the project. Asking undergraduate students to play all the roles (content expert, instructional designer, developer, etc.) is asking too much at the introductory level.
- ◆ I purposely did not show students examples of existing CBT products on the market. I was afraid they would simply copy the ideas, stifling their creativity. Some students would have benefitted from having examples, however.
- ◆ The time investment for both the students and instructor was too great given the amount of learning (about the subject of marketing) that took place.
- ◆ Technological literacy improved among most students, which was one of the learning objectives and goals for the course.
- ◆ The definition of "technological literacy" is changing rapidly. While most students are not yet ready to integrate technology at this level, the students of the

future could very well bring the necessary technology skill set to our classrooms. These skills could soon become as commonplace as other learning skills we often take for granted, such as basic reading and writing skills.

- ◆ Don't laugh at me too hard. This may be a plausible strategy for the students of the future. The shift from Generation X to Generation Y is underway in most classrooms, and the students of the not-so-distant future may find this to be an effective method of

learning. They may find merely consuming CBT to be too passive. Creating CBT material may keep them involved in the learning process.

SUMMARY

It was a bold experiment with mixed results. I would not recommend that others try this experiment (yet). In the short term, I am adopting an existing CBT product for use in the principles of marketing course. Students will have the option of purchasing it as a supplement, however.

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GREAT IDEAS FOR TEACHING PRINCIPLES (*Continued*)

Erin M. Straza, Illinois Wesleyan University

CONFESSIONS OF A FIRST YEAR TEACHER

Soren Kierkegaard observed that life is lived forward but understood backward. In other words, hindsight is always 20/20. Looking back at my first year of teaching, I wish some of that hindsight could have been foresight – if such a thing is even possible.

My first year of teaching was rather unique, as compared to others – I was not a full-time faculty member, but rather a part-time adjunct with a full-time corporate career. When I was asked by Illinois State to teach part-time, I knew this would be quite a challenge. Developing and implementing employee-training sessions were part of my corporate responsibilities, so I figured teaching would not be a far stretch.

Little did I know, corporate and academic worlds were far, far apart.

And what I did not know did hurt me! Physically? Yes – and if I had known the amount of sleep I would surrender, I would not have accepted the offer. Mentally? Yes – and if I had known the amount of preparation it would take to teach three to six hours per week, I would not have accepted the offer. Emotionally? Yes, that too, and if I

had known my credibility would be questioned and by knowledge tested (by students, no less), I would not have accepted the offer.

But if hindsight had been foresight, I would have turned my back on the opportunity to travel this path, for human nature is to flee anything that causes pain. If I had known what pain awaited me, would I have even started the journey? Probably not. So it is best I did not know ahead of time the trials that were part of the journey.

For instance, what if I had known that no matter how much I prepared for a lecture, some students would find it utterly boring and insignificant? But I have discovered each student learns in a different manner, and try as I might, some students will not find value in my teaching style. I have learned that my job is to create an atmosphere conducive for learning. It is each student's responsibility to grab hold of that opportunity and actually learn.

And how could I have known that a truly successful semester is measured not by the number of students receiving outstanding grades; but rather by the number who returned afterwards to complement the course, the content, and, for some reason, the inexperienced profes-

sor? I cherish these complements, which, to me, signal my potential as a teacher. I long to be a better teacher, not for myself, but for the students who spend 16 weeks of their college career in my classroom!

And, if hindsight had been foresight, I would have also turned my back on the blessings I received from this journey. For instance, the gentle confidence I have gained in my abilities and knowledge. Or the satisfaction of seeing students grasp concepts and be able to apply them in their work. I would have missed the challenge and foregone the deep satisfaction that comes from such hard work.

But how could I have known these things that awaited me before I even started the journey? I could not have known. Only time in the classroom and time with students brings this deeper understanding, this clearer vision. These are not available prior to the journey; these are treasures found along the way. No one can learn these lessons through another's account; the lessons are unique, taught by a teacher called Experience. My lessons may not be entirely unique, but they are mine – mine to share, mine to relish.

Hindsight is 20/20; but the only path to hindsight is the experience itself. So I vow to continue living forward, for that is where understanding is found.

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GREAT IDEAS FOR TEACHING PRINCIPLES (*Continued*)

Zafar A. Bokhari, Chicago State University

BRINGING CREATIVITY AND EXCITEMENT IN TEACHING MARKETING COURSES

At the start of each Marketing class I tell students the importance of Marketing and basic understanding of four Ps in their practical life. After they will graduate they are the *Product*, at what *Price* they want to offer their services, at what organization or *Place* they would like to work, and how they will *Promote* to get the required position. Irrespective of our fields we sell ourselves for the positions we want in our lives. When we take these needs and wants into the products the process of marketing becomes more visible.

Marketing touches all of us every day of our lives. We wake up to a Sears radio alarm clock playing an American Airline commercial advertising a Bahamas vacation. Then we brush our teeth with Crest, shave with a Gillette Sensor razor, gargle with Scope, and use other toiletries and appliances produced by manufacturers around the world. The marketing system has given us a standard of living that our ancestors could not have imagined. By learning about marketing, students will understand much about culture, about being intelligent consumers, and

about how to market themselves. Teaching Marketing is an exciting and creative activity. Here are few things I do in the class to bring more interest in learning process and understanding the current market standards. In Marketing class we focus on two business dimensions: Product and Market.

Choose product from three basic classifications: Merchandise, Service, and Commodity. Merchandise has vast product lines from Household goods to High ticket items. Services range from Real Estate, Insurance, Banking, and Social Services to Consulting. Commodities have all food products, Dairy, Meats, Juices, Grains, Coffee, and other Agricultural based products. For any product there are various markets. My approach in teaching Marketing course is dividing markets into various sectors. First, there is consumer market, which can be covered by targeting consumers locally, regionally, nationally, or internationally. Second, there is a business and industrial markets. The business market is local businesses and organizations, at state and national level state and federal governments are good markets to sell industrial products. Third, there is very large international market for all kinds of products. Ninety-five

percent of world population lives outside United States and that market needs every product line I have mentioned above. There are many products where U.S. has comparative advantage. Those products are Agricultural Products, Industrial Equipment, Chemicals, Pharmaceuticals, Medical Supplies, Education, Financial Services, Management Contracts, and many more. After explaining the Product and market concept, I ask from each student to create a Marketing Organization of their own.

The Marketing Company does not need to be registered. Just for learning purpose, give some name, for example, Jones Marketing Group. Then pick up the target market or the product to market. For Target Market find out the product or lines of products. For Product, find out markets. I try to make this a creative project by applying all marketing principles and use of Marketing Plan. In each class session, we pick up the market or product from a student to take as a model and discuss with the relevant topic. This activity improves the learning process and brings liveliness into the classrooms. Some students do venture out on this idea and few have gone into their own business.

One of the requirements of the course is to go out and conduct face to face interview and research with small business owner or manager of a product or service. This activity gives student the first hand practical experience talking with business owner or manager. The reason I ask students to pick up small business is that it is more close to their own situation. Small Business is also largest private sector employer which has been neglected by

academia as we all quote large multinational corporations in our text or examples. Few students have been hired by businesses because of the activity in field project. Two case studies and analysis are given which are close to the product or market. That gives students to be critical and creative. The creative activity gives them opportunity to address the business issues from different dimensions.

One of the important requirements is to address product or service issues not only for domestic market but also address the issue from international marketing point of view also. International Marketing strategy can be beneficial as an expansion or alternative strategy to domestic marketing. Term Paper addresses the issue of Marketing Research, which is an important component of Marketing education and also for businesses. It provides the guidance and quantitative objectives for the businesses which are easier to control and manage. I ask each student to be focused on product or service and market. Understanding of Marketing Plan is very important from academic and business point of view. It provides directions and control from administrative, business, product, procurement, financial, budgeting, advertising, legal, and other marketing related issues. The other related functions in marketing education and business plan are use of technology, use of Internet as a marketing tool, ethical issues, interactive marketing communications, quality management, service quality, marketing cost analysis, distribution channels, consumer behavior, advertising, promotion, personal selling, retailing, wholesaling, and many other issues

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GREAT IDEAS FOR TEACHING PRINCIPLES *(Continued)*

Dorothy R. Harpool, Wichita State University

TEACHING "PRINCIPLES" CLASSES – WHAT WORKS AND WHAT DOESN'T

The Principles of Marketing Class is a place where marketing educators can actually practice what we preach. Instructors have one semester to "sell" their students on marketing and its role in business. We also hope to create a level of interest on the part of the student that will compel them to take additional marketing courses in the future. Thus a marketing educator must create an environment where students not only learn the subject matter but possibly begin to have a passion for it. How does an instructor go about building this environment? I have found success by following five basic rules: Variety is the Spice of Life; Everybody Talks; All Lecture = No Fun; All Multiple Choice is a Bad Choice; Live it – Don't just learn it.

VARIETY IS THE SPICE OF LIFE

Variety is certainly the spice of life when teaching a Marketing Principles course. There are many ways (other than a lecture) to convey information in a classroom setting. I use videos, examples off the Internet, case studies, end of chapter discussion questions, in-class projects (such as taste tests, role playing, ad creation, and advertising critique projects), guest speakers, and review games when teaching the introductory course. Recent educational research has stressed that if you really want a student to learn, you must present material in a form in which is consistent with their learning style. Thus by using many different strategies I hope to communicate with all of the students in a language and format that are comfortable to each of them.

EVERYBODY TALKS

From the first class meeting, I encourage all students (I've taught classes of up to 200 students) to speak to the class and offer their opinions. I have found that students learn not only from me but also from their fellow students. At the start of each class period, I ask the question "What's new in the world of marketing?" This question almost always gets an interesting answer. Students discuss subjects ranging from a personal poor customer service experience to a new mega-merger. These discussions help the students apply what they have read in their text book or have heard during a lecture. This informal discussion time is also an excellent way for the students to practice public speaking.

ALL LECTURE = NO FUN

Marketing is a dynamic and exciting field. Having students sit in class for sixteen weeks is not only boring for the students but counterproductive to the objectives of the class. Students need to feel, live, and speak marketing. They don't need to just hear it. At least twice a week, my students are involved in in-class case analysis, group activities (such as brainstorming, Internet research, and product development and modification exercises), and/or concept discussions either as a class or in small groups. Students report that these exercises help them learn the material and also are so enjoyable that they look forward to coming to class every class period.

ALL MULTIPLE CHOICE IS A BAD CHOICE

Due to the large size of some of my classes, multiple choice exams seemed to be the only means of testing my students. Multiple choice exams are certainly less labor intensive for the instructor but creativity and concept application with multiple choice exams are almost nonexistent. Thus even though it takes many hours for me to grade essay questions, I always have at least two on every exam. The essay questions are application oriented and require the student to use their knowledge of marketing to solve a marketing problem or to explain a marketing situation. An example of an essay question that I asked on a recent exam was: "Describe two difficulties in standardizing a marketing mix globally." Since an essay question rarely has a single correct answer, this type of test question allows the students to express their opinions instead of just reiterating what they have read in the text. And essays also give students the opportunity to prove their competency even if they have difficulties with the multiple choice format.

LIVE IT – DON'T JUST LEARN IT

For the past three years I have required a term project for all Marketing Principles students. This is a group project that requires the students to analyze target markets and then develop marketing mix strategies for a selected target market. The project is timed so that class lecture and reading assignments correspond chronologically with the various components of the project. Though this project requires much time out of class and a tremendous amount of effort, students report that they not only enjoyed the project but were quite proud of the finished

product! They ultimately leave at the end of the semester with a "hard copy" of what marketing is all about.

Over the past twelve years, students have responded favorably to these strategies. Many have indicated that they really enjoyed the class while still learning a lot

about the marketing discipline. As technology and education continue to evolve, so must our teaching strategies. I expect to continue to refine my strategies as long as I am lucky enough to be the first Marketing instructor my students have encountered.

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GREAT IDEAS FOR TEACHING PRINCIPLES (*Continued*)

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INTRODUCTION

Some experiences in the use of pun, parable, metaphor and humor, as well as "creative projects," in teaching are given. Are these ideas great? "Greatness" is in the "eye of the beholder." There have been some "good results." Originally these were developed for use in two quantitative core courses, Business Statistics and Quantitative Methods. Two more core courses, Management and Organization Behavior and Operations Management have become candidates for their usage.

Some students don't mind taking quantitative courses. A few actually enjoy studying them, but many take these only because it is "required." What can be done? You could take the "spinach approach" – whether you like it or not, it's good for you! There are people who like spinach. I personally hated spinach until I discovered that it was NOT the spinach I hated, but the way it was prepared. Maybe a "salad dressing approach" could be used – let's put some stuff on this and cover up some of that bad taste! What was my reaction? I "experimented" with a little story here, a comparison there, here a pun, there a parable and a pinch of humor combined as part of the mix to add some spice to the dreary life of my quantitative students. My search for "Great Ideas" had started!

SOME EXPERIENCES

It is not unusual for puns to crop up naturally during my courses. Here are a few. A measure of central tendency, the "mean" is such an interesting word since it has so many meanings if you get what I mean. The Poisson distribution seems a "little fishy" to some, but to others it is "poison." Grading while driving can be dangerous if there is a twist in the road so "don't ever grade on the curve." One day in class there were some in with that glazed look – time for a "spinach" lecture? NO! "Are you bored? GOOD! If you don't get it this way, we will 'bore' [drill] it into you!" The shock was sufficient to wake up all of us. The best puns, I believe, come along during the natural flow of the class. These can be stored for use later.

Some had difficulty distinguishing between "cluster" and "stratified" sampling so You have just been given a 100-pound bag of peanut clusters. [A bag too small can result in thoughts of eating the whole thing (taking census).] Select a few clusters from the bag. Peanuts are not chocolate and chocolate is not a peanut so there is HIGH VARIATION in the cluster. A cluster is a cluster so there is LOW (none except size) VARIATION BETWEEN clusters. This sampling could be called what? – Cluster Sampling! Stratified sampling is just the reverse of cluster sampling. Have you heard of

Neapolitan ice cream? There are three flavors (vanilla, strawberry and chocolate) that can be treated like layers or "strata." There is LOW (actually we hope NO) VARIATION in a flavor with HIGH VARIATION BETWEEN. Stratified sampling says to dip some out of each flavor.

Hypothesis testing has caused many difficulties. Some have suggested there is similarity to a trial. This can be amplified. Defendant Ho (null hypothesis) is on trial for its life. If the evidence says to "Reject Ho," Ho will be taken to the "Big House," strapped in the electric chair and the switch thrown. There is no appeal in this state. A Type I Error involves an innocent Ho wrongfully executed. A Type II Error concerns a guilty Ho let off "scot-free." Now comes a drama in which the assumed value of the population percentage, denote π (pi), is tried to see if it is supported by the sample taken. The hypothesis steps are done. [We need appropriate music to heighten the sense of drama as the decision is reached.] There is no support for Ho. So what does this mean? An unsupported claim, yes! A rejected Ho, yes! But if you can stand the (attempted) humor, we have "fried pie!" After the hurtful moans subside, as bad as this may be, many of the students have hypothesis testing etched in their minds forever.

A metaphorical approach to an entire course can be developed. "Raw recruits" are assisted as they travel through "Quantland." There are helpful characters, a nemesis and "hencepersons," and mission teams. The class starts with "Good morning, raw recruits!" It is taught as a "you can survive and even excel tour." Several weeks into the semester, I enter the classroom: "Extra! Extra! Read all about it! - Right of Passage: Raw Recruits Become Rookies!" I hand out a one page Newsletter to the no-longer-raw-recruits. There is a light sprinkling of rhyme throughout the semester. "Be Aware: Snares and Traps" from my "Quantland Adventures" series teaches that the computer and its printouts do not eliminate the need for a person to think. "Bit or Byte" is a rhyme that gives the five steps of the quantitative analysis process. There are numerous other metaphors such as a culinary

metaphor that are possible. I may play with these some time later.

A source of GREAT IDEAS can be the students themselves. The students of the Spring 98 Quantitative Methods class were required to do individual creative projects. One student came up to ask if her high school band could assist her. Why not?! The outcome was "Quantland Cadence." Various rhymes, puzzles, pictures, cartoons, game boards, a survival kit, a musical rap and a melodious song were submitted. In the Fall 98 a modified version of the creative project was required. The projects could be musical, painting, pictures, stories, puzzles, games, recipes... as long as they were original and linked to the quantitative. **O taste and see, Quant is good!** Students spoke of their projects with excitement! Some did take literally, "Taste and see." O well, there's always next time. Feedback from the students of these classes indicated an improved attitude toward the quantitative. There was more of a feeling of ownership.

The last two summers I have taught Management and Organization Behavior. Insights gained from the first time through this course were applied to my quantitative classes. Each team was required to submit a Constitution & Bylaws and a SWOT analysis as well as a team name, color and logo. A much more positive team experience has been reported in the semester end team feedback sheets. WOW! It turns out we do not "live [or teach] in isolation."

REFLECTIONS

There are dangers of going overboard with any approach and it is important to not lose sight of the goals and objectives of the courses. Also, it is important to go slow in the introduction of new things in class, even GREAT IDEAS. Throw out what doesn't work whether cute or not. Even if these students learn no more (content-wise) than those in "drier" classes, it is still worthwhile to try GREAT IDEAS if the students leave the class with an improved attitude toward the area and a "good taste in their mouth."

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INTERNATIONAL ISSUES

David J. Brennan, Webster University

INTERNATIONALIZING THE BUSINESS CURRICULUM THROUGH TEACHING ABROAD

An experience teaching abroad can be a most helpful approach for American university professors to internationalize their business curriculum. In these times of rapid increased globalization such an academic and personal experience is not only beneficial but increasingly necessary. If a professor is to teach international business courses, or more and more, even general functional courses, they need to go beyond the textbooks, the videos and the instructor's manuals. They need to experience the material first hand through teaching abroad for a term or semester. This position paper will investigate this approach by providing a clarifying definition and examining the advantages of such efforts. It will also describe the experiences of the author, a professor at Webster University in St. Louis, who has taught term-length Marketing and International Marketing classes at Webster campuses in Geneva, Switzerland and Vienna, Austria in recent years.

DEFINITION

A teaching abroad experience implies more than the short-term "visits" or "class guest lecturer" arrangements that last for just a few days which are common for American professors today. It is an extended stay for a term (8 - 9 weeks) or for a semester (14 - 16 weeks) where the professor teaches a full course to undergraduate or graduate students in a regular day-time or evening program. These extended experiences provide American university professors with many opportunities to internationalize their business programs.

OPPORTUNITIES

The primary opportunity of teaching at a foreign or international campus is the ability to broaden one's academic and personal experience teaching international students. The term diversity has real meaning in a class at an international campus where students come from several countries and continents. For example, students in Vienna came from Austria, of course, but also from Egypt, Japan, Netherlands, Turkey, Hungary Croatia, Russia, and Tadzikistan, just to name but a few. Students in Geneva came not only from western Europe but also from North Africa: Libya, Tunisia, and the Middle East:

Syria and Saudi Arabia. The ability to teach to and encourage class participation from such a wide range of students is not only an immense challenge but also a valuable asset to use in class discussions of global issues.

In conjunction with the above, the opportunity to learn from international students is a valuable and rewarding experience. The backgrounds, cultures and political viewpoints of the international students are very different from each other and, usually, different from those of the professor. Many come from cultures much older with much different histories than America's yet all the students had the same desire for an "American business" education that would benefit them and their countries. It was quite an academic experience to hear Islamic students from the Middle East explain how they "loaned" money yet did not call the transactions loans nor charge interest which would contradict their religion. It was also quite a challenging experience to teach a marketing case on Sears automobile tires to a class of primarily young ladies from Central Europe who had never bought a car tire let alone were aware of the wide assortment of goods at Sears and the Sears' renowned "Satisfaction Guaranteed" return policy. I often think that many times I was the student and was learning from my international students!

A third opportunity of teaching abroad, although not directly related to teaching, was the ability to obtain demonstration material for classes back in America during weekend travel excursions. Countries and major cities in most of Western and Central Europe are close enough to visit over a weekend. Teaching in Geneva provided a good jumping off place for Western Europe while Vienna was a great starting point for Central Europe. The multi-week stays provide many chances to travel and experience several countries. Once the "tourist sites" are visited it is often useful to visit the retail establishments to see the range of products available, the extent of American influence, and the styles of marketing. Visiting stores in Central Europe that are making the transition to "western" shopping methods and picking up a few national products provide useful material for classes. Even getting a Coke can or visiting McDonalds in foreign countries and getting a tray liner with the national language and local menu can be useful in a discussion of product/service standardization. Obtaining samples of local currencies (coins and notes) can confirm that although global, the American dollar is not the only currency.

