



# **Marketing Management Association 1997 Educators' Conference Proceedings**

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**PUBLISHED BY**  
The Marketing Management Association  
and  
Harrison College of Business  
Southeast Missouri State University



# PREFACE

**READ THIS!** It is with these words that we introduced the 1996 Conference Proceedings. These may have seemed like unusual words with which to start a "preface," but I wanted to encourage everyone to read this page as it outlines some relatively unique philosophies that have guided the development of this conference. It is worthwhile to repeat these objectives again as part of the 1997 Conference Proceedings preface.

The conference was developed with a number of objectives in mind. The first was **focus**. Unlike most other academic conferences, the focus of this conference is on improving the teaching. Each session is designed to encourage dialogue and participation.

Second, it was decided to make the Proceedings **different** from those of a regular conference. With the different focus of the sessions, the style and format of these Proceedings is likewise different. The papers contained herein are not traditional academic research papers but are position papers outlining the prepared thoughts of the participating panelists. Not all panelists elected to submit a position paper. In some cases the session topic did not lend itself to such a paper. As a result, you will find some pages in your proceedings with a session heading and panelists names followed by some blank space. The purpose of this was to provide space for you to make notes from a panelist's comments if you wish.

Third, we wanted to make the Proceedings a **useful** tool. Consequently, another innovation with these Proceedings was to include not only the panelist's university affiliation, but also to provide you with a complete address for both electronic and "snail" mail, along with phone and fax numbers. This should help facilitate ongoing dialogue between panelists and audience members long after this conference.

We wanted to keep the conference as **accessible** as possible. This meant having a conference at both a convenient and affordable location. It meant packaging the conference so as to provide participants with the best possible value for their money. We hope that by combining conference registration, Proceedings, award banquet and reception into one low price and choosing a hotel that provided excellent amenities and location with affordable prices, we have accomplished this goal.

Finally, we wanted to add a "**real world**" touch to the conference. We will do this by inviting a practitioner who has demonstrated business leadership to speak at our banquet. At last year's conference banquet we were privileged to hear from two true entrepreneurs who spoke with both passion and pride about the organizations they "grew" - Charles Drury with Druco/Drury Inns and Don Welge with Gilster/Mary Lee.

We have almost 100 faculty members involved in this conference. In order to increase appeal, we arranged for members of two other organizations to join us this year. Members of the North American Management Society (formerly the Midwest Management Society) and Southwestern Marketing Association join MMA members at this year's conference. All have elected to attend this conference with the desire to improve their teaching.

In addition to the panel sessions, there is also a special technology display, which demonstrates the latest in classroom teaching aids. Our thanks are extended to the text book company which provided the resources for this special session.

Thanks are also extended to the many MMA officers who assisted in putting the program together. Special thanks are extended to our department secretary, Marie Steinhoff, who compiled the Proceedings and did much of the work in developing the program. Thanks also to Southeast Missouri State's Harrison College of Business, which provided much of the support needed to execute a successful program.

I hope you have a great time at the sessions, at the reception, at the banquet. If you have any suggestions for next year's educators' conference, please communicate these to any of the MMA officers.

Peter Gordon  
1997 MMA Educators' Conference  
Program Chair



# MMA Fall Educators' Conference - 1997

Registration Opens 11:00 AM — Room 209

Hampton Inn – Union Station, St. Louis, MO

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12:00 -1:00 Thursday, October 23, 1997

**Session 1 – Room 208**  
“Internationalizing the Business Curriculum”  
David J. Brennan, Webster University (Chair)  
Ken Henschmidt, Southeast Missouri State University  
Jerry Wheat, Indiana University Southeast

**Session 2 – Room 214**  
“Great Ideas for Teaching Marketing and Management”  
Tim Schweitzer, Luther College (Chair)  
Bob Erffmeyer, University of Wisconsin - Eau Claire  
Paul Thistlethwaite, Western Illinois University  
Brian Engelland, Mississippi State University

1:15-2:15 Thursday, October 23, 1997

**Session 3 – Room 208**  
“How Will Marketing Departments Survive Growing  
Criticism at Business School Programs?”  
Jim L. Grimm, Illinois State University (Co-Chair)  
James B. Spalding, Jr., Bellarmine College (Co-Chair)  
William Lesch, Illinois State University  
Bennett Rudolph, Grand Valley State University

**Session 4 – Room 214**  
“Bringing the Real World Into the Classroom – I”  
Mary Galvan, North Central College (Chair)  
Mary Feters, North Central College  
Gary Ernst, North Central College

2:30-3:30 October 23, 1997

**Session 5 – Room 208**  
“Often Overlooked Issues in International Marketing”  
Jim L. Grimm, Illinois State University (Co-Chair)  
James B. Spalding, Jr., Bellarmine College (Co-Chair)  
William Lesch, Illinois State University  
Bennett Rudolph, Grand Valley State University

Complimentary coffee, tea, soft drinks, and cookies will be available  
throughout the day in Room 209