Teaching abroad also allows one to maintain currency in international business. Reading about events in the European Union or Central Europe are informative but do not offer the personal insight nor the currency of hearing it from your international students, other faculty at the foreign campus or from professionals met during residence or travels. To get candid opinions from working graduate students/professionals in Europe on issues that they consider important (and that are often quite different from those we hold or that are expressed in American media) can be eye-opening. Many countries have entirely different priorities with regard to work, global politics and the environment.

Other advantages that accrue from teaching abroad experiences include the ability to improve one's cross cultural

sensitivities during class sessions as well as during outside-class travel. Also, opportunities to interrelate with faculty from the foreign site and forge long-term personal and professional relationships provide for continuing contacts and updates on international activities.

Teaching abroad at foreign campuses is an effective way for American professors to internationalize their business curriculum. The longer residences permit increased exposure to cultures and business practices not only of the host country but also of international student homelands and of countries visited. American professors should seek out such opportunities and pursue them. They can be educating, fun and will enhance your image as a "global educator."

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INTERNATIONAL ISSUES (*Continued*)

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INTERNATIONALIZING THE BUSINESS CURRICULUM

Although "global business," "international business" and other such fashionable terms are bandied about in American academic circles, the papers being written about curriculum and international business sound very little different than they did 20 years ago. Most American schools have chosen one of two approaches:

1. Instituting a international business major/minor/track.
2. Requiring some international business course, usually either international business or international marketing.

While faculty engaged in such work do so diligently and with the best of intentions, these efforts really do not

address any fundamental view of the business curriculum nor come to grips with the underlying issues.

There are several questions which need to be answered before determining whether or how to internationalize the curriculum. Among the more salient are:

1. Is there some fundamental difference, in a disciplinary sense, between business as customarily taught and international business/marketing?
2. Are there particular skills involved in international business which are different than those required in business as conceptualized in the standard curriculum?
3. Are there levels of business systems, one of which is global, that should be the organizing principle of our curricula and our courses?

4. What kinds of demands, by our customers and clients, are we attempting to meet? Do they know what they want?
 5. What kinds of education outside business are needed and do we have any control over this?
 6. Should there be a greater difference between undergraduate and graduate education in these matters?
 7. How does internationalization fit into executive and continuing education?
2. We need to examine more closely the typologies of businesses. Although there are international dimensions to running even the most local of businesses, their globalization challenges are certainly different than those facing transnational firms. Most of our attention has been directed toward the management and marketing for large, international firms when we treat international business, yet there are a multitude of ways in which small, apparently domestic businesses are affected by immigration, exports/imports, changing tastes and experiences of consumers, etc. The management issues, the marketing issues, and the economic issues differ by the type, and size of firm as well as the degree to which international operations are internalized.

Pursuing these questions at even a shallow level soon brings the realization that making a distinction between "American" business and global business means that either we are teaching disciplinary materials and then transnational issues or we teach a series of "business in" courses. Neither of our contemporary approaches does more than this. The source of our dilemma, however, lies in our fundamental approach to teaching business at the undergraduate level. Since we teach all topics discretely until a single capstone course (the general pattern for most schools), integration of topics and the issues of disciplinary perspective are seldom re-visited in any depth. Most attempts to do so get mired in the issues of team teaching and departmental rivalries.

A different perspective is required if we are to actually internationalize our curriculum and treat global business in a more intellectually coherent fashion. This perspective also has the happy consequence of requiring us to present an education which is less training oriented and more mentally challenging to our students and ourselves. At least three specific areas suggest themselves.

1. If we are serious about both our disciplines and about the need for producing graduates who are able to function in a more integrated world, then we need to clearly teach the fundamentals of our discipline quite apart from a particular time- and place-bound incarnation. The application and problem solving areas of our courses could then focus on the theories and principles as applied to a variety of social and economic systems. The bonus, of course, is that this requires integration of material earlier in the course of study. This integrative approach is currently in vogue among the business and association communities. The recent call for an integrated accounting curriculum if IFAC and the Vision Project by AICPA are but two examples in other disciplines.

3. Entrepreneurship studies, which are too often interpreted to mean small business, need to look far more closely at the international dimensions of innovation and adaptation which fuel much of new business formation and success. The "born global" research projects which many of us are actively involved in are but one example, along with joint venture projects, customization issues, and technology transfer issues.

Certainly others are thinking along these lines. Many of the European business schools are much more advanced in looking at the integration of business principles into a multinational framework. While many of these schools are very training oriented, in this respect they may be in advance of what most American schools are still doing. At the current level of practice, which often means the use of cases and examples of "marketing in" or multinational marketing, teachers can readily see that the use of case studies from differing economic and political systems does require the student to come to grips with the fundamentals because they cannot rely on assumed familiarity to make decisions. This observation demonstrates the potential efficacy of more thorough integration. If American business schools do not encourage such critical thinking and awareness of the larger world, increasingly our product will be less desirable than those from European and Asian schools.

Thus, on educational and pragmatic grounds, I encourage us to look at internationalizing not just in narrow terms of where to introduce non-American material and the contributions of travel abroad, but to use this as a chance to re-examine the non-national bases of our disciplines and to use the world as an application laboratory.

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INTERNATIONAL ISSUES (*Continued*)

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INTERNATIONAL FACULTY ASSIGNMENT IN A LESS-DEVELOPED COUNTRY

It is proposed that a *modified* Porter's Five Forces model can be used to assess the likely benefits and contributions of short-term faculty overseas assignments. In addition, it is contended that the model demonstrates that international experiences in Less Developed Countries (dissimilar cultures) yield extremely rewarding and powerful professional and personal experiences for both the country and the faculty member. Conclusions include the following:

- ◆ The personal and professional benefits faculty derive from an assignment (e.g., exchange scholar, lecturer series, etc.) in a Less Developed Country (dissimilar culture) are likely to be greater than from a Developed Country (similar culture).
- ◆ The more unfavorable the reputation of a country (e.g., deteriorating infrastructure, restrictive visa policies, high levels of poverty, high levels of corruption, etc.), the more limited the pool of interested exchange faculty. This results in greater opportunities for a significant exchange experience.

- ◆ The lower the information technology capabilities of a country and its educational institutions (e.g., computer access, distance learning, virtual teaming, internet-based programming, etc.), the greater the "personal" impact a faculty member's contributions are likely to be.
- ◆ The lower the degree of host country educator-connectedness to the outside world, the greater the potential contribution a faculty exchange participant is likely to make to the host country's students and educators.
- ◆ The lower the overall quality of host-country educational systems, the greater the opportunity for significant contributions (teaching, research, and service) to that host country.

It is also concluded that a successful participation in a Less Developed Country exchange program enhances the likelihood of faculty participation in another. Professional *know-how* increases the *demand* (both at the personal and institutional levels) for return visits.

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INTERNATIONAL ISSUES (*Continued*)

Peter Gordon, Southeast Missouri State University

INTERNATIONALIZING THE CURRICULUM - PROVIDING STUDY ABROAD OPPORTUNITIES FOR STUDENTS

Over the past few years, Southeast Missouri State University has tried to "internationalize" its business curriculum. The first obvious step is to integrate international discussion into all classes. The second step is to provide study abroad opportunities for the students. Being an institution with a large number of students from modest family resources, the challenge is to provide opportunities that are relatively economical.

Student exchange programs provide the best economical option for a semester of overseas study. These allow the student to study at a foreign institution at home university tuition rates. Initially, Southeast developed a number of bi-lateral exchange agreement with a number of overseas universities. The first priority in developing such relationships was with institutions which provided coursework in English.

As high school curricula have increasingly emphasized study of foreign languages, we have found a growing number of students equipped and willing to pursue studies in other than English. As a result, agreements have been established with foreign universities Mexico, Spain, France and Germany. This is one area where the business college and the foreign language department can forge a partnership for their mutual benefit.

The next stage in our international evolution, was to simplify the number of bi-lateral agreements we had in place. Participating in a consortium where there is a pool

of U.S. and foreign universities can be a great help. An exchange consortium overcomes the difficulty of individually maintaining student parity with exchange universities. As well, it simplifies paperwork and provides a support infrastructure that is much more economical than each university "re-inventing the wheel."

The final step in developing a comprehensive international program is to develop short term programming. Recognizing the greater number of non-traditional students who are unable to live overseas due to work and family reasons, and also the problem of opportunity cost for traditional students who are working their way through school, meant that we needed to develop short programs that necessitates absence from campus for only a few weeks. Typically, these short programs are offered at times when other classes are not being offered. Christmas break or during the summer are both times when students are not going to have other class obligations.

Again the value of developing a pool of participating schools may help in ensuring a critical mass of qualified students. Overseas travel programs are most economical when virtually whole bus-loads of students can participate, which allows the fixed costs to be distributed over the greatest number people. Southeast Missouri State has been able to offer such short programs for over a dozen years with as many as 100 students participating each year.

With this "arsenal" of opportunities, even a medium sized university can provide its students with ample opportunities to participate in an international experience.

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HOW TO TEACH ETHICS

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ETHICS IN BUSINESS AND MARKETING EXPLORING HOT ISSUES AND NEW APPROACHES

The purpose of this panel session is: (1) to address the importance of ethical practices and components for students – in the classroom, in professional lives, in

careers, and in personal dealings – particularly in marketing, management, and health care related courses; (2) to demonstrate successful projects implemented in various courses and activities; (3) to discuss interdisciplinary ethics activities; (4) to underscore strengths and weaknesses of these projects and activities; and (5) to explore students' responses of these projects and activities.

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HOW TO TEACH ETHICS (Continued)

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BEYOND BUSINESS ETHICS: TEACHING ACCOUNTING STUDENTS ETHICAL RESPONSIBILITY AND POTENTIAL LEGAL LIABILITY

In America, we place a premium on personal morality and "rightful" conduct in business. Therefore, it is not surprising that most, if not all, progressive business schools require a course in business ethics. Hopefully, after taking such a course students are better equipped to identify compromising situations and to make the "right" business decisions when confronted with ethical dilemmas.

Although many business disciplines have codes of ethics, as does the American Marketing Association, which act as guidelines for professional conduct, the public accounting profession's treatment of ethics is unique because of the potential consequences connected with violations of its code, the American Institute of Certified Public Accountants' (AICPA) Professional Code of Conduct. Thus, the challenge for professors who teach ethics to accounting students is to make them aware of the special significance their chosen profession places on professional conduct. And perhaps more importantly, to impress upon them that failing to adhere to the written code can have devastating effects on their careers, both professionally and legally. At Southeast Missouri State University, these ethical concepts are taught in both Auditing and the advanced business law course, Contemporary Business Law.

ETHICAL ISSUES

What is business ethics? Perhaps the best explanation comes from Rotary International's Code of Ethics; the Code is sometimes referred to as the "four-way test" since it consists of four questions as follows: (1) Is it the truth? (2) Is it fair to all concerned? (3) Will it build goodwill and better friendships? (4) Will it be beneficial to all concerned? Obviously, other thought provoking questions and/or statements could represent a workable code of conduct, but the core of any code should be truthfulness and fairness.

Intertwining legalities and ethicalities often creates confusion. If an action or inaction is legal, is it ethical? The answer may be "yes," but only if laws are perfect, which

we know they are not. Consider this example to illustrate the point. If you find an item belonging to someone else, the law requires you to return the item, but only if the person claiming it can "prove" that he or she owns it. An ethical interpretation might be that the item is not yours and therefore, you should return it to the owner or give it to the appropriate authorities.

SPECIAL SIGNIFICANCE OF THE CPA DESIGNATION

CPAs have a unique relationship with their clients relative to financial statements. They not only have a duty to their clients, but also a duty to the users of the financial statements to reduce information risk, i.e., a protector of the public interest. The public expects CPAs to be competent and unbiased. Indeed, the accounting profession and the public believe that objectivity and quality work product are so essential to efficient business functioning that several mechanisms have been put in place to provide continuing assurance. These mechanisms include: (1) CPA Examination; (2) state regulation through certification and licensure; (3) continuing professional education; (4) quality control and peer review; (5) Generally Accepted Auditing Standards; (6) potential legal liability; and (7) Code of Professional Conduct (Arens and Loebbecke 1997). The Code sets forth Rules of Conduct to be followed by all persons holding a CPA certificate.

ETHICAL CONSEQUENCES VS. LEGAL LIABILITY

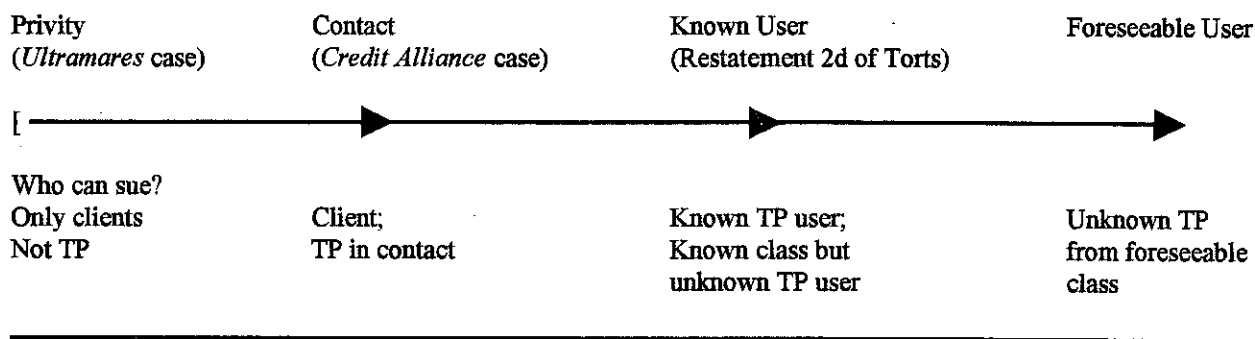
Business students learn that there is a subtle line between ethical and legal behavior. A business decision may be unethical, but not illegal. The law reflects society's values as ethical standards are expressed in statutes and court decisions. According to *West's Legal Environment of Business*, a company is expected to comply with the "moral minimum," which is defined as: "The minimum degree of ethical behavior expected of a business firm, which is usually defined as compliance with the law" (Cross and Miller 1998). When the law is silent, standards set forth in internal codes of ethics dictate expected ethical behavior.

For accountants, when professional "services are not properly rendered in accordance with commonly ac-

tice (Anderson, et al. 1998). The consequences of malpractice lie in both professional and legal remedies.

From a professional standpoint, the accountant found guilty of malpractice may be required to remediate the situation by taking courses to improve on the identified deficiency or, in more serious infractions, the offender may be suspended or expelled from the AICPA or state professional organization, such as Missouri Society of Certified Public Accountants (MSCPA). For the serious cases, the AICPA publishes the name and affiliation of the offender in its monthly newsletter. This action represents a significant humiliation for the offender. Since certification and licensure are granted by the states, the government's role in policing the profession is very significant. Most states have more restrictive ethical requirements than does the AICPA, especially in advertising and solicitation. From the enforcement standpoint, state regulators can: (1) censor the violator; (2) place the violator on probation (which is often coupled with a requirement for additional continuing professional education (CPE) credits, preissuance peer reviews, suspension of specified engagements, and/or community service to a not-for-profit organization); or (3) revoke the accountant's certificate or license to practice or both.

From a common law perspective, in malpractice cases, the client has a choice of either suing the accountant for breach of contract or for negligence in tort. Some states also permit third parties not in privity of contract with the accountant to bring a malpractice lawsuit in tort against the accountant. Third party liability has expanded over time on a continuum (Anderson, et al. 1998):



subject to both civil and criminal liability, including fines and imprisonment.

PEDAGOGY

Teaching accounting students about professional responsibility involves a combination of pedagogy, including: lecture; question and answer; court case analysis; internet review of states' requirements for testing, experience and academic preparation; study cases involving ethical di-

The diagram shown above is used in the Contemporary Business Law class to demonstrate how the law has changed over time and across jurisdictions. Under the Privity of Contract rule, no third party (TP) liability exists. But under the Foreseeable User rule, anyone who is unknown to the accountant, but who is a member of a class of people who are foreseeable users of the specific financial advice or written reports provided by the accountant, can sue the accountant for malpractice.

These changes in the law for accountant malpractice liability parallel changes in the law regarding products liability where TP users may sue manufacturers, retailers and others down the distribution chain for injury caused by defective products.

In both products and services, the consequences of violating contract and tort law are the same: money damages. In the case of negligence, the dollar amount can be very high since punitive damages may be awarded, often amounting to three times the actual loss sustained.

Since public policy condemns fraudulent malpractice more strongly than it condemns negligence, accountants who participate in fraud face greater liability. "Fraud is defined as a false statement made with knowledge that it was false or with reckless indifference as to whether it was true" (Anderson, et al. 1998). Liability is to all foreseen and foreseeable users of the accountant's work product; no privity is required.

Federal statutes regulating the sale of securities place stringent liability rules upon accountants. Violators are

lemmas facing a first year staff accountant; and other mini cases.

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MBA PROGRAM ISSUES

Kenneth Heischmidt, Southeast Missouri State University

DEVELOPING A NEW MBA PROGRAM: SECRETS FOR SUCCESS

Southeast Missouri State University started their MBA program in the fall 1996. This new program has been very successful based on enrollment growth and student feedback.

One of the real contributors to the success of the program has been the overall assessment program established to evaluate this new MBA program. As some background for understanding this assessment program, the vision and goal for this program are provided. First, the vision follows: Graduate students are provided the opportunity to further develop their knowledge base, management skills and personal attributes that will allow them to advance professionally in and provide executive leadership to their organizations. Second, the goal is: To provide a high quality graduate program in business periodically reviewed and revised to meet the needs of various constituencies.

The assessment plan is broken down into three broad areas: Issues, Assessment Tool, and Action. The issues consist of the following areas: Instructional Quality, Program Requirements, Continuous Improvement, Program Quality, Applied Learning, Quality of Current Students, Admission Requirements, and Quality Outputs.

Each issue has an associated assessment tool and action

step. For example, instructional quality is assessed using an annual survey of all current MBA students who have completed courses during the current academic year. Program quality is assessed using both an Internship Sponsor survey and student performance on EBI (National Benchmarking Project sponsored by AACSB). Quality of current students are assessed by using feedback obtained on surveys to supervisors outside of the college (e.g., financial aid office, accounting office, campus assistance center, facilities management, budget office, etc) of current MBA graduate students who have graduate assistantships outside of the college of business.

Associated with every issue and assessment tool is the indication of the associated action taken based on the assessment of the issue. For example, there has been a complete evaluation of the applied research project and team teaching efforts based on assessment of instructional quality and program requirements. There has been a decision to continue the applied research project (a final individual assessment tool of our graduating students) and to discontinue the team teaching efforts in a couple of our core MBA courses. Related to admission requirements, there has been a decision to raise the GPA requirements established for admission and retention in the MBA program based on a comparative assessment of the students currently in the program. In summary, all MBA directors need to have a comprehensive assessment plan in place in order to assure the delivery of a high quality graduate program for the students at their associated school.

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MBA PROGRAM ISSUES (Continued)

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REDESIGNING THE MBA: GETTING BACK TO BUSINESS

The faculty of the College of Business and Management at the University of Illinois at Springfield began redesigning the MBA Program in the Fall, 1998. The purposes of the change were twofold: to reconfigure the existing program in order to more fully utilize the faculty resources of the School and to strengthen the School's application for AACSB accreditation. A faculty Advisory Committee was formed and charged with the responsibility of formulation and presenting to the faculty at large a proposal for a new MBA program.

This paper will present briefly some results of that Committee's deliberations. Specifically, we will (1) briefly describe the learning outcomes to be achieved in the new MBA and (2) highlight the conceptual underpinnings of the proposed curriculum to be used to achieve those outcomes.

DESIRED MBA LEARNING OUTCOMES

The Committee committed themselves in the Fall, 1998, to adopt a learning outcome based approach for developing a new MBA Program. The benefits of learning

outcome based education have been studied extensively in the academic literature (Banta 1996; Loacker 1988), and this approach provided a ready means for developing a purposeful and focused curriculum.

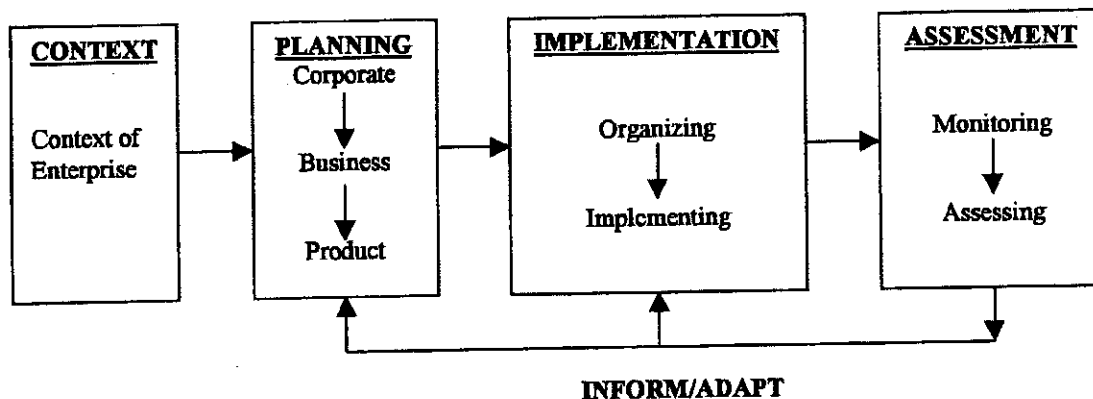
The Committee identified three major stakeholder groups, including academia, students and professionals, and sought their counsel regarding desired learning outcomes from a graduate business degree. Those outcomes fell into two categories: knowledge and competence. The challenge to the Committee has been to develop a curriculum that would enable students to attain those outcomes.

A PROPOSED CURRICULAR FRAMEWORK

The Committee studied extensively the vast literature pertaining to graduate business education and curricular. Of particular concern were the accreditation requirements of the AACSB (AACSB 1999), the standards of the profession as manifested in other Schools' curricular and, finally, the mission of the School of Business and Management at UIS.

The Committee quickly confronted a recurring issue: whether to propose a curriculum grounded in and orga-

FIGURE 1
PROCESS



nized about the management process or about the traditional academic core areas of knowledge?

While these two are clearly not entirely mutually exclusive, the conceptual framework of the curriculum will be fundamentally one or the other. On the one hand, there is the traditional curricular structure that is implicit in the AACSB guidelines: study the core areas of business and then integrate and apply them to organizational issues; or, study the management process and explore the core areas as part of that mission.

A proposal currently under consideration that illustrates the latter curricular thinking is presented below.

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MBA PROGRAM ISSUES (*Continued*)

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LAPTOP INITIATIVES

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CONCEPT ORIGATION AND PRELIMINARY PLANNING

At Winona State University the initial impetus for development of a universal access notebook computer learning environment originated in the president's office. Key issues that influenced the pursuit of a laptop university configuration included:

1. A desire to differentiate WSU from other Midwest regional universities, thus increasing Winona State's appeal to students who are becoming ever more selective and critical of educational experiences;
2. The utilization of more effective and efficient, state-of-the-art learning tools;
3. A need to keep pace with rapidly changing technology that is being implemented in the workplace;
4. The increasingly diverse and complex nature of the knowledge and skills students must learn;
5. Trends in education, such as the need to increase communications between instructors and students and among students beyond the classroom; the increased importance of distance learning; consideration of multiple learning styles.

STUDENT AND FACULTY INPUT

Based on what was learned at other campuses and with consideration for the unique components in the WSU environment, a broad proposal for implementing a laptop computer program was presented to the students and faculty in a series of open forums. The purpose of the forums was to generate ideas and feedback, and from those views develop the specifics of the plan for implementation.

The concept was met with a diversity of responses ranging from enthusiastic support to blatant rejection. Of course, the majority of participants were interested in acquiring more information before judging the merits of

the program. In the student forums the primary concerns centered on cost issues and the freedom of current students to finish their programs without being forced to participate. Faculty concerns focused on forced use, platform choice and slowing the process down so that implementation occurred in a controlled fashion. Ultimately the student and faculty input resulted in a program that included dual platforms (PC and Mac), a systematic rollout over several years, and initial financial subsidizing of laptop leasing and faculty training.

COMPUTER INFORMATION SERVICES ORGANIZATION

The CIS administrative structure adopted to facilitate laptop tools includes five distinct units: Network Services, Technical Support, the Student Training Center, the Academic Development and Training Center, and Media Services.

Network Services is responsible for establishing and maintaining the networking infrastructure including the LANs and direct wiring of all facilities. At WSU each dorm room is wired for direct access, as is the library, student union, and numerous classrooms designated as laptop facilities. Also, a new type of lab has been wired for laptop connection directly to the network and configured for individual and group work. Remote access is also available to students and faculty through modem connections.

Technical Support is responsible for configuring, distributing and maintaining the laptops. As a part of technical support G. E. Capital, the firm WSU contracted with to provide students and faculty with laptops through a leasing program, has dedicated a full-time support person to WSU. The G. E. Capital individual and the WSU staff in the Technical Support department are responsible for hardware and software fitness on all laptops.

PILOT PROGRAMS

Due to the varied levels of interest in using laptops as a learning tool and differences in expertise at using tech-

nology in the classroom, the Pilot Project program was initiated. This program allowed every teaching unit on campus to submit a proposal for creating and implementing universal access notebook computing into the learning process. Pilot Project guidelines were broad and encouraged units to experiment and customize tool usage to fit the unit's learning goals. In addition, students participating in a pilot project program were granted a \$600 waiver off the full lease price. This was done to ensure that the pilot programs requiring student participation would not face the pricing issue as a roadblock in their experiment.

Programs that were granted pilot project status included Chemistry, Marketing, Music, and graduate Nursing. Approximately 300 students were included in the pilot projects. No other units on campus submitted a proposal, deciding to wait one year for the results. Faculty and students from these departments were given priority status regarding computer acquisition, access to equipped classrooms, and training. At the end of the year, the participating units will share their experience with the remainder of campus.

Laptop Applications (Available in full paper form.)

Assessment of the Laptop Program: Assessment of the Marketing Department's pilot project involving the requirement of laptop computers will be conducted in an exploratory manner because of a number of confounding factors. A significant factor preventing a direct historical comparison of course results before and after the implementation of laptop computers is the University's change from a quarter-based system to a semester-based system. The shift to semesters is a major adjustment for both students and faculty. Each course in the laptop program has undergone a significant increase in meeting time and has added course content. Another confounding issue is the general shift in course pedagogy from teaching-centered to learning-centered. The Marketing

Department's faculty has attended a week long seminar on Web page development and as part of the seminar created a variety of new pedagogical ways to deliver course material. In addition, the acquisition of new data bases by the library, new software in several of the laptop courses, and a redesigned high technology classroom all entangle efforts to assess the impact of the laptop computer on learning. With these caveats in mind the department proceeded in the assessment of the laptop program with as much systematic process as the situation allows.

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TEACHING THE BUSINESS CAPSTONE COURSE

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CAPSTONE BUSINESS POLICY COURSE: A MARKETING PROFESSOR'S PERSPECTIVE

Business Policy is the capstone course in most undergraduate and graduate business programs. In this course, students focus on formulating new strategies and developing plans for implementing those strategies within organizational constraints. Moreover, students are expected to apply time-tested methods of diagnosing problems that exist throughout the entire organization and then provide long-term solutions to those problems. At times, the strategic plan may call for a major restructuring via right sizing or divestment of selected units within the existing organization. The students are required to integrate the knowledge and experience acquired in previous courses as well as tools acquired through various life experiences.

The defense for the capstone course rests on the contention that the organizational leaders of the future must comprehend much more than a narrow discipline. It can be argued that all business courses should have an integrative format. After all, the real world of business does not present its problems purely labeled as marketing, finance, personnel or operations. The capstone course was first offered in 1912 in which real world business problems were posed and students were asked to attempt solutions. Surprisingly, the basic theme of integrative learning has remained unaltered. But today's teaching methods tend to focus on strategies- such as building the capacity for continuous innovation- as the guiding principle to solve organizational problems.

What exactly is in store for teachers of the capstone course of tomorrow? While there are several areas that may qualify for this award, the leading candidate has to be the development of tomorrow's organizational leaders. The emphasis should be more on leading than managing and empowering than controlling. The capstone course should stress the importance a leader of being a visionary who has the uncanny ability to see the whole and develop synergistic solutions that move the organization forward. Yet another aspect of leadership to be reinforced in this course is the leader's consistent commitment to the stated organizational vision. The importance of setting up formal and informal networks to gather information on the organization should be stressed as a leader characteristic throughout the capstone course. Students should develop an appreciation for the direct relationship between employee empowerment and gains in organizational productivity. The capstone course should provide ample opportunity for students to practice the art of consensus building, through teamwork and effective presentations. To top it all, the requirement of a CEO paper further reinforces the leadership focus and underscores the importance of strategy implementation. Besides offering a natural fit to our professional backgrounds, teaching the capstone offers several potential benefits to marketing faculty including: (1) marketing courses begin to pick up an integrated flavor, (2) productivity will be highlighted much more in teaching modules involving marketing decision making; (3) the concept of cross-functional teams will find its way into marketing classes; (4) the role that marketing plays in shaping an organization's competitive strategy will become succinctly clear.

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TEACHING THE BUSINESS CAPSTONE COURSE (Continued)

Thomas J. Quirk, Webster University

Webster University offers a 12-course M.A. in Marketing which includes the following required courses:

- ◆ Marketing
- ◆ Marketing Statistics
- ◆ Marketing Channel Management
- ◆ Promotional Management
- ◆ Marketing Management
- ◆ Marketing Research
- ◆ International Marketing
- ◆ Integrated Studies in Marketing

In addition to these eight required courses, students can take marketing electives in Pricing Strategies, Business-to-Business Marketing, Consumer Behavior, and Strategic Market Planning.

This paper focuses on the capstone course: Integrated Studies in Marketing. In the past, this course has focused on the writing of a comprehensive marketing plan for a product or service to allow the student to apply what he or she had learned in the pre-requisite courses in the core.

Recently, we made a decision to expand this course to include the analysis of a set of marketing cases found in Kerin and Peterson's *Strategic Marketing Problems: Cases and Comments*, 8th Edition, Prentice-Hall, 1998. This case book was added to the course because the students were not receiving sufficient instruction in developing and analyzing Profit and Loss (P&L) Statements and Contribution Margin statements in the other marketing courses and they needed to strengthen their financial analysis skills. This textbook works very well for this objective and the following cases are especially helpful in accomplishing this objective: Jones-Blair Co., Frito-Lay Dips, Southwest Airlines, Soft & Silky, Goodyear, Duncan Industries, and Konark TV-India.

This textbook also comes with software which allows the student to complete spreadsheets projecting profitability for several of the cases, thus allowing the students to expand their understanding of these cases through a further analysis of the financial implications of the cases.

An additional emphasis is placed in the course on requiring the students to complete the missing figures in a three-year Income Statement using familiar marketing companies such as PepsiCo, Coca-Cola, Nike, and Wal-Mart so that the students can better understand the concepts of gross margin ratio and operating profit ratio as well as other important ratio figures in studying the profitability of a business.

All students are still required to submit a written marketing plan (typically 70-100 pages) and to present an oral presentation of this plan during the last class meeting. This presentation allows the students to practice their presentation skills, and the students in the class benefit from the thinking that other students have done in terms of the ideas that come from preparing a marketing plan for the different products and services selected by the students. The resulting oral presentations are an excellent summary of the knowledge and skills that the students have required in their Masters' program.

We have been very encouraged by the increase in financial analytical ability which the students have demonstrated during this course. A sample in-class examination on the Cima Mountaineering, Inc. case is attached to this paper to illustrate the type of analyses and thought processes which can be tested using the casebook. Students were told the name of the case one week before the in-class examination, so they had a week to study the case, although they did not know the questions that would be asked on the examination until the exam was handed out in class.

The Kerin/Peterson cases provide a rich source of financial information which can be useful to students who want to expand their marketing knowledge beyond the theory and into the practical world of making specific marketing decisions based on a solid financial analysis of the case situation. This approach has strengthened the program and provided the students with a much-needed analytical skills in terms of financial analyses involving marketing decisions.

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TEACHING THE BUSINESS CAPSTONE COURSE (Continued)

David A. Kunz, Southeast Missouri State University

I. Course Objectives and Teaching Strategies

A. Learning Objectives: As a capstone course, the major objective is to introduce the student to a strategic planning model and demonstrate how the multiple business disciplines interact. Other more specific objectives include:

1. To examine the rapidly changing environment affecting business and the need for strategic planning.
2. To present an integrative perspective of strategic management and the principles and processes which organizations use to improve performance.
3. To develop problem recognition, analysis and solution skills.
4. To develop skills in locating and using sources of information available for analysis of strategic issues.
5. To integrate social responsibility and ethical behavior with strategic decision-making.
6. To develop and refine communication skills.

B. Teaching/Learning Strategies: The capstone course (graduate and undergraduate) is typically thought of (and advertised) as a case course. Cases are a very useful tool in allowing students to develop problem recognition, analysis and solution skills. Cases are usually an integral part of the course but to achieve all stated objectives, multiple teaching approaches must be used.

Other teaching tools typically used include:

1. Discussions of current business events involving strategic management issues or illustrating the interaction of multiple business disciplines. Articles from current business periodicals (*Fortune*, *Business Week*, and *The Wall Street Journal*) are the most frequent source of discussion topics.
2. Review of text and assigned readings using lectures and class discussions. The text introduces the student to strategic management theory and principles. Assigned non-text readings are used to illustrate specific strategic management issues. Lecture format should be minimized.
3. Non-case related presentations and written assignments. Both contribute to developing communication skills.

4. A management simulation. Most capstone courses utilize a management simulation, which is perhaps the best tool for illustrating the interaction of the multiple disciplines.
5. Inclass exercises. Class exercises illustrate a particular topic such as, performance evaluation and require the active involvement of students.

II. Text Selection

A. Text format is a consideration and publishers provide a number alternative formats. Formats available include:

1. Text only: This is the traditional format that provides a review of strategic management theory and principles. A strategic management model is provided in an early chapter and subsequent chapters provide additional information on specific steps of the process.
2. Text and cases: In addition to the text, twenty to thirty cases are also provided.
3. Text and selected readings: Twenty to twenty-five articles from current journals focusing on strategic management issues are included as well as the text.

B. Author selection. Material included in the texts may vary slightly but all will cover the major theories and principles. The strategic management process is essentially the same in all texts.

III. Business Simulation

- A. To use or not use: The simulation is perhaps the most effective tool for providing an integrative perspective of strategic management and the principles and processes which organizations use to improve performance.
- B. Business Simulation Format: There are two basic formats available:
1. PC based (*Business Strategy Game*, *Threshold Competitor*)
 2. Internet based (*Capstone*).
- C. Grading: The simulation should contribute at least twenty percent to determining course grade. A grade can be based solely on simulation performance or a combination of simulation performance and other tasks. Other tasks include activities such preparing performance

- reports and in general demonstrating an understanding of the strategic management process.
- D. Team or individual participation: Almost all authors recommend the use of teams in the simulation. One of the biggest benefits of the simulation is the opportunity for team interaction.
 - E. Team formation: Teams can be formed by (1) the instructor, (2) students, or (3) a combination of student and instructor. There are pros and cons of each approach.

IV. Case Studies

- A. Cases studies: Cases provide an excellent opportunity to expose the students to multi-disciplined problems. Student must analyze the problem and apply strategic management principles.
- B. Number of cases: The number of cases assigned will be function of other projects and whether the cases will be accomplished individually or as a member of a team.
- C. Directed vs. non-directed cases: Directed cases include a set of questions that must be answered and are more appropriate for undergraduate courses.
- D. Team vs. individual cases: The pros and cons of each approach (team or individual) are the same as those discussed for the business simulation.
- E. Grading weight: The weight given to cases will be a function of other class projects but enough weight should be assigned to encourage serious student effort.
- F. Written solution and/or presentation: A written solution and/or a class presentation can be required. Either or both will aid development of communication skills.

V. Current Events

- A. Current events: Integrating current business is-

sues into the class provides the student with "real world" illustrations of strategic management in action.

- B. Topics can include weekly news items from *Fortune*, *Business Week* and *The Wall Street Journal* or special issues topics. All issues must be related to the strategic management process.

VI. Class Exercises/Activities

- A. Class exercises require active participation of the student and provide an excellent basis for class discussion.
- B. The number and type of exercises is limited only by the imagination of the instructor.

VII. Other Resources/Activities

- A. Speakers: Business professionals provide "real time, real world" illustrations.
- B. Tapes: There are a number of quality tapes available (Porter, Prahalad, and Hamel) covering a variety of strategic management issues.

VIII. Outcome Assessment Activities

- A. Mid-semester feedback.
- B. End-of-the-semester feedback.

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TEACHING THE BUSINESS CAPSTONE COURSE (Continued)

Peter Shaffer, Western Illinois University

As academics who have pursued the study of marketing at its highest (?) levels over some period of time, we tend to hold high expectations for marketing students engaged in their capstone course. While this seems to be a reasonable hope, the reality appears that such expectations are met in some cases, but in too many, not.

Every instructor, I believe, tries to take an integrative approach to the capstone course. An "integrative approach" probably means different things to different people, but broadly could be interpreted as a pedagogy which focuses on multiple aspects of not only the marketing function, but also financial, accounting and managerial considerations. Too often, I think, this "integrative" course style strays away from marketing into what I would term an "MBA" Type approach to the capstone course.

While this is not to say that the capstone course should not require students to apply and/or demonstrate the skills and techniques used in the other functional areas, it is to say that the primary emphasis of the capstone course should be on **MARKETING** concepts.

Very often, the capstone course relies upon casework as the primary teaching tool. Whether or not this technique

is best is another issue. However, I do feel that if cases are used, the student's ability to communicate his/her analysis of an assignment is every bit as important as the content of the presentation. This applies to oral presentations as well as written. How many of your students cite the giant soap-maker as "Proctor & Gamble?" How often do you watch a student presentation and note to yourself "well-organized?"

These are two areas where I feel the capstone course should emphasize, but in most cases, probably does not:

1. The history and development of marketing thought. For example, do students understand how the marketing concept developed? How it began and where it is today.
2. People in the development of marketing. The roles and contributions of Kotler, David Ogilvie, etc.

Yes, the capstone course should be "integrative" and yes, it should utilize casework. But, there should also be strong emphasis on the history, development and even personalities of what this less than a century-old discipline is.

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TEACHING THE BUSINESS CAPSTONE COURSE (*Continued*)

Regina A. Greenwood, Kettering University

TEACHING BUSINESS POLICY AND STRATEGY

At Kettering University we have been confronted with a number of challenges in delivering a Business Policy and Strategy capstone course for our students in the Master of Science in Manufacturing Management and Master of Science in Operations Management programs.

Traditionally, the Business Policy and Strategy course is based on the case study method developed at the Harvard Business School (Greenwood 1984; 1986). The case method allows students to apply theory to organizational problems and develop their analytical abilities. It also creates a forum for discussion: most policy and strategy courses contain student presentations and heavy amounts of class discussion.

Many policy and strategy classes allow opportunities for the students to conduct class as lead discussion through presenting their own case analyses. Such discussion can be competitive, even confrontational, as students present and support their own positions. When done well, the class discussion can be lively, invigorating, and a vehicle for effective learning.

At Kettering University we were confronted with a situation that precludes, or at least reduces, the effectiveness of the case method of teaching. All our graduate degree programs are delivered both on campus and to distance learning facilities by means of videotape. Lectures take place in a state-of-the-art television studio for

on-campus students and for videotaping purposes. First run videos are made on over 90 video copying machines and sent to learning centers throughout North American and to a small number of independent students worldwide. (Students who have begun our program but are transferred to other locations can be sent videos of classes to enable them to complete their degree, even in remote locations in China.)

Our solution for delivering class content is to have lectures on functional level strategy from experts in the academic areas and to alternate those with presentations from executives on corporate level strategy. Throughout the term there are also a few presentations on strategic thinking and the latest developments in strategy. All the presentations are accompanied by extensive handout material; multiple cameras, integrated computers, individual student monitors and microphones enhance the presentations. The student response has been excellent, but we are eliminating the benefits of a traditional, case method approach. Our concern is, how can we do more, how can we do better?

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APPLYING MARKETING METHODS TO MAKE CAMPUS LIFE MORE USER FRIENDLY...

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With a rapidly changing environment and degree of competition, high technology has been brought into every organization to facilitate its managerial decisions and enhance its performance of providing goods and services to customers.

Even though colleges and universities are considered nonprofit organizations, they still need to use technology in order to simplify their daily operating functions and, in term of marketing, to attract prospective students (customers). The student identification card (I.D.) is one of the tools through which universities can provide access to several services both on and off campus. The traditional student I.D. card, which was created for the basic purpose of student verification, has the possibility to now consolidate many features onto one card. This study focuses on the benefits in the development of a university "one-does-all card," and attempts to measure the satisfaction and perception of college students regarding the value of this marketing service. The card (in this instance called the "ZipCard") goes beyond the I.D. card concept by additionally providing debit card, calling card, and security features, such as having access to buildings or parking lots. There are both costs and benefits assigned to these services. The research surveyed 134 students by distributing questionnaires, both by e-mail and hand distribution. Results showed that most students agree that using ZipCards is more convenient than using cash, coins or checks to obtain goods and services. Students who have experience with these are highly satisfied.

TYPES OF AUTOMATIC DATA COLLECTION (ADC)

There are a number of technologies comprising the automatic data collection (ADC) family. They all have the same purpose—to accurately and rapidly capture data. The differences lie in the method used to capture and process. The ADC technologies include bar coding, magnetic stripe, radio frequency data communication,

radio frequency identification, voice data collection, machine vision, smart cards (Industrial Engineering 1992), optical character recognition, and magnetic link character recognition. The two major uses of data collection types in most colleges and universities are magnetic stripe and smart cards.

THE DEVELOPMENT OF THE STUDENT I.D. CARD

In 1990, the University of Maryland offered a cash card which provided their students, faculty and staff with the ability to obtain products and services at about 55 businesses on and off campus, such as restaurants, sporting goods stores, barber shops, and bookstores (Litvan 1990). Several banks also recognized college students as a strong potential market, and they initiated relationships with students to become long-term customers by dropping the annual fee on student credit cards and made Visa and MasterCard easier to acquire without requiring a prior credit history (Bank Letter 1990 and Kathy 1996). Four leading credit card marketers—Citibank, American Express, Chase Manhattan, and Discover—reported significant growth in student-card holder, about 36 percent over 1988-1990 ("Credit Cards" 1991 and "Chase Sweetens" 1990).

Xerox Corporation entered the college student market with super convenience copiers with "copy card" capability in 1993 ("Cards make collecting" 1993). MCI, AT&T, and other telecommunication companies entered universities with special rate promotions, offering students long distance calls and other available services ("MCI celebrates" 1997). In December 1996, MCI linked ten new campuses with MCI contracts, pushing the number of contracts to more than 365 relationships with universities and colleges around the U.S. ("MCI announces" 1996). In some cities, such as Sacramento, California, where public transportation is important for students, student I.D. cards also provided the free rides on light rail and buses on some routes (Staff 1993).

AT&T entered the campus card market in October 1994 when it purchased Michigan-based Harco Industries. Harco began implementing college card systems more than a decade before and services more than 60 schools, including Harvard and Ohio State University (Mitchell 1995).

The first card program was designed by Florida State University and the Columbus Bank and Trust Company of Georgia in 1991 ("BB&T" 1996 and Roseen 1996).

According to the National Association of Campus Card Users (NACCU) in Baltimore, Maryland, about 500 U.S. Colleges and universities were involved in card services by 1994 ("A Michigan Bank" 1995).

OBJECTIVES OF THE STUDY

1. Examine how efficiently the university and students gain benefits from the new features added to student I.D. cards.
2. Observe the problems that have occurred or will occur and find solutions to avoid those problems.
3. Rank the priority of the features based on students' perceptions and be able to provide the most important services to students.
4. Inform students about the available features of their student I.D. cards and improve the media that help students be well informed.

The study was conducted by initially interviewing persons involved in the Zip Card services as well as current students to develop a model for measuring student ZipCard users' satisfaction and to study the variables that affect students' decisions regarding whether or not to use ZipCard services. The survey questionnaire that was created based on the initial interviews was distributed to students by electronic mail (e-mail) and hand distribution.

Variables that affected the students' satisfaction with and perception of ZipCard services can be classified into two main categories—universities and student characteristics. University variables include the marketing mix: products, price, promotion and place. Student characteristics consist of cultural, social, personal and psychological factors.

DISCUSSION

The results of data collection reveals that students who are ZipCard users are satisfied with present services. Even though they agreed that most operating locations such as vending machines and fast food stores or dining halls were located where most students can use them, a number of locations were not satisfactory for most students. As a matter of fact, the number of locations would

certainly be improved in the near future, according to the universities' plans, along with the other services that had not been currently provided. How quickly electronic access systems fully catch on might depend upon "costs."

Part of planning process is to consider all of the different groups that may be utilizing the facility. Universities need to determine which kind of systems will work best for all groups—which is probably the system that gives the most flexibility in controlling access to students and universities.

Furthermore, most universities need to invest a high fixed cost in order to implement these programs, and it will take years to recover the costs on revenue generated from merchant transactions. In order to replace the old card with more memory, Western Michigan University had to pay approximately \$75,000 to issue chip cards which cost six times higher than old on-line mag-stripe cards. The University also paid \$15,000 for rewriting software for the cards to access buildings ("Michigan Bank" 1995). A university outfitting 20 or more buildings can spend upwards of \$250,000 for the necessary electronic hardware and software, plus an additional \$50,000 to install dedicated phone lines connecting the card readers to the computer system.

It is recommended that universities should improve a protection system as well as a security system. While using a ZipCard to gain access to buildings can improve security, it can also increase risks. Some students tend to "piggyback" through the door on other students' cards, open the doors for strangers, and even loan cards to friends. Other colleges have chosen keypad access systems, which are less expensive and require entering parties to provide a personalized, five-digit security code. For small colleges that do not need to provide access to everyone, keypad access systems are an efficient means of adding security. The cost is about \$20,000 to install a system connecting nine buildings, plus an ongoing monthly service fee of about \$400. The system goes into effect evenings and weekends, and only selected administrators, students, or faculty have access numbers.

The primary concerns for assigning students I.D. cards as credit cards or a debit card also leads to arguments of how well students could manage their money. Students might overuse their money because it is so convenient to spend. Especially for credit cards, the statistics showed that the number of card debt had increased from 10 percent in 1985 to 30 percent in 1995 and tended to increase more and more if the card users do not have enough education of personal financial management (Punch 1995). In general, high schools spend little time teaching students about budgeting and banking. In a survey by MasterCard of 400 high school students in 1995, 96 percent of them

said they do not get any personal finance education in school (Bryce 1995).

RESEARCH IMPLICATIONS AND RECOMMENDATIONS

The results of the ZipCard study were so positive that SMSU has now implemented the ZipCard as a requirement of every entering Freshman. One of the greatest challenges is to make students aware of all of the services that the ZipCard provides. The media that attracts most students is the student newspaper and ZipCard office. There should be more publications, such as brochures, and also knowledgeable officers who are able to inform or educate students about the capability of the ZipCard at the time of issuing. Further information should also be sent by mail or published in public places such as general boards in campus buildings.

Information should include both available functions and how to apply or activate those functions along with how to avoid the problems of cards damaged, lost, misplaced, or stolen. A primary concern is how safe cards are kept and how well students can rely on security. The more the value added to the card, the riskier card security is in the minds of students.

SUMMARY AND CONCLUSION

In summary, the study satisfied its objectives, as described in the introduction. The university needs (1) more time to access the features that serve students' needs and (2) to improve the number of locations that provide services and find solutions or ways to prevent the unauthorized uses of cards. . . since these are the primary concerns that affect students' decisions regarding whether or not to use ZipCard services. To increase the number of ZipCard users, the university also needs to revise its marketing plan, to specify its target group, and to use more effective media to keep students well informed. Furthermore, the university should also be able to educate students about avoiding some risks that might occur regarding a lost or stolen card, card misuse, or unauthorized use.

More than 30 percent of students that had not learned about the ZipCard indicated that this was their first opportunity to learn more about ZipCard. Therefore, the study provided a good opportunity to stimulate them to find more information on card services.

Overall, the students who had experienced ZipCard services were satisfied with provided services. Students perceived that using the ZipCard was more convenient than using cash, coins, or checks and made their lives easier. However, some students perceived that existing services could not fully serve their needs. Therefore,

suggested services that were ranked according to their importance to students both on and off campus will help the university understand students' needs better and facilitate supply of appropriate services to match current demand.

In today's competitive atmosphere surrounding the marketing of education and educational institutions, student services (such as I.D. services) may go a long way in determining just who comes to a campus and who stays on a campus. There can be no doubt that students are particularly special to a college or university, for students are *both the institution's customers and their products*. No other businesses can say that . . . can they?

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APPLYING MARKETING METHODS TO MAKE CAMPUS LIFE MORE USER FRIENDLY... (Continued)

Larry Haase, Central Missouri State University

FACULTY PEER EVALUATION

Evaluation of faculty performance has always been a challenging and controversial topic. It is certainly not an understatement to say that it has become one of the major concerns in education during the 1990's. There is no reason to assume that it will not continue to remain a major concern and in fact it could well be the dominate issue in education for the first decade of the new millennium.

University faculty performance can be classified into various categories such as teaching, research, service and professional development. The last three categories lend themselves to somewhat more objective means of measurement and evaluation. For example criteria can be set for a goal of a certain number and type of publications to produce in a year to determine research production and the number of review boards which must be served on for part of the individuals service component can be measured in a fairly straight forward and objective way.

The teaching category however, is not so easily defined and measured. Given that teaching is the primary activity for which most university faculty are hired and compensated it is very frustrating for administrators to explain and justify how we measure and evaluate this aspect of faculty performance. In the late 1980's our college promotion and tenure committee established some policies for measuring and evaluating the multiple categories of faculty performance so that there could be more objective and uniform standards applied when making promotion and tenure decisions. At that time the committee defined three methods for evaluating the teaching category. These three were: student performance on common comprehensive exams, peer evaluations, and student evaluations. After several years of attempting to implement these criteria the first one, student performance scores was dropped so that currently the two methods that are to be used are limited to peer evaluations and student evaluations. Obviously peer evaluations are now an important part of the faculty culture for anyone seeking promotion or tenure.

While the emphasis for our involvement in peer evaluation certainly started with its use in making promotion and tenure decisions the faculty have become very supportive of it for several additional reasons. The first of these is the extent to which this peer evaluation activity becomes an integrated part of the faculty's personal professional development plan. The second reason is the way peer evaluation helps develop and strengthen interaction and support among the faculty members. In fact the last reason may be the best and most significant reason for being involved in a continuous peer evaluation process which certainly qualifies as one distinct application of the CPI process.

The following is a summary of the Peer Evaluation Process as established and applied in the Department of Marketing and Legal Studies at Central Missouri State University.

**PEER REVIEW/EVALUATION
DEPARTMENT OF MARKETING AND LEGAL
STUDIES, CMSU**

Purpose: Peer review serves three significant purposes within the department:

1. Provide an evaluation of teaching for department faculty seeking tenure or promotion
2. Provide an avenue for personal professional development
3. Provide an opportunity for developing and strengthening interaction and sup-

port for members of the department faculty.

Procedure: A. Personnel

Normally two faculty from the department are selected and assigned by the department chair to serve as a review committee for another member of the department faculty. The chair consults with the faculty and reviewers prior to the assignment to determine compatibility and acceptance.

B. Time Period

Normally the review committee would interact with the faculty over the course of the academic year and file a summary report of their activity and evaluation in April of each year. Additional reports and other times might be requested to fit specific time schedules of reappointment or promotion/tenure decisions. The review committee will continue to work with the faculty until they are no longer seeking promotion or tenure.

C Review Activities

The faculty member being reviewed will provide a notebook to the review committee and keep the notebook current by adding the appropriate materials each semester. The notebook will consist of copies of the following:

Class Syllabus	Tests	Handouts
Final Grades	Evaluations	Other class materials/ assignments

The reviewers will schedule periodic meetings with the faculty to discuss the materials found in the notebook as well as concerns from class observation. The review committee will arrange for a minimum of at least one class observation per semester. These could be accomplished with either personal visits or the use of video taping procedures.

D Reports

A summary report will be provided to the department chair.

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SMALL BUSINESS – ENTREPRENEURSHIP ISSUES

Karen A. Glynn, Netsense, Inc
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SMALL BUSINESS AND INFORMATION TECHNOLOGY: DEVELOPING SCALE EFFICIENCIES FOR SMALL AND MEDIUM- SIZED FIRMS

Many small and medium-sized firms are at a competitive disadvantage relative to larger firms due to a lack of resources and their size. These factors prevent them from garnering scale economies to achieve a low cost advantage, and relegate them to geographically proximate niche positions. The Internet, particularly the World Wide Web, and other integrated technologies, are changing smaller firms competitive positions. Appropriate use of the complex of advanced technologies achieves this by helping firms gain scale efficiencies by allowing them to

distribute goods and services to wider markets, while at the same time, maintaining the flexibility and entrepreneurial advantage that flows from their smaller, less bureaucratic environments. The problem is that most smaller companies are not taking full advantage of the complex of advanced technologies. Further, most Marketing courses are not teaching students how to approach this integration process.

The purpose of this presentation is to present a schematic for teaching Marketing students how to optimize marketing programs through the proper integration of existing and emerging technologies. The schematic is appropriate for Marketing Strategy courses and adapts well to case analyses.

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SMALL BUSINESS – ENTREPRENEURSHIP ISSUES *(Continued)*

James R. Maxwell, University of Wisconsin – Stout
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MARKETING STRATEGY ALTERNATIVES FOR STAGE I ENTREPRENEURS

Firms in the "infancy" stage of the product cycle or firm growth cycle are often referred to as "Stage I" firms. It is noted that the Stage I firms are particularly vulnerable to a number of forces that become less formidable as the firm survives and progresses throughout the remaining

phases of the product or growth cycle. Entrepreneurs owning or managing these firms face altogether different marketing strategy alternatives than do their counterparts who have withstood the Stage I competitive forces and have successfully passed on to the growth stage. Even though the greatest proportion of entrepreneurs are Stage I entrepreneurs, university texts and case studies almost universally focus on entrepreneurs in firms that

have survived this critical stage in the product or growth cycle. It is the authors' position that more attention should be given, in the classroom and in texts, to these Stage I entrepreneurs and to the unique set of problems that they face in owning or directing Stage I firms. Some of the more important marketing strategy alternatives are outlined in position paper.

POSITION

In the formation stages of firm development, entrepreneurs, whether owners or managers, face marketing strategy alternatives that are unlike those faced by entrepreneurs in more mature firms. It could be argued that the skill base, the information base, and the strategic resource base for these Stage I entrepreneurs is unique. This is primarily due to the barriers to entry—natural, competitive, resource, legal, and others—that are both exogenous and endogenous to the new entrant seeking the first slice of market share. These barriers not only accrue to the firm, but also to the entrepreneurs who own or direct the firm.

While it is a common practice in operations and production management to choose firms that are successful in one or more areas as a “benchmark” and to try to emulate their success, perhaps more attention should be given in classrooms and texts to the unique set of circumstances and problems as well as marketing strategy alternatives facing the new entrant. If one considers the total number of existing firms, the failure rate of new firms, and the proportion of firms in the “infancy” stage surviving at least one year, the latter two categories comprise a significant proportion of “at risk” resources. Even though the number or amount of resources available to Stage I entrepreneurs will be extremely limited compared to established competitors, they should:

- ◆ Concentrate on market definition and delineation for each product.
- ◆ Allocate a significant proportion of the development budget to activities associated with product recognition and product information.
- ◆ Balance resources allocated to product-associated activities with market research activities associated with potential customer base.
- ◆ Support intra-firm focus groups which identify internal strengths and weaknesses.
- ◆ To the extent possible form “matrix” teams to identify strategic opportunities and threats for both the product line and for the collective firm.
- ◆ Pursue a “niche” strategy in order to maximize gains in: competitive advantage, effectiveness, efficiency, client retention, restricted resources, customer satisfaction, focus on core competencies, and other areas.

Although firm size and resource limitations associated size do dictate marketing strategy alternatives available to the Stage I entrepreneurs, they should, to the extent possible:

- ◆ Utilize market segmentation techniques
- ◆ Target marketing
- ◆ Focus on profitable clients
- ◆ Focus on value-added, (solving clients problems)
- ◆ Find emerging markets for innovative technological products or services

If more emphasis were placed on Stage I firms and the entrepreneurs owning and managing these firms in the classrooms and texts, it may be possible to assist those firms in choosing alternatives that are best given specific sets of circumstances.

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SMALL BUSINESS – ENTREPRENEURSHIP ISSUES
(Continued)

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MARKETING POTPOURRI – COMPUTERS, CASES AND SIMULATIONS

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UTILIZING INTERNET-BASED TECHNOLOGIES IN THE MARKETING CLASSROOM

Among the skills needed by students to succeed in the workplace are critical thinking, problem solving, written communications, and the ability to work collaboratively (Uchida 1996). Unfortunately, many business colleges have been criticized for failing to provide these skills (Butler, Straughn-Mizerski, and Lacher 1995; Cunningham 1995; Conant, Smart, and Kelley 1988). The cause for this problem can be partly attributed to a reliance on teacher-centered instructional techniques, such as the lecture method, rather than student-centered techniques that actively engage the student in the learning process (Siegel 1996). Teacher-centered or student-passive methods make little directed or systematic effort to elicit critical or creative thinking and fall short in contributing to the development of valued work skills, particularly in communication, problem solving, and managing change (Siegel 1996). Student-centered instructional methods, on the other hand, have been found to contribute to student learning and overall classroom and teacher effectiveness (Conant, Smart, and Kelley 1988; Easley 1991; Schmier 1995). In essence, learning is best accomplished when the learner is actively engaged in the process.

In an effort to more actively involve their students in learning, many educators are beginning to incorporate Internet-based technologies such as email, electronic discussion groups and the World Wide Web in their courses. Faculty who have used these technologies report that they use less time lecturing and more time in individual or group conferences with students (Saba 1998). This shifts the education paradigm to a learner-centered one and makes the student more responsible for his or her learning.

In the remainder of this paper, I will discuss the Internet-based technologies I currently use in my undergraduate marketing courses, how these technologies are being applied, and the effectiveness of these technologies in enhancing the quality of my courses.

SELECTING THE TECHNOLOGIES TO USE

One of the biggest challenges faced by the instructor wanting to incorporate Internet-based technologies in his/her courses is deciding which technologies to use. The choices are seemingly endless, everything from email to chat rooms to video conferencing over the Web. To facilitate the task of identifying the most appropriate set of Internet-based technologies to use in my courses, I applied the following evaluative criteria: (1) does the technology support any of my instructional goals and objectives?, (2) is it technology that I would be comfortable using?, and (3) are there sufficient institutional resources to support the technology? Based on these criteria, I decided to use three Internet-based technologies in my courses: email, listservs, and the World Wide Web.

Once the Internet-based technologies to be used were identified, it was necessary to determine how they should be incorporated in each course to meet the instructional objectives they were intended to support. These objectives and the technology applications used to meet them, are detailed in the next section.

APPLYING THE TECHNOLOGIES

Improving Communication

In order to improve communication to, from and among students several strategies were used. During the first week of classes, each student was required to obtain an email account and to subscribe to the class list. This list was used throughout the semester to notify students of scheduling changes, to distribute pertinent news reports from on-line publications, to post a weekly list of learning objectives, and to provide any needed clarification of lecture or reading material. Also, on a weekly basis, the students are required to post to the list responses to questions from assigned readings and to respond to at least two of the postings of their peers. This is meant to augment in-class discussions and provide the students with a communal meeting area where they can share ideas, ask each other questions, seek advice, etc. Provid-

ing students with the opportunity to participate in on-line discussions provides a means of participation for those students who are reluctant to participate in traditional class discussions, promotes active learning and improves students' ability to write coherently.

To Facilitate Access to Course Materials and Introduce Students to the Potential of the Internet as an Information Resource and Encourage Them to Use it as a Research Tool

A Web site was created to facilitate access to all course materials such as the course syllabus, class assignments, review exams, assignment schedule, Powerpoint presentations and case notes. To introduce students to the potential of the Internet as an information source and to encourage them to use it as a research tool, links to external resources were provided in many of these Web documents. For example, the lecture notes have links to Web sites containing additional information on topics covered in the notes, the syllabus has links to the on-line publications used in the course such as *Business Week*, the *Wall Street Journal*, and *Advertising Age*, and the class assignments have links to Web sites with information pertinent to the assignments. In addition, a directory of marketing-related Web sites is maintained on each course's Web site as is a directory of Web sites offering guides designed to be helpful to students. These would include guides on writing a research paper, developing a marketing plan, creating an advertising campaign, giving a formal presentation, etc. Also, students are encouraged to seek out Web sites related to the course and post a link to the site on the class list.

To Increase Interaction Between Students and Marketing Practitioners

In order to help bridge the gap between the classroom and the "real" world, 4-6 marketing practitioners with varied types of expertise are invited to participate in on-line discussions with my students. The class submits a list of 5-7 questions via email to the marketing practitioner who then posts his/her responses to the class list. The students are then given up to a week to ask the marketing practitioner any follow up questions they may have. The postings of the marketing practitioners are archived and used in future classes.

Expand Coverage of Topical Issues in Marketing

To keep the course content focused on topical issues, a summary of marketing news stories from on-line journals, magazines, and newspapers are emailed to the class list on a weekly basis. Students are expected to read these weekly news reports and be prepared to discuss them in class. In addition, on a biweekly basis students are required to participate in an on-line discussion of a

current news story related to marketing that has been reported in the *Wall Street Journal* (which every student is required to read for class). Finally, on each course's Web site, a comprehensive directory of marketing-related Web sites is made available so that students can learn about current events in the different areas of marketing studied in class. To encourage students to use this directory, a summary of the marketing topics discussed at each Web site is provided as is a link to the site. Students who visit these sites and share with the class what they read, can earn extra credit points.

Appeal to a Greater Variety of Learning Styles

To appeal to the variety of learning styles represented in a typical class, various strategies were used. For visual learners, explanatory diagrams were made available on the course Web site. The diagrams were linked to the topics in the on-line class notes that they were associated with. For inquisitive learners, external links were provided in the on-line class notes and, as noted earlier, a directory of marketing-related Web sites was made available to increase both the range and depth of information available. Finally, the on-line notes were comprehensive (average length was 10 pages) in order to get students, especially auditory learners, to not only pay greater attention to what was being discussed in class but to increase their degree of participation in class discussions.

Facilitate Classroom Management

As noted earlier, all course materials – course syllabus, lecture notes, course assignments, assignment schedule, and review exams – are made available on the course Web site. Besides providing students with greater and immediate access to course materials, this has the added advantage of eliminating the time and expense of making and distributing hard copies. Other time saving measures include the requirement that all homework assignments be submitted electronically so that they can be graded and returned via email, an FAQ section on the course Web site with answers to frequently asked questions about class policies, grading, assignments, etc., and the submission of student progress reports via email.

CONCLUSIONS

Based on student feedback and my own observations and experiences over the past two years, I believe the instructional objectives established for the Internet-based technologies I have incorporated in my marketing courses were largely achieved. For others considering using the Internet-based technologies in their courses, I offer the following recommendations:

Consider only those technologies able to support the teaching and learning strategies being used. Using tech-

nology for its own sake will almost certainly lead to a degradation rather than a genuine enhancement of the quality of the course.

Determine the availability of the resources and support services needed for the technology being considered. Be especially mindful of the difficulty students may have getting access to computers connected to the Internet.

Assess whether there are differences in the students' levels of comfort and understanding of the technology being used. If differences are found, provide whatever assistance is needed to eliminate or minimize them. Otherwise, some of the students will simply refuse to use the technology.

- ◆ Consider making computer literacy a prerequisite for the course. Doing so will help eliminate the need for remedial computer training.
- ◆ On a regular basis, measure the extent to which the technologies are meeting their intended objectives and expect to have to make several changes before coming up with the optimal mix of technologies to support your style of teaching.
- ◆ Make sure that students understand the pedagogical benefits of the Internet-based technologies being used in the course. Doing so can lessen the resistance students may have toward using these technologies.
- ◆ Finally, expect the unexpected. Web links may be rendered invalid, disk drives may crash, pesky viruses may infect your network, etc. However, despite the occasional problems they may cause, Internet-based technologies have the potential to

greatly enhance the quality of the education you provide your students.

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MARKETING POTPOURRI – COMPUTERS, CASES AND SIMULATIONS *(Continued)*

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MARKETING POTPOURRI – COMPUTERS, CASES AND SIMULATIONS *(Continued)*

Michael R. Luthy, Bellarmine College

CASE STUDIES, SIMULATIONS, AND OTHER “GAMES” – OVERVIEW

Instructors are often on the look out for projects that involve not only library investigation but also research and activities that take the student (or student groups) beyond the college campus. For the educator, the goal is to provide the student with an opportunity to integrate and apply academic content, not necessarily drawn from a single course. Secondary goals for projects typically involve continued development and refinement of communications skills, whether oral, written, or both. The project described below through the student instructions (i.e., student charge) and evaluation form focuses on

introducing students to franchise organizations in their area.

STUDENT CHARGE

Team Project – Franchising

Each team is to select a publicly traded organization that sells franchises as the basis for their project (in consultation with Dr. _____). Teams will then research, prepare, and deliver a 15-20 minute professional, Powerpoint-based presentation to the class. The presentation will be followed by an open question and answer period. At a minimum, your team's presentation should address the

following issues:

1. General information about the feasibility/desirability of the selected franchise in the current national and local economic and competitive environments.
2. An analysis/discussion of the:
 - a. History of the franchise including recent developments.
 - b. Marketing, management, service, and human resource strategies of the franchise.
 - c. Merits of the franchise for an owner/operator.
 - d. Drawbacks of the franchise for an owner/operator.
 - e. Costs, profit potential, financing options.
 - f. A decision on whether team members would invest in this franchise and your reasoning.
3. Insights from a current franchise owner/operator. (Teams are encouraged to select an organization with franchises in the area to facilitate both a site visit and interview with an owner/operator. In the event that a non-local organization is selected, a telephone interview is acceptable).

Each team's presentation will be evaluated by both the instructor and their fellow students. As a whole, the team will be evaluated on criteria involving content, structure, and professionalism. In addition, each presenter will be

evaluated on their communications skills (see sample evaluation form on accompanying pages for an expanded presentation of criteria and the grading scale).

Teams should e-mail a copy of their Powerpoint slides/materials (and any handout to be used) to Dr. _____ 48 hours before the evening of the presentation. Please select the "notify upon reading" option if you have one on your e-mail system. In any case, Dr. _____ will send a return message letting you know that your team's materials have been received. If you don't get a reply message within 24 hours, contact him at 000-0000.

In addition to contacting your selected franchise organization, additional resources may be found online at:

www.frannet.com	FranNet
www.franchise.com	Franchise Handbook On-Line,
www.franchise.org	International Franchise Association
www.franchise.org.wfn	Women's Franchise Network
www.bison1.com	Bison
www.betheboss.com/btb	Be the Boss

Teams should also consult organizations listed in the *Encyclopedia of Associations* pertinent to your franchise selection and industry. The *Wall Street Journal*, *Forbes*, *Fortune*, and other periodicals may also be useful sources of information.

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MARKETING POTPOURRI – COMPUTERS, CASES AND SIMULATIONS (*Continued*)

Janie Gregg, Mississippi State University – Meridian

THINKING "OUTSIDE THE BOX": USEFUL EXERCISES TO TEACH OTHERS HOW

Innovative thinking is important in today's business environment, and "in today's culture, businesses must

rebuild their processes to take advantage of their knowledge base" (Eckhouse 1999, p. 19). Innovative thinking "is now so important that they (some media agencies) are employing new teams to champion the cause" (Sadie 1999, p. 14). Sadie (1999) believes that innovative

(lateral) thinking is difficult but that people who do it on a professional basis have impressive bank accounts as proof that it works. He cites Microsoft, Absolut Vodka and Playtex as three companies that have placed value on "risk, chance and instinct" (p. 14). They have encouraged disruption and invention in their advertisements and have reaped great rewards (Sadie 1999).

Creative thinking and innovation are equally critical in business management. In 1941 a Swiss engineer, while hiking in the woods, observed a connection between the burrs that stuck to his pants and a new way to fasten things. Velcro was born from his observation. In 1959, while washing dishes Pilkington observed grease forming on his water which led him to create perfectly smooth glass. Similar creative, "off-the-wall" thinking has led to such inventions as pocket calculators, 3-M's post-it notes and car tires (Lizotte 1998).

With such a need for creativity, why doesn't it abound? Can creativity be taught or discouraged? Prince (1970) found that there is a huge gap between creative behavior of adults and children. Only about 2 percent of adults can be accurately classified as "highly creative," compared with more than 90 percent of children age five and under. A huge drop-off in creativity begins around age six and seven when children start to school. By age 9 their creativity level has waned to the 2 percent mark (Lizotte 1998).

... researchers concluded that repeated instructions during our school years on how to do things "right" along with such admonitions as "no," "bad" and "wrong," take their toll. These signals sear little minds with the impression that there's only one way to do things and that those

who disagree are deficient (Lizotte 1998).

This type of instruction has led to a society who resists creativity because it veers off the path of norms that logical thinking have created. There is little wonder that businesses have trouble getting employees and managers to think creatively. Lizotte (1998) offers several ideas for unlocking creativity, but one is the focus of the focus on this paper, playing games that foster creative thinking.

In this session I will distribute several creative thinking problems taken from Scannell and Newstrom's (1994) book, *Even More Games Trainers Play*, that can readily be utilized in many different classroom settings. If time permits at least one creative problem solving exercise will be conducted to demonstrate its effectiveness in transforming the environment of the classroom from a "spoon-fed," inactive wasteland into a creative center of learning where everyone is involved in the learning process.

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E-COMMERCE IN THE MARKETING CURRICULUM

JoAnn K. Linrud, Central Michigan University
Holt Wilson, Central Michigan University

This panel will discuss issues related to teaching e-commerce in the Marketing curriculum. We will focus on topics that concern the need, development, and integration of e-commerce in the curriculum. In addition, we will provide ideas for implementing e-commerce teaching units in selected marketing courses, such as in consumer behavior, sales, and promotions courses.

Specifically, the panel discussion will involve sections in the following topic areas.

1. What preparation must be done, from a departmental standpoint? Looking at macro-concerns, this portion would involve the physical facilities, computer technology support, departmental resources (financial/human/physical), faculty development, and building external support. These are topics that can lead to the development of a course or a program.
2. What are the needs of industry for e-commerce? This section will concern itself with the history and evolution of e-commerce, as a background for understanding the pace of change in the world of commerce and the need for curricular revision to accommodate that change.
3. What partnerships must be developed and cultivated

to make e-commerce work as a curricular offering? The focus here will be on the integration of the marketing department's e-commerce efforts with other departments within the college or across campus, as well as the business partnerships that must be developed to support the curricular offerings.

4. How can e-commerce be introduced into specific courses? Given that universities will have different levels of involvement with e-commerce offerings, suggestions will be made for implementing "teaching units" within specific courses, such as Consumer Behavior, Personal Selling, and Promotions. Suggestions for student projects and assignments will be offered.

Based on a preliminary telephone survey of seventy schools within our five-state area, we believe that there will be widespread interest in these topics. Many educators at universities appreciate the need for including e-commerce in the marketing curriculum, but are uncertain about how to proceed.

The panel will be moderated by JoAnn Linrud; panelists will include Holt Wilson, Hugh Daubek, Linda Anglin, Ken Anglin, and Carolyn Siegel.

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E-COMMERCE IN THE MARKETING CURRICULUM
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E-COMMERCE IN THE MARKETING CURRICULUM
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E-COMMERCE IN THE MARKETING CURRICULUM
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TEACHING STUDENTS PROFESSIONALISM

Linda S. Pettijohn, Southwest Missouri State University

MARKETING YOURSELF?

According to SMSU employers, not all graduates were presenting a professional image to the employers during the interview process. The obvious question in the department was, "What could we do to give our graduates an edge in the marketplace?" It was decided to teach a senior level course entitled, "Marketing Yourself."

During the past six years the course has evolved into the following sections: providing relevant recruitment information, how to receive and review employer information, proper dress for the business environment, lessons on workplace and dining etiquette, public speaking, time management, networking skills, and volunteerism.

Recruitment information is provided by the Career Planning & Placement Office (CPPO) on campus along with a local business recruiter. The assumption is that nearly all students take advantage of the CPPO. This is not true. During this session, the student also gets a chance to see their resume compared to the other students' in the class. At this time, the student might decide they need more work experience, outside activities, or to raise their GPA prior to graduation.

Employer information can be found at CPPO, on the Internet, the library, or by contacting alumni. The students are all encouraged to research a company before speaking to a company representative. Also, the pluses and minuses of a benefit package are addressed. The student then knows if he/she cannot get additional dollars, they might be able to negotiate a benefit such as increased insurance coverage.

Proper dress is presented by two local retailers. Talbots presents to the females and The Men's Suit Mart to the men. Many times the students, for example, do not know what to wear for causal Friday, how to build a wardrobe one piece at a time, or the types of fabrics that will last and wear well for many years.

Etiquette was a challenge. As older adults, we have forgotten that most of these students did not dine as a family. Because of this, they were not exposed to the proper way to use table ware or what topics of discussion are acceptable at the table. A formal dinner, with community leaders, is held after the session. Do you know which way to pass the salt and pepper? What three topics should be avoided during a business meal?

Public speaking is an area that everyone in the room seems to dread, but by the end of the semester they have all shown improvement. Various topics are given to each student a week before and then they give a "talk" (no notes). The talk is then evaluated by the class and the professor as to its strengths and weaknesses.

Time management films are used to identify what time management is and how to improve time management skills. The students are then required to keep a log of their activities during a five day period. When they return to class, they rank each activity by degree of importance as compared to their goals. It's usually found that they spend too much time on the phone, hanging out with friends or sleeping. This "recovered" time can be used toward the students' defined goals.

Networking and volunteering are taught together. The fact that you can give back to the community and at the same time meet other business individuals is often unrecognized. Many students have met business and community leaders during the volunteer project and several have been offered jobs. To continue the networking, the students are required to attend a Chamber of Commerce mixer. At the mixer, they realize that they have to become more assertive in order to make business contacts. The evening can be very frustrating to some, but a great learning experience.

The student evaluations have been very positive. Many students state that this course has been one of the most helpful courses they have taken at SMSU.

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TEACHING STUDENTS PROFESSIONALISM (*Continued*)

O.C. Ferrell, Colorado State University
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TEACHING PROFESSIONALISM IN MARKETING CLASSES

This proposed special session will address a widespread concern in marketing education. The behavior of students in the classroom continues to deteriorate and many professors are struggling to teach effectively due to the failure of students to interact in a mature and/or professional manner. Issues that will be addressed include classroom behavior, communication responsibilities, and compliance with course requirements. Specific issues associated with classroom behavior include dress, language, excessive talking, use of cell phones, tardiness, and leaving early.

Communication responsibilities could relate to keeping appointments, e-mail, privacy issues, telephone and personal communication methods. Compliance with course requirements relate to turning in assignments on time, following policies and directions provided for coursework and maintaining high integrity in doing specific assignments. A framework of classroom quality management will be presented.

Additional issues relate to the role of the professor in developing a professional climate in the classroom. The session will allow panel members to determine issues and offer potential solutions as well as provide some survey data on this topic. Each panel member will speak for 10 minutes with the rest of the time open for discussion.

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CURRICULUM DEVELOPMENT

Brian T. Engelland, Mississippi State University

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INSTILLING STUDENT CAREER PLANNING SKILLS WITHIN A MARKETING CONTEXT

Many business students know their preferred career area after graduation, but have little knowledge and no experience in navigating the choppy job search waters in order to obtain a starting position in that area. Furthermore, students have not thought about their long-term career path, that is, where they'll be in five or ten years.

In a foundation marketing course, faculty rightly have their hands full in covering the knowledge areas, including principles, environment, behavior, mix, management, and strategy – all the basics of marketing. A goal for the course is not only to present a successful learning experience, but to be interesting and beneficial in the long-term. This may be achieved through various pedagogical methods for learning theories and their application to the “real” world.

Students need both (1) a practical understanding of the importance and the role of marketing and (2) good career planning skills. This dual need offers a unique opportunity for marketing faculty. We've found that a career marketing plan assignment is very effective in providing practical understanding of the marketing process while instilling valuable perspectives and insight into career planning and job search. We've all used “the plan” in our classes. It requires that the student and his or her career become the subjects of investigation, rather than a case or local business. This focus on self enables students to become the product, add to their skills (new product development, modification), understand their key capabilities (features and benefits), demonstrate their superiority (competitive advantage), develop a strategy to present themselves effectively (brand, package, label and promote), become an employee (adoption), and establish a career path (life cycle). Students plan, organize, evaluate and learn by doing.

We have named this course project the “Personal Marketing Plan,” and have organized it with eight major sections. First, the “Introduction” section includes statements about the importance and the organization of the plan. The students are also expected to state how this will guide their careers. Rather than beginning with an execu-

tive summary, students must originate a direction for the project and their careers. In addition, the reader (instructor) can determine the student's view and purpose for the plan.

Second, the “Situation Analysis” section focuses on where students are in their life (the environment) and in identifying their distinctive competencies (by a SWOT Analysis). Subsections to guide them include “Significant Life Events,” “Accomplishments,” “Disappointments,” “Interest Inventory,” and a “SWOT Analysis.” The students are required to be honest and objective with this analysis. The remainder of the plan focuses on the marketing concept for their career and for customer (employer/s) satisfaction.

Third, the “Objective” section takes a long-term perspective of their career. This is achieved by identifying and describing their ideal job position ten years after graduation. In describing this position, students state the industry, geographic region (or city), employer (or self-employed), job title and duties, and annual income. They are to include for what accomplishments that they would like to be known.

From the long-term objective, students take a short-term perspective in the fourth section, “Target Market.” Students first select three industries in which they would consider at graduation. An emphasis is on stating a reputation and the accomplishments that will ultimately lead to their “objective” in ten years. After identifying three industries, students then select one and three employers within that industry, which includes why that industry and those firms. The information about each business must include the name of the company, address, Internet website, contact person for hiring, their telephone number, and e-mail address. Then, the students name three entry level positions for the three businesses. From the three businesses and three entry positions, they create a 3 x 3 market segmentation grid in which the employers are listed vertically and entry level positions horizontally. The next step is to rate (rank) each employer-position (in the cell) from a scale of one to nine, with one being their first and nine being their last choice. The final stage in this section is for students to describe the employer's needs (skills, abilities, competencies) for

their first choice and then compare these position requirements (preferences) to those stated by students in their Situational Analysis.

Fifth, a "Position Statement" is developed by students for their target market that list five distinctive skills or competencies from the SWOT Analysis. In addition, the position statement (each skill or competency) is discussed and supported. This provides students to clearly position the product (themselves) in the target market (their first choice for an entry level job).

Sixth, a "Marketing Mix" is developed for market entry. In the product subsection, students identify refinements or embellishments for their target markets, e.g., what improvements are needed, how this will occur. The place is a channel in which students will approach the individual making the hiring decision. In addition, students are required to identify people who may assist them with information about the target firm, position and/or the hiring person. They begin to now understand the importance and usefulness of networks and networking within and outside the "channel." Students are asked to determine when, where, and how they will develop this network. Price is the annual income that students expect to earn from their target market or position. This must be researched and referenced. Promotion is a series of five communications designed for the target market. These include a resume, resume cover letter, an approach letter for an informational meeting with someone in the "network," a thank you note for the informational meeting, and the often asked interview question- "Tell Me About Yourself." Each communication is limited to one page and is placed in the Appendix. In the text of the marketing plan, students are required to briefly discuss how these communications will be used to secure the target position.

The seventh and eighth sections are an "Action Plan" and the "Appendix," respectively. For the Action Plan, the

students are to compile a list of all actions that will need to be completed to implement the plan, completion date for each action, and arrange in chronological order. The Appendix includes the five promotional communications. In addition, the Appendix must include "Information Sources" (or in separate section, "References") that requires at least five citations. These could be information sources for annual income, from personal communications with career center staff or with company representatives, and library or Internet searches.

Besides the benefits of good career planning, for learning the importance, role, and application of marketing, and to make the course interesting, the Personal Marketing Plan provides a vehicle with which students learn the environment and the product. In a broad foundation course, time is even more important. Therefore, the instructor may introduce and initiate the project the first class session and continue as the topics are scheduled throughout the semester. However, the authors have found that at certain times during the semester, the learning and project quality are enhanced by requiring sections (usually two at a time) to be submitted for review and comments (feedback, but no evaluation). This should occur at the completion of the respective units being assigned and discussed, if these are covered in the same order as the marketing plan is developed.

Faculty are most likely asked the infamous question, "How many pages should the marketing plan be?." Unlike other assignments in which written communications are often "content stretched" to meet the "required length," the authors have found with the Personal Marketing Plan that students have difficulty "condensing the content." Experience suggests that ten pages plus the six page Appendix (including the references) would be adequate. A Personal Marketing Plan outline and further explanation can be found at: <http://isu.indstate.edu/rgreen/spr1305syth.html> and then to Appendix C in the syllabus.

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CURRICULUM DEVELOPMENT (*Continued*)

Richard L. Banham, Tennessee State University

WHAT COURSES SHOULD EVERY BUSINESS MAJOR TAKE?

The apparent focus of this question exposes a fundamental flaw in the approach taken by many business programs and faculty today. Originally, most business schools developed their own curricula. In large part this was a consequence of the creation of business programs out of economics, agriculture or accountancy programs. Consequently, there was little or no uniformity from one program to another. The majority of these programs were seen as vocational.

The first Carnegie Commission examined the great disparity between programs. The report called for greater emphasis on math and analytical skills and the introduction of more theoretical based content. The report recommended the creation of an accreditation body, AACSB. Through the actions of the AACSB, most schools of business, whether accredited or not, adopted uniform sets of required courses. This development led to highly influential texts that were widely adopted. These texts and the focus on courses, resulted in the creation and grouping of courses by content area creating the department structure and narrow focus found in most business programs today.

The latest self-examination of field has recognized the problems with this approach and has placed more emphasis on development of basic skills, written and oral communication, as well as math and nonmath analytical skills. The examination also called for more experimentation in the delivery of business content with greater attention to the difference among student bodies in designing business programs. The AACSB new standards reflect these changes by requiring schools to define their missions and to design programs specific to the mission. The new standards place more emphasis on the quality of outcomes rather than defining a set of core content and approaches common across all schools.

The history and development of the business programs has resulted in the creation of additional obstacles to change that must be recognized before a meaningful change can be made in the approach to developing new curriculums. The following is a list of issues that must be addressed, before meaningful change can be implemented:

1. **The division of business programs into discrete areas and the accompanying desire to have discrete and well-defined courses within the discipline.** The current system provides information but the integration of and application of the information from the different disciplines to solve problems is only approached in the capstone course. Thus while the delivery of knowledge is easily accomplished the development of analytical skills and the ability to see a problem from an interdisciplinary focus is generally ignored.
2. **The lengthy approval process.** Even where schools are attempting reform, the creation of course and major descriptions, the lengthy approval process along with the difficulty in getting consensus throughout the university, structure of College of Business and the a university systems makes timely changes difficult.
3. **The existence of Articulation Agreements.** For State University systems changes is further complicated by the need for coordination with community colleges and articulation agreements with other state institutions.
4. **Changing Student Demographics.** Most colleges and universities are experiencing a growth in part-time students (students not taking the traditional "full load" and a decline in full time students. The growth of this population creates problems for lockstep courses and makes the development of integrated course more difficult. The transient nature of the student population creates problems with specialized courses. The evaluation of transcripts and the clearing of the resulting deficiencies becomes more difficult.
5. **Impact of Technology.** The delivery of courses over the internet and the development of electronic associations creates additional problems with changing the curriculum to meet the evolving needs of the student population.
6. **National Schools.** The missions and core knowledge requirements developed by schools such as Duke, Emory, or even Michigan will be different in many aspects from the core curriculums found in the strong regional schools

7. **Faculty** The research and tenure processes at major schools has created faculty who have very specialized expertise. The definition of knowledge and skill content for undergraduates may result in these faculty members be asked to teach courses that extend beyond their narrow area and the elimination of topic specialized courses at the undergraduate level. The specification of content may create addition problems when a faculty member's "pet topics" are no longer considered applicable to the knowledge and skills needs of the institution's graduates.

The new standards require the school to create a mission and to design a curriculum that develops not only the knowledge but also the skills necessary for students to make a meaningful contribution to business upon graduation. The school's mission is based on the market place that it serves and not on a general view of the world. Given these constraints where can one begin. Assuming that business programs serve the business community, logic dictates that a common body of knowledge and skills can be identified. The challenge is in the identification. Given the need for business programs to address the changing needs of society, a practical approach to identifying skills is need. One area could undertake a detailed study of the knowledge and skills needed for professionals within the discipline. The results of such a study could be reviewed and then used as a focal point for other areas. Dedicated professions could meet in forums such as this to review the results of these studies as related to the needs within the professions. To be effective, the nature of the initial study would have to provide assurance that the information gathered is reliable. Recent developments in the accounting area offer this option to groups such as this.

The AICPA completed a focus group study this spring whose goal was to develop a model core curriculum for the accounting graduate as part of the profession's examination of its role in the year 2010. This study should not be dismissed on the basis that the accounting profession is too narrow. The need for this new educational focus in accounting was highlighted by the AICPA's Vision Project. This extensive focus group study initially recognized that the value of the professions traditional services, audit and tax, were declining in the market place. In addition, the profession, while held in wide esteem, was not viewed as a resource for other business services. The study suggested that the profession must develop a new set of skills and competencies to meet the changing

needs of its clients. The Vision Report further recognized the need for more diversity in skills and knowledge and that accounting education programs must begin developing programs designed to meet the needs of the market place they serve. While the report highlighted the need for specialization and market identification for graduates, the project also recognized the need for all graduates, no matter the program's focus, to acquire a common body of knowledge and skills. This recognition led to a second focus group study to develop recommendations on a common body of knowledge and skills for all accounting graduates. The results of the second study, again involving a wide range of focus groups and similar techniques were initially reported to the American Accounting Association in August and will be reported in more detail to the Federated Schools of Accountancy later this Fall.

Because of the extensive studies conducted in developing the Vision Report, and the core knowledge findings, the accounting model may provide other areas of business with a model that can be used as a basis for programs. In addition, the reliability of these studies and their adoption by the major accounting professional organizations, AICPA and AAA, will facilitate the adoption of the knowledge and skills within the current university environment. Given these knowledge and skill requirements extend beyond the accounting division, the adoption of similar requirements for other majors can be more readily accomplished. In addition to the focus group studies, the International Federation of Accountants developed a series of technological education guidelines for the accounting professional. These guidelines were also adopted by the AICPA and provide a detailed list of specific technology skills.

The changing market place and the role that business programs play in developing individuals is changing. The historical approach to business education can no longer deliver the knowledge and skills demanded by the market place. These two documents and the force of the professional groups behind their creation may provide a basis for the development of a set of technology knowledge and skills that should become part of the "core" business knowledge and their adoption by the university community. The guidelines and their discussion by groups such as this may provide a means to overcome the obstacles we face in providing a quality education to the students and communities we serve.

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CURRICULUM DEVELOPMENT (*Continued*)

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VALUE OF A HEALTH ADMINISTRATION COURSES AND PROGRAMS IN THE CHANGING BUSINESS EDUCATION ENVIRONMENT

Over the years several new courses and programs have been successfully established in several colleges. The potential of those courses and programs were not evident and appreciated in the initial stages by many, except by the professors who had predicted the future potential of having them in the curricula. For example, management information systems (MIS) was not as well accepted and appreciated an area in the business arena initially. But now, it is one of the most important and popular fields in colleges of business because of the immense demand of MIS graduates in the real world. Similarly, it has been observed that several colleges are now starting a health administration program and the reasons of this program are similar – increasing demand of individuals trained in health administration field.

WHY SHOULD YOU HAVE A HEALTH ADMINISTRATION PROGRAM?

Starting a new program in any college almost always face many challenges. The program initiator has to go through several college and university committees before they are approved. Then, why should we even bother starting a health administration program? The answer is simple: *It has great potential which can be of immense benefit to students in their future careers.* It can also be a significant selling point for the institution as they would be offering a program which is increasingly gaining popularity, particularly due to the fact currently there seems to be a great demand of health administration graduates. Students are always looking for areas which are of great value. Quite often, a program is stated by students and

employers to have great value if it is marketable in the sense that it is relatively easy for these graduates to get a job in the area in which they obtained appropriate educational background and training.

WHO SHOULD OFFER THE HEALTH ADMINISTRATION PROGRAM?

In the view of many, the health administration field also has an “identity crisis” as many are not quite sure whether it belongs in the college of business or in the college of health related studies. The reality is that health administration programs are being offered in different colleges in different institutions. It has been observed that health administration courses and programs have been offered in colleges of business, public health, allied health, pharmacy, arts & sciences, and even in medical schools. Looking at the variety of colleges which offer such a program, it is difficult to state which college is perhaps the best one where such a program is based. One of the reasons of this diversity may be that individuals in these colleges took the initiative of offering this program because they saw its future potential. In many colleges, a health administration program is a collaborative effort involving faculty from many departments and colleges. However, there is no doubt that health administration programs can be a good fit in colleges of business. Irrespective of where this course is placed, it has been observed that a significant portion of this program does involve similar contents and concepts that are taught in the traditional business programs.

WHAT ABOUT THE FACULTY?

Faculty for this program are often drawn from different fields. Some potential faculty are well versed in areas of health related issues, such as health behavior, were as

some are well trained in the various aspects of business. Hence, it should not be assumed that a health administration program is taught by only those professionals who are trained in only health care related fields (because of the term "health" in health administration), nor should it be assumed that it is taught by only those professionals who are trained in only business related fields (because of the term "administration" in health administration).

The faculty for such a program should include both full-time and part-time faculty. Having at least one full-time faculty, dedicated to run the health administration program, is quite necessary to ensure that the program is running smoothly, is on track, and is successful. This individual will also have greater responsibility for the program, coordinate the program and its activities, will address the issues related to the program to the university administration, and will more than likely be more serious than part-time adjunct faculty. However, having part-time faculty for a health administration program will also be greatly beneficial. The part-time faculty can include hospital administrators, drug company representative, and other individuals working in health care related settings in an administrative capacity. These individuals can be recruited from local hospitals, nursing homes, rehabilitation centers, and other health care related institutions. These individuals can bring valuable practical knowledge and experiences to share with health administration students. They can also be good contacts for future employment of health administration graduates.

WILL THE PROGRAM SUCCEED IF OFFERED IN A BUSINESS SCHOOL?

Like any other new program, there is no guarantee that the program will succeed. When MIS programs were initially offered, it faced a stiff resistance from other business related fields. It had a hard time in distinguishing itself and being a different entity which is closely related to the business and computer science fields. The same type of resistance can often be observed in the offering of a health administration program. However, there is no doubt that this program does have great potential and can be a great selling point for many colleges particularly considering the fact though the student enrollment has significantly declined in several colleges of business in recent years, the enrollment in health administration programs seem to be on the rise.

This program has a greater chance of being successful if offered in the college of business as compared to it being offered in other colleges. The greater likelihood of its success in the college of business could be easily attributed to the fact that most of the health administration courses are usually business related, and this is the college where one can find the best trained and knowledgeable professionals in the field of business. Offering such a program in college of business will also give an opportunity to establish a good working relationship between the business school and health care organizations, particularly considering the fact that most health care organizations are now very "business" oriented.

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STUDENT INVOLVEMENT BEYOND THE CLASSROOM

Melissa Burnett, Southwest Missouri State University

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STUDENT MENTORING: A WINNING SITUATION

Teachers at all levels are continually seeking ways to improve and enhance student learning and performance. Challenges abound in providing students with opportunities to truly develop expertise in various subjects. Most teachers would probably agree that teaching, doing, and learning often occur simultaneously.

The purpose of this paper is to present the benefits to the student receiving the mentoring, the student mentor, and the professor. This is truly a win-win situation.

STUDENT MENTOR DEFINED

The student mentor is a "typical" college student who has successfully completed the course in which he/she is assigned to mentor. The student mentor, therefore, would possess more knowledge than the students currently enrolled in the course. Students chosen as mentors should possess the willing, desire, and ability to assist in the learning process.

BENEFITS TO THE STUDENTS

Seven benefits may be identified for the students receiving the "mentoring" (See Figure 1). First, students may be more willing to ask questions of their mentors than of their professor. Asking a fellow student questions may not be as intimidating as asking ones professor since the mentor may be viewed as "one of us." Second, students now have two sources of learning and information. Third, because mentors have been there, they may help alleviate the unnecessary stress levels of completing a project. Students may feel overwhelmed by the scope and time frame for completion of a project. Fourth, mentors often provide students with additional insights into the professor's thoughts and perceptions. Fifth, students have the opportunity to see the level of expertise of their mentors and may realize through their own efforts, they may achieve the same level. Sixth, since mentors will probably graduate before the students they are mentoring, mentors provide students with networking opportunities

for launching their own careers. And finally, when students have a positive experience with a mentor, they may wish to become mentors themselves as their skills and knowledge levels progress.

BENEFITS TO THE MENTOR

Mentoring can offer many rewards not only to the students receiving assistance, but also to the mentors. First, mentoring provides mentors with self-confidence in their own skill levels when they successfully demonstrate their knowledge to others. Second, mentoring provides mentors with the opportunity to be the "teacher" and thus internalize and truly learn the subject matter. In addition, mentors may experience the warm "feelings" from having helped others to learn. And, finally, mentors may feel a sense of pride in having been instrumental in improving the quality of their university's academic programs.

BENEFITS TO THE PROFESSOR

The focus of the student-mentor program is toward the benefits that may be gained by the students. However, the professor who utilizes student mentoring may also receive several benefits. First, one of these benefits is feedback from the mentors. Second, mentors may reduce the time demands on the professor. Mentors may be able to answer many questions and solve problems for students without having to consult the professor. Third, mentors may provide input that may reduce bias in grading. Fourth, mentors are often able to provide additional insights (another viewpoint) as to the students' abilities. And finally, mentors serve as a liaison for the professor.

CONCLUSION

In conclusion, one way to improve your classroom learning may be to increase student involvement by allowing students to be mentors. The results of our findings indicate that students receiving the mentoring, the mentors, as well as professors benefitted from having student-mentors.

**FIGURE 1
THE BENEFITS OF STUDENT MENTORS**

Students	Mentors	Professors
<ul style="list-style-type: none"> ◆ more comfortable environment ◆ role model ◆ see where next level goes ◆ additional information source ◆ peer challenged ◆ required to demonstrate knowledge in active way 	<ul style="list-style-type: none"> ◆ discover gaps in knowledge ◆ motivation to learn ◆ self-satisfaction ◆ member of aspirational group ◆ credibility ◆ self-confidence 	<ul style="list-style-type: none"> ◆ feedback from mentors ◆ reduction of time demands on professor ◆ mentors' input may reduce bias in grading ◆ may provide additional insights as to the students' abilities ◆ mentor serves as a liaison

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STUDENT INVOLVEMENT BEYOND THE CLASSROOM (Continued)

Debbie Beard, Department of Accounting, Finance, & Business Law

**CREATING AND MARKETING A CHANGE IN
IMAGE FOR THE ACCOUNTING
PROFESSION: FROM BEAN COUNTER TO
BUSINESS STRATEGIST**

Perceptions of accountants as performing minor, tedious, and methodical tasks and uninvolved in decision-making are outdated. A critical need to create and market a change in the image of the accounting profession exists. The fact is that accountants are increasingly being valued within organizations as professionals equipped to offer strategic advice in collaborating with top management on diverse decisions, to provide entrepreneurial talent, to run major corporations, and to develop successful accounting practices. Accountants are broadening their

roles and seeking ways to change the image of their profession to more accurately portray the value-added activities in which they have become involved. As the late Robert Goizueta, CEO of Coca-Cola, put it "the secret isn't counting the beans. It's growing the beans." Accountants, as business partners and strategists, are helping "grow the beans."

Marketing a profession undergoing rapid and profound changes provides a critical challenge not only for individual professionals but also for their professional organizations. In addition, there are challenges for accounting program administrators desiring to attract the best and brightest students to their programs and for educators who wish to provide relevant curricula and pedagogy.

Evidence of the importance of creating and marketing the new accounting professional can be found in major initiatives already undertaken by the Institute of Management Accountants (IMA) and the American Institute of CPAs (AICPA). Both of these national organizations have been significantly involved in identifying challenges, opportunities, and requisite knowledge, skills, and abilities.

The future success of the profession will be determined to a large extent by public perceptions of accountant abilities and roles. Marketing their vision, core purpose, and core values through websites, professional meetings, and publications is a starting point in changing their image. This paper is intended to serve as a catalyst for discussion of changing an image and the implications for business educators and other business professionals in marketing a profession undergoing dramatic change.

Implications for Business Educators

As educators, whether we teach accounting, marketing, management, or in other disciplines, we need to assist our students in better understanding the challenges and opportunities of their chosen professions. Because accountants are sharing expertise in ways that benefit the entire organization and are assuming a business partner role in these organizations, other business professionals have a vested interest in the recruitment and preparation of future accounting professionals.

How do we change the image of the accounting profession? One way to do this is by undertaking partnerships with students, other faculty, alumni and other professionals. At our institution, we took the opportunity to do just that by sponsoring a Professional Challenges Seminar that encouraged discussions among students, faculty, and business professionals of the challenges and opportunities in the accounting and finance professions.

In preparation for the Seminar, students were required to visit the IMA and AICPA websites, read the highlights of the AICPA Vision Project, and to answer two of several questions posed. The first question was "picturing myself in the year 2011, how does the Vision Statement provide insight into my role as a CPA? The second question was "what new opportunities do I see for CPAs in the year 2011 and beyond?" Students were responsible for preparing a written response to both questions and then shared their reactions with smaller groups of students and then the entire class.

As a significantly weighted course assignment, a written report on the Seminar was required. In the report, students answered the following questions:

1. Based on the presentations made by the panelists, please indicate the required skills and competencies for future accounting professionals (citing com-

ments made by individual panelists).

2. Based on the presentations made by the panelists, please indicate the top 3 challenges and opportunities in the accounting/finance fields (citing comments made by individual panelists).
3. Based on the banquet speaker's message, what is meant by "in the public interest?"
4. What changes do we need to make in our curriculum to accommodate the professional challenges of the future?
5. What activities can students take advantage of while in school that will prepare them for the transition to the workplace?

In addition, students were also asked to visit the websites of 5 of the firms presented at the Seminar and to report on internship/career opportunities. The Seminar and related assignments had several purposes, including:

1. To provide an opportunity to highlight and promote the national initiatives of the IMA and the AICPA.
2. To provide an opportunity for alumni to return to campus and to share insights gained from their own experiences.
3. To provide an opportunity for current students to demonstrate their oral and written communication skills and to share ideas in a team setting.
4. To provide an opportunity for students to consider almost limitless possibilities in career paths and to recognize the importance of internships and student affiliation with professional organizations.
5. To provide the opportunity for faculty to have valuable professional interaction with practitioners and students and
6. To provide a continuing education opportunity for professionals.

Student reactions and responses to the panel discussions throughout the day were overwhelmingly positive. Students reported that they gained insight into the requisite skills and competencies and professional challenges and became more aware of career opportunities. Students concluded that it was important to participate in an internship, suggesting that internships should be made a mandatory part of the curriculum. Other program changes recommended included making research and student presentations and outside readings (other than the textbook) required in accounting courses, requiring a career-planning course, and allowing accounting majors to take more electives in finance and information systems.

Students reported that they gained a better understanding of why it is important to take an active role in student organizations and to network, network, network. They gained insights as to the importance of attitude, enthusiasm, personality, flexibility, communication skills, technological skills, problem-solving skills, critical and creative thinking, research skills, leadership skills, posses-

sion of a broad business perspective, integrity, a strong work ethic, and life-long learning. From the keynote speaker, they learned they it is not only important "to do things right but to do the right thing." Students serving as panelists made important professional contacts with other panelists and gained self-confidence in public speaking. Students praised the day's activities as providing greater focus to their education and to encouraging them to convert challenges into opportunities.

CONCLUSION

In conclusion, communicating changes in professional responsibilities of accountants do not reside only with the accounting educator but with all educators involved in preparing accounting graduates. To continue to stereotype accountants as "bean counters" underestimates their value to the organization and to other members of the

business team. We should examine and revise our curricula and pedagogy to ensure that our graduates demonstrate not only accounting knowledge and technical skills but also the knowledge and skills of a broad-based educational experience. We should focus on the analysis and application of information to business solutions not just on the tabulation and reporting of data; on learning to "talk the talk" and to communicate complex financial data to individuals in marketing, in information technology, and in operations; on developing interpersonal skills and a team focus; on developing oral and written communication skills; and on developing leadership skills. We should provide opportunities for students and faculty to interact with business professionals in formal and informal settings. The result may be the development of a business strategist who contributes to the success of the team and the entire organization.

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STUDENT INVOLVEMENT BEYOND THE CLASSROOM (Continued)

Michael R. Luthy, Bellarmine College

USING STUDENTS TO DEVELOP A TEXTBOOK DONATION PROGRAM: SOLVING BUSINESS PROBLEMS INVOLVED WITH INTERNATIONAL LOGISTICS

The increasing importance of active learning activities to modern teaching pedagogy is evident. Substantive research, policy statements by college and university administrators, and growing anecdotal evidence reported by teachers who have experimented with the concept underscores its significance – and its effectiveness.

For instructors dedicated to expanding the active learning content in their course offerings, the challenge is to devise experiences that both engage and educate students. Furthermore, these activities must not be per-

ceived as artificial or disconnected from other course goals less students view the exercise as ancillary. An additional mandate imposed by some schools on active learning projects is that they contain an outreach component to their community, whether that community is local, national, or international.

TEXTBOOKS FOR DEVELOPING COUNTRIES

There are numerous project options for students to meaningfully confront issues typically addressed in the Principles of Marketing course. One that is suitable for an undergraduate course or marketing club involves the development and execution of a textbook donation project to a foreign country library.

PROJECT RATIONALE

Due to recent changes on the global scene, a number of countries are embracing market-based economics for the first time. Students seeking educational opportunities in these areas are looking for information however, financial resources to acquire textbooks are very limited, (for both students and universities). This project, under the oversight of the instructor would have students collect used, duplicate, and excess publisher inventories of textbooks in business disciplines for donation to university libraries in countries with developing market-based economies.

ISSUES

The issues and decisions necessary for students to confront in carrying out this project include:

1. Developing a mission statement
2. Construction of a financial budget

3. Project scheduling
4. Contacting local organizations for fund raising and/or other support
5. Developing a public relations plan
6. Investigating countries around the world to select a recipient university
7. Addressing the tasks and clearances involved in international shipping and logistics
8. Contacting foreign government bureaucracies where permission or permits are needed to ship materials

CONCLUDING THOUGHTS

Designing educational experiences that simultaneously educate students and involve them in the local and global community are win-win situations. The foreign library textbook donation project affords the students practical exposure to the difficulties of international logistics while also supporting many university's goals of out-reach.

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BRINGING THE REAL WORLD INTO THE CLASSROOM – II

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BRINGING THE REAL WORLD INTO THE CLASSROOM – II (Continued)

Rob Montgomery, University of Evansville

BRING THE “REAL-WORLD” INTO THE CLASSROOM – VIA MARKETING CONSULTING

The following concept is proven to motivate students of the late 1990's to learn marketing. First, make learning hands-on. It has been my experience that local businesses are willing to allow marketing students to act as a consulting firm under the supervision of a marketing professor. Second, choose an organization that is relevant to *your* students. Third, fit the consulting job around the learning objectives of the class (i.e., if you are teaching research, provide research). Fourth, enlist the support of the community. Fifth, reward or entreat all parties.

This summer my promotion management class entered into a consulting agreement with the Indianapolis Colts of the NFL to promote them in Evansville, Indiana (a previously untapped market segment). A major league professional sports franchise is very relevant to a large number of 18 to 22 year-olds. We provided the Colts with personal selling, public relations (eight local 30 second TV segments and two newspaper articles, so far), special promotions (including giving special promotions and playing games with the YMCA camp and passing out beer-coozies at a boat race), and advertising planning.

We enlisted the support of the community. The Evansville Chamber of Commerce allowed my students to make a presentation at every event that they have hosted

this summer. The University of Evansville has supported this endeavor by providing an EXCEL Grant which paid for hotel rooms, meals, and transportation for my students, while we received promotional training and orientation from the Colts at their headquarters.

At this training session, my students brainstormed "Evansville Day" November 7, 1999 versus the Kansas City Chiefs. Proceeds go to the Evansville Area Retarded Citizens. Local businesses are sending bus loads of employees and their families and clients to the game.

My students were treated like professionals, entreated to a major league organization, ate good meals, and most importantly, were motivated to promote. They learned networking skills, promotional objectives and strategies, and the marketing of professional sports. In a survey of my students, 17 of 18 "strongly agreed" with the statement, "Overall, this is the best class I have ever taken." The other student "agreed."

The Colts win because they have reached a previously untapped market segment with an integrated promotional blitz at a very low cost. The Chamber of Commerce wins because they have received publicity. The University of Evansville wins because they have received publicity and have a group of very satisfied students. The community of Evansville wins because The Evansville ARC receives proceeds and individual companies get to reward employees and clients while receiving publicity and showing community pride.

This concept can be applied to any course in any University community. For example, marketing research classes can provide research to local businesses. A community that relies heavily on tourism can have a course tailored around promoting tourism. The students of today won't settle for traditional teaching methods (i.e., lectures) or reach their potential with these methods. It has been fun to watch a C student blossom into a very good sales representative with more confidence and higher career aspirations. Make learning relevant and hands-on and students will get motivated to learn.

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BRINGING THE REAL WORLD INTO THE CLASSROOM – II (Continued)

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INTRODUCTION

The purpose of this session is to explore ways of bringing real world situations into the classroom. One way to bring real world situations into the classroom would be for the professors to incorporate their research into their lectures. Another method would be to assign class projects where the students work with businesses in the community.

FACULTY RESEARCH

Many marketing studies have investigated various aspects of customer service in the banking industry. Nader, Johnson, and Buhler determined the degree to which customer satisfaction with the bank's loan service has on their loyalty to the bank.

My research with Gary Mullins has expanded some of the previous research on customer service for financial insti-

tutions. Meyers and Mullins (1997) examined the level of accuracy on loans from all financial institutions and the implications for customer service. Meyers and Mullins (1998) examined consumer perceptions of banks versus credit unions.

The paper on the level of accuracy involved a student project where each student was required to go to a bank or credit union to obtain an automobile loan. The students needed to determine if the loans were calculated correctly. Some of the loans were calculated incorrectly, which made for interesting classroom discussion.

The paper on consumer perceptions of banks versus credit unions required the administration of a survey. The surveys were administered by means of the Internet. There has been a significant amount of classroom discussion on the use of the Internet for marketing research purposes. Copies of the survey were passed out in class. Each question on the survey was discussed. The different types of questions were discussed in terms of their validity and reliability. The tabulating data and report writing were other issues that were addressed from this research.

STUDENT PROJECTS

The students in my marketing research class work in groups consisting of three or four students. Each group of students is assigned to a different local business. There are five sections to this assignment.

The first section of the project has each group define the client's research objectives. They need to state what they are trying to accomplish with the primary research. They also need to state the hypothesis.

The second section of the project has each group explain their methodology. The groups need to address how they are gathering the information. The secondary sources that are being used need to be identified. The sampling techniques need to be explained. The students are required to explain how they determined the sample size.

Each group writes a questionnaire. The questions are evaluated on how well they are written. They must be clear, lack bias, and be appropriate for the research objectives.

A final report is prepared for the client. Appropriate tables and recommendations should appear in the report. The recommendations should be based on the research findings.

Each group presents their report to the client. Professionalism and organization are an important part of the presentations.

CONCLUSIONS

The faculty should be able to incorporate aspects of their research into the classroom. The classroom discussions could actually stimulate ideas for future faculty research.

Class exercises that require working with the business community are generally a win-win situation. The students gain valuable experiences, and the businesses receive ideas that they could implement to improve their businesses.

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BRINGING THE REAL WORLD INTO THE CLASSROOM – II

(Continued)

Lynn Anderson Schramm, The Ohio State University Agricultural Technical Institute

PRACTICUM AND INTERNSHIP COMBINATIONS: AN ALTERNATIVE TO TRADITIONAL OFF-CAMPUS LEARNING EXPERIENCES

Whether off-campus or on-campus the practical learning experience provides an insight into the "real world" for students. Practicum and internship are required experiences for all Associate of Applied Science (AAS) students on The Ohio State University A.T.I. campus. Consisting of 1-5 credits in the program requirements, practicum is generally taken in 1-credit blocks over the course of study. Internship is a 10-15 week full-time work experience for 6-9 credits generally completed during the spring or summer quarters.

PRACTICUM

Practicum experiences in the various programs differ greatly. Technology coordinators set the standards for practicum credit in each program. Each coordinator may require differing time, skill, and course requirements. Horse management students are required to be at the horse barns 6 days a week for riding instruction and animal care. Greenhouse students are required to work a weekly schedule in the campus greenhouses propagating plants.

The Business Department practicum requirements are a little different than most on the ATI campus. The goal of a practicum experience within the Business Department is to provide the student with a taste of the "real world." Many students have never experienced a business environment. We look at the practicum as a way to let the student focus their career choices while gaining experience for their resume. The most common response in the practicum self-evaluation is "This was a good experience but I want a job I can be outside," – not an unusual response given the rural background of most students.

Business practicum is 30 hours of work over a 10-week quarter, ideally 3-hours a week. Students are required to submit activity reports via e-mail every 3 weeks detailing their work experiences. A final paper is due at the end of the quarter consisting of a job description (in proper format), a detailed job manual citing specifics in how to complete the job, and a self-evaluation about what they learned about themselves in the position. Students change

positions every quarter and may not complete more than 1 credit in the same position. The actual work schedule is determined by the student and position supervisor.

Examples of recent practicum experiences:

1. Human Resources Assistant – major industrial covered fabric manufacturer
2. Vendor Representative Assistant – Rolex Horse Show and Trade Fair
3. Admissions Office Assistant – tracking student database information, reconciling student time sheets
4. Campus Café – designing inventory tracking database for campus café
5. Research Assistant – completing research and paper submission requirements for faculty
6. Office of Housing – administering and tabulating student satisfaction data surveys
7. Student Counseling Office – reception and scheduling, peer tutoring

Evaluation forms are sent to the position supervisor at mid-term and finals. Supervisors are asked to complete a brief numerical form assessing the student's work performance. The combined evaluation scores account for 40 percent of the final grade. Activity reports are 20 percent and final paper 40 percent.

Students are allowed to complete 1 practicum credit at their current off-campus place of employment. Typically practicum is non-compensated if on-campus, off-campus is variable. Early in the practicum experience job requirements may be minimal – some "gofering" is allowed. As the student progresses through their program the practicum placement becomes more challenging and directed toward a final career goal.

INTERNSHIP

Acceptable internships for the Business Department consist of 400 work hours in a position with a variety of experiences. All internship placements require the permission of the internship supervisor and 2.0/4.0 CGPA. Students are not allowed to work for family members but many positions are acceptable with the permission of the instructor. A formalized internship program at the business is not required and often not available. The internship is often completed between the first and second

years of the program even though students may wait until spring quarter of their second year. The spring internship is advantageous for students searching for a position in the agricultural industry where the peak season is April-June.

Internship requires 400 hours of work over 10 weeks. The student is responsible for completing the Internship Agreement form before beginning work. This agreement requires the signatures of the employer, student, and instructor and includes information on place of employment, contact information, job duties, and pay rate. Students are required to complete 3 - activity reports and a 10-day report over the duration of the internship. The 10-day report includes a map with detailed directions for the internship supervisor's visit. The internship paper, a detailed analysis of the business completed through research and interviews with business principals, is the final course requirement.

Internship employers receive a letter detailing their responsibilities as an internship site. They are reminded that an intern is subject to the same requirements as any employee and if the student fails to fulfill their responsibilities at any time they may be terminated. Employers are asked to inform the internship coordinator of any problems that may arise. The primary requirement of an internship employer is to provide the student with a variety of work experiences. Those experiences may include everything from driving a nurse truck, to invoicing and billing procedures at an agricultural cooperative. Some internships are structured with separate weeks spent in different areas of the business, others are more informal with the intern provided opportunities as they arise over the 10 weeks. Internship employers complete 3 evaluations over the 10-week period and are asked to go over those evaluations with the intern before sending them to the internship supervisor.

Examples of recent internship experiences:

1. Public Relations Assistant - Certified Angus Beef
2. Assistant Merchandise Buyer's Assistant - Longaberger Company
3. Marketing Intern - Ohio Central Railroad
4. GPS Intern - Country Star Agricultural Coopera-

tive/Landmark Cooperative

5. Office Assistant - National Farmers Office
6. Customer Service Manager - Akron Brass Company
7. Computer Instructor - JPS Computer Training Services

Internship supervisors perform one site visit during the internship. Generally visits are made in the second half of the time period unless activity reports and employer evaluations indicate a problem at which point a visit is made immediately. Visits include an interview with the employer, an interview with the student, and possibly a site tour. If the internship is progressing satisfactorily the site visit is an enjoyable opportunity to tour the facility and make contacts for future placements. It is advantageous to utilize an interview form to help the supervisor record the information. When traveling 300 miles and making 3-4 visits a day - everything becomes a jumble by the end of the day. Site visits are followed up with a report and the supervisor's findings and suggestions to encourage new experiences for the student intern. Included with the site report is a Certificate of Appreciation for the employer for serving as an internship site.

Internship grades are distributed 40 percent employer evaluations, 40 percent internship paper, and 20 percent activity reports. Student requirements include strict adherence to deadlines and GPA requirements. Students with less than a 2.0 are not allowed to complete an internship.

CONCLUSION

The combination of practicum and internship provides valuable experience in a student's education. The practical experience provides students with tangible job skills to bolster their resume. While students are gaining experience they have the opportunity to narrow their career choices by experiencing a large number of work environments. Most internship employers offer full-time employment to our interns after graduation. In today's tight labor market many employers try to steal the intern before graduation. An internship completed the quarter before graduation is a good antidote to this situation. The student gets 10-weeks to assess an employment situation before committing to a permanent position.

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STUDENT TEAMS, GAMES, CASE STUDIES & SIMULATIONS

Ashish Chandra, Xavier University of Louisiana

NEW DRUG DEVELOPMENT AND MARKETING PROJECT: AN INNOVATIVE MARKETING SIMULATION ASSIGNMENT

Given the emphasis on pharmaceutical care in contemporary pharmacy practice, and the new managed care environment, marketing pharmaceutical products by the industry has undergone major changes in recent years. The *Drug Marketing* course, offered in the College of Pharmacy at Xavier University of Louisiana, is designed to introduce the pharmacy student to the basic principles of pharmaceutical marketing. This elective course affords a select number of pharmacy students to obtain a more in-depth understanding of how pharmaceutical products will have to be marketed to be both a therapeutic and financially successful product. The course expands on the student's knowledge of the use of pharmaceutical products in the management of patients and their medical problems that warrant drug therapy. The emphasis in this course is on expanding the pharmacy student's understanding of how pharmaceutical products are discovered and the pharmaceutical industry's various marketing strategies to get these products to the ultimate consumer, the patient. Special emphasis is placed on marketing research. At the completion of the course the student should be able to identify a therapeutic and *market niche for a new (hypothetical) drug product*, and develop a strategy to market that product. In order to accomplish the new drug product development and marketing project, students have to work in groups and use their business and health care knowledge and skills effectively.

There are certain pre-requisites of this course which prove to be highly beneficial in the completion of the new drug development and marketing project. Preference is given to student students who already have a bachelor's degree and have finished all first year Pharmacy curriculum courses (i.e., they are at least in their fourth year of college) and the completion of at least one undergraduate level economics course.

COURSE CONTENT

In order to successfully accomplish the new drug project, students are given a basic knowledge the various aspects of pharmaceutical marketing. Several modules are utilized for this purpose, a listing which is provided below.

Listing of Modules:

Module I	History and Overview of Pharmaceutical Marketing
Module II	Definitions and Approaches to Pharmaceutical Marketing
Module III	The Environment of Pharmaceutical Marketing
Module IV	The Pharmaceutical Industry: Institutions and Characteristics
Module V	The Customers
Module VI	Marketing and Marketing Research
Module VII	Pricing Strategy
Module VIII	Product
Module IX	Promotion
Module X	Strategic Marketing in the 21st Century

This project is worth 20 percent of the student's overall grade for the course. Professionalism is included and considered during the grading process. Professionalism consists of, and are not limited to: being courteous towards teachers and colleagues, inappropriate disruptions, professional attire, mannerism, verbal and nonverbal communication.

NEW PRODUCT DEVELOPMENT AND MARKETING PROJECT

Students are randomly assigned to work in groups. These groups are developed by the instructor to simulate the concept that the individual will not have a choice of selecting their colleagues in the workplace. Each group is required to develop a fictitious prescription drug product from its inception as a chemical compound. They have to present a proposal for their new drug product during the third week of the semester. A formal paper, which is submitted almost 8 weeks after the proposal presentation, should include at least the following elements:

1. Chemical structure and physical properties
2. Chemical, generic and brand name
3. Pharmacology – mechanism of action
4. Plan for pre-clinical through phase IV clinical testing
5. What would be your patient base identification through disease state management

6. Market niche
7. Promotional strategy
8. Pricing strategy
9. Pharmacoeconomic impact vis-a-vis competitors
10. Total product development
11. Expected return on investment
12. Develop package insert

During the presentation of the *New Drug Product Project Proposal*, each group is required to briefly present the new product that they are going to introduce. During this presentation they have to clearly identify the need for such a product and request for funds from the company, which actually comprises of members of the class who are listening to the presentation. After a healthy discussion if the proposal seems to be good and feasible, members of the board (again, students who have been assigned specific roles, such as CEO, VP-Marketing, etc.) will approve the project for development and marketing. Each group will then be allowed a maximum budget of \$350 million and will have a maximum of 7 years to get the product through the FDA approval process to the U.S. market. After almost 8 weeks (considered to be equivalent to almost 7 years for the purpose of this project), each group is required to make a formal, comprehensive presentation of their new product.

THE DO'S AND DON'TS IN THE INCORPORATION OF THIS PROJECT

There are several suggestions, based on the past experience, that would be helpful in the successful incorporation of this or similar project in a similar course. The Do's:

- ◆ Try to have each group as balanced as possible. In order to do so, look carefully at the educational and work background of each individual as well as their seniority in college.
- ◆ Encourage to use their imagination in the writing and presenting of their proposal and report.
- ◆ Definitely ask for a detailed budget. This gives an opportunity for students to play with numbers and make calculated judgements regarding appropriate marketing strategies based on the money that they have in hand.

- ◆ Incorporate the peer-evaluation process. This will help in distinguishing the students who worked harder from the slackers.
- ◆ Defend presenter's information during the presentation, unless absolutely wrong, when they are being inappropriately challenged and harassed by other class members.

The Don'ts:

- ◆ You should not allow students to chose their group members or change groups. Once you assign them to a group, they have to learn to work with other members of their group.
- ◆ Avoid getting involved in conflicts among group members. Never takes sides even if you can see that the concerns of the complaining member *may* be valid.
- ◆ Avoid carefully looking at the appropriateness of the scientific information presented in the report. This is a project which involves a lot of hypothetical information and hence it should be graded on that basis as well.
- ◆ Never give different grades for the same report to different members of the group. In order to have grade differentiation, include grades for presentation skills, ability to answer questions, attire, and peer-evaluation.

STUDENT REACTIONS

Students like the fact that this course is an elective course and is of greatest interest to only those who are planning to work in pharmaceutical sales in future. Almost all students who have taken this course have favorably responded to this particular project because they like the idea that they are rewarded, and not punished, for presenting "their ideas." They have also stated that this project is extremely educational and entertaining. Another fact that was very much appreciated by students was that the class is limited to a maximum of only 20 students and having this small a class facilitates in greater collaboration among all students enrolled in the course.

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**STUDENT TEAMS, GAMES, CASE STUDIES
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STUDENT TEAMS, GAMES, CASE STUDIES & SIMULATIONS (*Continued*)

E. Wayne Chandler, Eastern Illinois University

USING A SIMULATIONS AS THE BASIS FOR DEVELOPING MARKETING PLANS

Teaching students how to construct a marketing plan is a difficult and challenging task. Marketing Plans should be prepared by those that are familiar with the situation, yet students are usually only casually familiar with firms that they are asked to prepare marketing plans for. A solution is to have the students experience, first hand, the operation of a firm, and then, based on their results, develop a marketing plan that carries the firm on in the desired direction. But, how does one gain that business experience. The solution, use a simulation.

Students in our capstone marketing strategies course participate in a simulation, namely *The Marketing Game*, which is designed to illustrate marketing concepts as they apply to any marketing situation.

The Marketing Game is composed of industries, each having four firms. Each student is assigned to one time and all students are strongly encouraged to read the entire *The Marketing Game* text before they undertake the simulation. Teams make decisions involving product choices, prices, methods of distribution, promotion and technical support. Their results determine the size of the marketing budget that they will have to work with the following period.

The results of the simulation are part of the final grade. Having the results count toward the final grade provides some incentive to participate. Experience over the past few years has proved that some are really excited about the game and spend a great deal of time in making decisions. Others, become discouraged, as a result of poor decisions. The problem is that most of the poor decisions are the result of not having understood (read) what information the manual provided about the conduct of the simulation.

The primary purpose of the simulation is not to determine who wins but rather to generate a body of information which forms the basis for a situation analysis. While the team is responsible for the decisions made during the simulation, **each team member** is responsible for preparing a marketing plan for the following period. Each student is asked to prepare a plan for a new set of managers that will take over the team. Some modifications are made in the constraints so that even those that didn't do well have the opportunity of working with a modest marketing budget and some choices regarding the product portfolio. Students have the opportunity to point out the things that should have been done if their brilliant insights had not been ignored by the "dolts" they were saddled with during the simulation.

Students are provided with a comprehensive outline of what should be in a marketing plan. As a result of the experiences with the use of the simulation, provisions have been made to make this presentation twice, one at the beginning to provide an overview of what is involved in the marketing plan and how it should help guide their decisions making. The second presentation takes place after the simulation is finished and they are getting ready to prepare their plans. Since they have experienced the marketing environment through a simulation they have the experience and the data to complete an extensive situation analysis. The situation analysis is followed by the identification of objectives and strategies to achieve those objectives. Students are also asked to prepare proforma income statements to try to bring home the importance of using marketing strategy to earn a profit.

Feedback supports the position that the students gain from this experience. Those that do a good job of analysis see how their decisions impact results and how they must be responsive to the needs of customers as well as the onslaughts of competitors.

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STUDENT TEAMS, GAMES, CASE STUDIES & SIMULATIONS (*Continued*)

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THE DILEMMA OF OPTIMAL UTILIZATION OF THE CASE STUDY ANALYSIS METHOD IN THE STRATEGIC MARKETING COURSE

The Case method is an effective avenue for sensitizing students and faculty to the complexities and structures of business organizations. Case analysis is not a zero-sum game, because the organizations will employ many of those same students that researched and analyzed the structures and complexities of other organizations. Faculty that utilize case analysis methods are up-dated as to current techniques, successes and failures of business allowing them to stay current. The relevant component of this experience gained through case study analysis is that it is focused on strategic problems and situations. The analysis of cases is similar to a problem having an experience to each of those firms.

The purpose of this position paper is to provide current information on the different types and uses of case analyses. To provide some guidelines for those individuals that are inexperienced in some aspects of written case analysis.

POSITION

A case is a narrative account or a miniature snapshot of an actual problem of a firm in action. A case study can be defined as short story that presents limited information and data on the firms operations. A good case study will be similar to a theoretical model portrait showing essential characters of the firm and its operations. Case study analysis allows the student to grasp the details and see the big picture and a more focused - detailed picture. Yet the

element of analysis and assessment is added so the study can evaluate both the broad view and the more focused view. Much of the literature available suggests that there is one way in which the material in the case can be analyzed. There is a contrary view that there is more than one way to analyze case studies.

The discipline of management and marketing involves a "learning-doing-feedback-learning" loop process, whether on the job or in the classroom. To effectively teach strategic management and marketing principles and applications, the student must, early in the program, combine the concepts in the textbook with the realities of strategic management and marketing, including all the exceptions and tangents that face managers of businesses, industries, and institutions. Innovative professors believe that there must be some vehicle for providing some sort of "hands-on" experience with real management situations and problems in order to provide foundations for the concepts introduced and discussed in the textbook.

There are a number of methods of providing a measure of "hands-on" experience in the classroom, but, there are several methods which could be implemented in management and marketing classes in such a manner that the effectiveness of these methods could be measured and quantified. The method we address is the case study analyses method. This method is supplements the textbook with case studies, which are specific enough to be able to address specific areas of management and marketing theory and practice, yet they are broad enough to generalize the classroom experience to the actual workplace.

The different strategy-oriented case study methods available are:

- ◆ Problem-Oriented
- ◆ Broad View Oriented
- ◆ Focused/Specific Oriented

There are other types of case studies that will be presented, but the majority of different case study methods are variations to the above methods. Case learning should be enjoyable and suggestions will be offered as to preparation, discussion, seeking additional information set

outside of the case, general hints, and recommendations. The following points will be presented and discussed:

- ◆ Recognizing Case Analyses Opportunities
- ◆ Preparing Case Research
- ◆ Transforming Data into Case Format
- ◆ Case Analysis
- ◆ Case Discussion

As students become more competent in their scientific analysis of business processes and problems, the more credible business students, educators and researchers become.

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BRINGING THE REAL WORLD INTO THE CLASSROOM – III

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CONTENT OF MARKETING COURSES

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THE USE OF TQM IN REVIEWING A MARKETING DEPARTMENT: A CYNICAL VIEW

Colleges of Business have responded to the challenge of adopting and teaching TQM during the past decade. Evans (1996) noted that this movement was spurred by a "landmark letter" in the *Harvard Business Review* in 1991 where CEOs of several major businesses scolded colleges of business for their slow adoption of TQM. Most would agree that the new standards of AACSB reflect a continuous improvement model. Ensby and Mahmoodi (1997) reported that several higher education institutions have made use of the education-adapted Baldrige Award criteria to assess classroom and business operations. For example, the University of Missouri-Rolla was a 1995 recipient of the Missouri Quality Award, based on the Baldrige Award criteria.

The Missouri Quality Award (1997) is based on the Malcolm Baldrige National Quality Award. Many states have similar programs based on the Baldrige criteria. In addition to recognizing organizations for excellent performance, the Missouri Quality Award provides the tools and techniques for internal self-assessment and performance improvement. The awards criteria are organized into the following categories: manufacturing, service, education, public sector and health care. This presentation will focus on the education criteria where the seven traditional Baldrige criteria are worth a cumulative score of 1000 points.

One concern in the implementation of TQM is the viewpoint of employees. To illustrate the perspective of a representative employee in a College of Business, we interviewed John Q. Yellownotes, Ph.D., DBA, MBA. He is a white male, tenured, full professor in the Department of Marketing at Oxford University of Missouri. He's been in higher education for the past 30 years. His reactions about each criterion are indicated after each award criterion.

Missouri Quality Award Criteria:

1. **Leadership (Total of 110 points: Leadership System-80 points; Public Responsibility and Citizenship-30 points).** This criterion examines senior administrators' personal leadership and involvement in creating and sustaining values, school directions, performance expectations, student focus, and a leadership system that promotes performance excellence.
Yellownotes: "Who cares? I'm a tenured, full professor who has been here longer than most of the administrators, and I know better than they do. Besides, the deans and the department chairpersons focus on publishing and hardly anything else. In regards to public responsibility, I am much too busy publishing papers to worry about community involvement. Merit pay and market pay adjustments are given to those who publish, not to those who help people in the community."
2. **Strategic Planning (Total of 110 points: Strategy Development Process-50 points; Organizational Strategy-60 points).** This category examines how the school sets strategic directions, and how it determines key action plans. Also examined is how the plans are translated into an effective performance management system (includes key performance requirements and measures for personnel).
Yellownotes: "The University has a strategic plan, but they didn't ask me anything about it, so their plan doesn't fit my plan. The college and the department have a plan, but our chair can't get any of us to attend a meeting, so she writes the plan by herself. When she sends us a copy, we sign off since we certainly don't want to waste more time in another meeting. In terms of measuring our performance, it's tenure, promotion, merit pay and market pay to those who publish and they get rid of anybody else. There's lots of paperwork required and if you do your paperwork properly, you can disguise poor teaching for years...not that I'm a poor teacher."
3. **Student and Stakeholder Focus (Total of 100 points: Student Knowledge and Stakeholder Relationship Enhancement-60 points; Student and Stakeholder Satisfaction Determination-40 points).** This criterion examines how the school determines requirements and expectations of students and stakeholders. Also examined is how the school enhances relationships with students and stakeholders and determines their satisfaction.

Yellownotes: "This is what the Admissions Office and Student Affairs get paid for. I'm busy publishing. As a teacher, I have found that if you give all the good students A's and all the really bad students B's, no one gripes about anything. I do teacher evaluations when they force me to but I try not to look at them. I did look once, and it gave some nationally-normed data, but I know it could not have been from this nation. Where? I don't know."

4. **Information and Analysis (Total of 80 points: Selection and Use of Information and Data-25 points; Selection and Use of Comparative Information Data-15 points; Analysis and Review of School Performance-40 points).** This award category examines the management and effectiveness of the use of data and information to support key school processes and the school's performance management system.

Yellownotes: "I am much too busy teaching marketing research to help this institution with its data collection problems. When I'm asked for information about my work, I photocopy last year's report. No one seems to notice."

5. **Human Resource Development and Management (Total of 100 points: Work Systems-40 points; Faculty and Staff Development-30 points; Faculty and Staff Well-Being and Satisfaction-30 points).** This criterion examines how the faculty and staff are enabled to develop and utilize their full potential, aligned with the school's objectives.

Yellownotes: "If you want to go to a conference, you have to have a paper to present. The faculty who need help are those who don't write papers. They don't get to go to conferences to get ideas because they don't have a paper to present. Thus, those who publish become overdeveloped and those who need to publish are underdeveloped."

6. **Educational and Business Process Management (Total of 170 points: Education Design and Delivery-65 points; Management of Education Support Processes and Business Operations-45 points; Enrollment Management-20 points; Research,**

Scholarship and Service-40 points). This category examines the key aspects of process management, including learning-focused education design, education delivery, school services, and business operations.

Yellownotes: "It's not my job to go out to high schools and community colleges. Let the mountain come to Mohammed. Don't let this institution fool you about the point value of Research and Scholarship. I'm convinced that research is the only thing this place cares about."

7. **School Performance Results (Total of 330 points: Student and Stakeholder Satisfaction Results and Comparison-90 points; Student Performance Results-100 points; School Education Climate Improvement Results-50 points; School Business Performance Results-40 points; Research, Scholarship and Service Results-50 points).** This category examines student and stakeholder satisfaction and student performance and improvement.

Yellownotes: "Hey, I've already answered all of this. But I'll summarize....The Admissions Office gets the students on campus. I give them A's or B's. They're happy. Their parents are happy. Then I go and do my publishing so I can get merit pay. If we keep them off the street for four years, we've done our part for society. So why should I care if students get a job after graduation?"

Note: Any resemblance of Dr. John Q. Yellownotes to anyone breathing, living or dead is highly probable.

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TEACHING SALES AND PROMOTION COURSES – SOME NEW IDEAS

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TEACHING SALES AND PROMOTION COURSES

The advent of the Internet has had a significant and swift impact on not only the distribution channel, but the promotion channel. There are serious discussions about the value of a sales force (*Rethinking the Sales Force*, Neil Rackham and John DeVincentis, McGraw Hill 1999; *Virtual Selling: Going Beyond the Automated Sales Force to Achieve Total Sales Quality*, Thomas Siebel and Michael Malone, Free Press 1996). Academics need to stay abreast of the changes in business and how to best adapt. The Internet also brings to discussion the value of electronic and non-electronic forms of *media* (*Internet Marketing*, Charles Hofacker, Digital Springs, 1998; *Advertising on the Internet*, Robbin Zeff, Brad Aronson, Bradley Aronson, John Wiley & Sons, 1997) are changing daily. Once again, the academic must be able to quickly adapt classroom pedagogy to meet the needs of their customers.

During the discussion a framework for incorporating new

approaches to these tradition courses will be discussed, including:

Professional Selling Issues:

- ◆ What is “value added” selling and how can it be taught?
- ◆ What forms of sales automation is being taught and what should not?
- ◆ Beyond role-plays, where can technology help the instructor?
- ◆ How are we preparing students for a career in business-to-business marketing/sales?

Promotion Issues:

- ◆ What are successful examples of student exercises using “new media.”
- ◆ Where does the growing field of sales promotions and trade get covered in courses?
- ◆ Should the more unconventional approaches of “guerilla marketing/new media” be better represented? What are examples that work?

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TEACHING SALES AND PROMOTION COURSES – SOME NEW IDEAS *(Continued)*

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UTILIZING GROUP LEARNING DYNAMICS THROUGH SALES LAB TEAMS

Student evaluation comments from the Principles of Selling class were clear – students wanted and needed more practice. The problem was how to provide more opportunity for practice and feedback without spending days in front of a VCR watching student tapes. The 3-hr lecture, 2-hr lab course format provided a time frame within which to work yet initial trials of role-play exercises during lab provided nothing but chaos. Deciding to utilize the student – centered learning principle of providing students the opportunity to help each other learn – a lab design which focused on a structured team, videotaped role-plays and peer evaluation of another team's videos was developed.

TEAM STRUCTURE

Teams are comprised of 4 students assigned by the instructor. If possible each team is comprised of two sets

of students. Each set consisting of students from similar major areas or similar hobbies/interests. For example: Team 1 would consist of 2 Turf Management majors and 2 Floral Design majors. An effort is made to select students within the major that are unknown to each other. This increases the overall student network while it cuts down on the "giggling" in the videotapes.

BASIC LAB FORMAT

Each team is allowed time to prepare and complete any assigned worksheets (generally within 30 minutes) at the beginning of lab. Within the team students help each other to plan, present, and evaluate the role-play performance. The team proceeds to a taping room where each team member completes a video of the assigned role-play. Other team members act as buyer, videographer, and timekeeper. Videotapes and worksheets are turned in to the instructor at the end of lab.

The following week a Section A team evaluates the

Example – Typical Lab Schedule

	Section A – Thursday Lab	Section B – Friday Lab
Week 1	RP#1- Taping	RP#1- Taping
Week 2	Evaluation of Section B - RP#1	Evaluation of Section A - RP#1
Week 3	RP#2- Taping	RP#2- Taping
Week 4	Evaluation of Section B - RP#2	Evaluation of Section A - RP#2
Week 5	RP#3 – Taping	RP#3 – Taping
Week 6	Evaluation of Section B - RP#3	Evaluation of Section A - RP#3

Example – Video Tape Sales Presentation Assessment Form

Assessment Criteria	Excellent	Average	Poor	Missing		
1. Good Approach	10	9	8	7	6	0
2. Established a good relationship	10	9	8	7	6	0
3. Developed needs of consumer	10	9	8	7	6	0
4. Used appropriate questioning techniques	10	9	8	7	6	0
5. Exited sales situation gracefully	10	9	8	7	6	0
6. Has enough information to create effective sales proposal	10	9	8	7	6	0
7. Professional Appearance	10	9	8	7	6	0
8. Body Language	10	9	8	7	6	0

Video Tape Presentation Total /80

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TEACHING SALES AND PROMOTION COURSES – SOME NEW IDEAS (*Continued*)

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FOUR KEYS TO ADAPTING THE SALES AND SALES MANAGEMENT COURSE TO THE 21ST CENTURY

This paper presents four topics, which if added to a conventional Sales and Sales Management course, can adapt it to the 21st Century.

MEMES

Memes are beliefs we adopt, knowingly or unknowingly, from the culture in which we live. Essentially memes are to culture what genes are to biology. Like genes, memes seek to replicate themselves (Dawkins 1989). Brodie (1996) likens replication of memes to a virus of the mind, which hops from person to person without the person’s knowledge or consent.

Knowing about memes helps the students in two ways. First, the concept of memes is useful for understanding differences between traditional approaches to sales and sales management that are grounded in linear-rational philosophies and the new nonlinear perspective of complexity science. Second, the essence of “selling” in a two-way communications model is essentially about the replication of memes. Those marketers who are able to create self-replicating positive memes about their product (while not inadvertently creating negative memes) will have a significant advantage in the marketplace.

COMPLEXITY SCIENCE

Four characteristics of complexity science that are particularly useful in sales and sales management are nonlinearity, unpredictability, sensitive dependence on initial conditions, and self-organization. Historically the world has been viewed as being linear, with pockets of nonlinearity being an aberration. Complexity science

holds the world is essentially nonlinear. Linearities are the aberrations. The traditional organization, of which the sales and sales management function is a part, is grounded in a linear, rational philosophy that extends back to Aristotle. It is difficult if not impossible to predict the outcome of nonlinear systems. Unpredictability is a very useful concept for future sales managers to learn, especially for understanding the realities of sales forecasting and budgeting.

Within complexity science circles, sensitive dependence on initial conditions “translates into what is only half-jokingly known as the Butterfly Effect—the notion that a butterfly stirring the air today in Peking can transform storm systems next month in New York” (Gleick 1987, p. 8). The knowledge that small causes can have a large effect on sales is useful for both sales reps as well as sales managers.

Self-organization is also important because informal self-organized groups (which might include sales reps, R&D, or marketing research and even suppliers or customers) can be a source of innovative ideas—the key to strategic adaptation of the organization to its external environment.

Students understand the linear-rational approach quite well, which is not surprising because of its strong presence in business schools. Surprisingly, students also relate to the nonlinear model quite readily. The reason they do is not clear. Perhaps the MTV world they are growing up in is a memetic environment that is essentially more nonlinear than the “rules and regulations” environment that older folks grew up in.

TWO-WAY COMMUNICATION MODEL

When I began teaching Sales and Sales Management

almost 30 years ago, it was understandable that all textbooks treated the selling process as essentially one-way. That was the theory and practice of the day, ever since the approach was developed during the 1930's in the heyday of the *sales orientation* in marketing. Sales techniques grounded in two-way communications were fairly new in the early 1970's.

But it is now 1999. Over the past 30 years companies like Psychological Associates have trained thousands of sales reps all over the world for virtually all the Fortune 500 companies using a two-way communications model grounded in the social sciences (Buzzota 1991). It is a mystery to me why almost all textbooks still teach the one-way communications process. Fortunately, two-way communication theory and associated practical exercises can be readily inserted into the sales and sales management course. Students benefit from knowing both the one-way and the two-way selling processes.

TECHNOLOGY

Technology makes possible the implementation of entirely new approaches to organization, selection, training, compensation, supervision, and control of sales operations. The Internet is the most important of these new technologies, but other technologies are important too—from large scale integrated systems like SAP to hand held computers. Students can participate in getting the class up to speed with respect to new technologies through "Technology Briefings," which are 30 second reports, in "show-and-tell" style, on a new technology. These reports also allow the instructor to focus on the utilization of technology, because students frequently have difficulty envisioning how the new technologies *could actually be used* to devise a new approach to sales and sales management issues.

PRACTICAL SUGGESTIONS

The fact is that it will be years before the topics outlined here are incorporated into texts and cases. There are two things that we can do in the interim:

1. Supplement existing text with these four topics. This can be readily done without confusing students by simply pointing out that the field is in the process of changing from a 20th Century model to a 21st Century model, and that students need to know both.
2. Select cases that can be analyzed from the traditional perspective as well as from the perspective that integrates complexity science, technology, memes, and two-way communications. Cases should be analyzed twice. First, students analyze a case from the traditional perspective. This initial discussion of the case should focus on how their proposed solutions make sense from the 20th Century's linear-rational perspective. Then the students should re-analyze the case from the perspective of complexity science, technology, memes, and two-way communications. This second solution is usually significantly different than the initial traditional solution. After 2 or 3 cases they begin to get the picture that in the real world, there can be alternate solutions depending on whether you chose a 20th Century or a 21st Century perspective.

In summary, the sales and sales management course can be taught in much the same way it has been taught in the past. The same text, exercises and cases can be used. What brings the course into the 21st Century is the addition of the four components described in this paper, combined with cases which the student solves twice—once with a 20th Century solution and once with a 21st Century solution.

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TEACHING SALES AND PROMOTION COURSES – SOME NEW IDEAS (*Continued*)

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IS ROLE-PLAYING A VIABLE EDUCATIONAL TECHNIQUE?

In the field of sales training and sales education, the role play is frequently perceived by educators and sales managers alike as a key ingredient in any sales program. However, questions may arise regarding the viability of role playing as an effective educational technique. Anyone who has engaged in either sales training or sales education can identify with the frustrations present when conducting role playing activities. It may seem to the "educator" that his/her efforts have been in vain as the "students" demonstrate their acquired selling skills. These demonstrations of sales skills may lead the trainer to either question his/her skills or to question the intelligence and/or motivation of the pupils. In fact, following a session of role plays, educators may feel that the best alternative would probably be to discontinue the role play in the future. What causes the frustration level to be so great and what can be done to reduce the level of frustration? The purpose of this paper is to identify four possible causes of educator frustration.

Cause 1 Unrealistic Expectations. After discussing the various techniques and tactics of personal selling, the educator may feel that his/her job is complete. This attitude is completely understandable as most trainers know that the information and skills they have discussed and illustrated should be perfectly clear to their students and given this level of clarity and understanding, implementation in the role play should be virtually automatic. To accentuate the problem, many educators have considerable amounts of practical sales experience which has been supplemented by their extensive studies of personal selling. The combination of their education, experience, and perceptions of the adequacies of their presentations of sales-related material often leads to unrealistic expectations of the sales skills that have been transmitted to their pupils in the sales course.

Obviously expectations should be high, but the educator must come to the realization that skills that they have acquired were garnered not as the result of a single sales training program or course but as the result of hours of practice supplemented by years of education and study. The expectation that ten weeks of reading and listening

to the educator's lecture will lead to an effective classroom role play presentation is not a realistic one.

Cause 2 Uncommunicated Expectations. Again, following his/her exceedingly exceptional series of lectures and a discussion of the role play assignment, it probably seems that the communication of expectations is unnecessary. As many know, if the trainees are paying attention they should know the trainer's expectations and requirements.

However, too often the students are not clearly aware of the expectations the professor has regarding their presentation. Is it rational to expect students to "know the requirements" intuitively? Since evaluating a role play is at least a somewhat subjective task, and since providing guidelines and modeling may stifle creativity, professors may be wary of providing too many "rules" in establishing expectations.

Cause 3 Lack of Emphasis. During a typical fifteen week semester the instructor has approximately forty-five class meetings. If ten weeks are devoted to discussing the basic material, five weeks remains for role play activities. This means that a class with thirty students will require approximately 750 minutes to complete one role play (25 minutes per student). However, one might ask, "if role playing is such a valuable experience, why do we allocate only 25 minutes per student for its completion?"

One could argue that the professor in the hypothetical situation above is devoting one-third of the class' time to role play activities. However, from the student's perspective, only twenty five minutes of the total class time are expended on developing his/her role play skills. It should be noted that twenty five minutes hardly allows one to develop skills that will allow for the perfection of the in-class role play.

Cause 4 Improper Modeling. In the absence of models supplied by the professor, students will inevitably look toward each other for guidance. As a consequence, students will tend to imitate the "lucky" few who make their presentations first. The first presenters, assuming they are conscientious, probably developed their role plays with input from classmates when they rehearsed

their presentations. This means that fortune will largely dictate the degree to which the first presenters provide adequate models for subsequent presenters. To compound the problem, students may not be able to identify the "best" role play presenters and may instead select improper models.

From the instructor's perspective, providing models may lead to blind emulation. Further, it could be argued that "standardizing" selling skills is a questionable activity, because personal selling remains a combination of art and science. While these reasons may justify the decision

not to provide models, the professor should realize the risks attached to this particular action in terms of its impact on role play quality.

In conclusion, this manuscript has identified four possible causes of "poor" student role plays. Admittedly, more than four problems exist, but these may provide a useful guide to a few of the key challenges in developing student role playing skills. The purpose of this paper is to identify some of the problems in conducting role plays in the hope that such an identification might lead to the development of viable solutions.

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