Session 6 – Room 214

“Sales and Sales Management”  
Charles Pettijohn, Southwest Missouri State Univ. (Chair)  
Richard Plank, Western Michigan University  
Martin Meyers, Univ. of Wisconsin - Stevens Point  
Fred Hoyt, Illinois Wesleyan University

3:45 -4:45 Thursday, October 23, 1997

Session 7 – Room 208

“Continuous Improvement”  
Louise Smith, Towson University (Chair)  
Julie Toner Schrader, North Dakota State University  
Debrah Jefferson, Chicago State University  
Barb Nemecek, Montana State University

Session 8 – Room 214

“Developing & Teaching Courses on the 4 P's”  
Tom Quirk, Webster University (Chair)  
Larry Haase, Central Missouri State University  
Peter Shaffer, Western Illinois University  
Bob Boewadt, Georgia College

5:00-5:50 Thursday, October 23, 1997

**Special Session – Room 208**

“Sports Marketing”  
Marty Hendin  
V.P. Community Relations, St. Louis Cardinals

Thursday, October 23, 1997  
Limbergh and Laclede Rooms

Cocktail Hour: 6:15 - 7:15  
MMA Banquet: 7:30 - 9:30  
Presentation of MMA “Marketer of the  
Year” Awards

8:30-9:30 Friday, October 24, 1997

Session 9 – Room 208

“Student Career Placement”  
Rob Luke, Southwest Missouri State University (Chair)  
Linda Pettijohn, Southwest Missouri State University  
Judy Wiles, Southeast Missouri State University  
Allen Marber, Roosevelt University

Session 10 – Room 214

“Bringing the Real World Into the Classroom – II”  
John Bennett, Stephens College (Chair)  
Larry Haase, Central Missouri State University  
Frank Wadsworth, Indiana University  
Douglas Haines, Indiana University, Southeast

9:45-10:45 Friday, October 24, 1997

Session 11 – Room 208

“Teaching Principles”  
Joyce Grahn, University of Minnesota – Duluth (Chair)  
Eleanor Maliche, West Virginia State College  
John Summey, Southern Illinois University  
Kim Folkers, Wartburg College

Session 12 – Room 214

“Effective Use of Case Studies”  
Tim Miller, University of Illinois, Springfield (Chair)  
Dyanne Ferk, University of Illinois, Springfield  
Laurel Newman, University of Illinois, Springfield  
Wayne Chandler, Eastern Illinois University  
Chellappa Somarajan, Southeast Missouri State University

11:00-12:00 Friday, October 24, 1997

Session 13 – Room 208

“Student Involvement Activities – Clubs & Competitions”  
Charles Schwepker, Central Missouri State University (Chair)  
Ram Kesavan, University of Detroit Mercy  
Jack Sterrett, Southeast Missouri State University  
Mike d’Amico, University of Akron

Session 14 – Room 214

“Internships”  
Gene Wunder, Washburn University (Chair)  
Judy Wiles, Southeast Missouri State University  
Ronald Paugh, Ashland University  
Alan Brokaw, Michigan Technological University

LUNCH BREAK - 12:00 - 1:30

*Two Sessions on Technology Applications will be  
presented by Prentice-Hall.  
Times to be announced*

*Complimentary coffee, tea, soft drinks, and cookies will be available throughout the day in room 209.*

*Causal Dress For All Sessions*

1:30-2:30 Friday, October 24, 1997

Session 15 – Room 208

“New Technology Approaches/Multi Media Applications”  
Michelle Kunz, Morehead State University (Chair)  
Mary McNally, Montana State University  
Kim Marshall, Jackson State University

Session 16 – Room 214

“Coursea, Content, and Sequencing in  
Entrepreneurship Programs”  
Jack Sterrett, Southeast Missouri State University (Chair)  
Ram Kesavan, University of Detroit Mercy  
John Withey, Indiana University – South Bend

2:45-3:45 Friday, October 24, 1997

Session 17 – Room 208

“Managing Group Learning”  
Shiva Nandan, Missouri Western State College (Chair)  
Sharon Wagner, Missouri Western State College  
Michele Kunz, Morehead State University  
Lori Feldman, Purdue University – Calumet

Session 18 – Room 214

“Potpourri – A Collection of Thought-Provoking Issues”  
Ruth Taylor, Southwest Texas State University (Chair)  
“Using Accounting Data in Marketing”  
Mary Ann Kellerman, Southeast Missouri State University  
“Design and Marketing”  
Sid Dudley, Eastern Illinois University  
“Visuals: The Key to Generating Student Interest in  
Distribution”  
Jerry Field, Illinois Institute of Technology  
“The Business School and the Community Colleges – A  
Resource for Students”

4:00-5:00 Friday, October 24, 1997

Session 19 – Room 208

“Merit Pay Issues”  
Dale Lewison, University of Akron (Chair)  
Ron Taylor, Mississippi State University  
Mike d’Amico, University of Akron  
Linda Wright, Mississippi State University

Session 20 – Room 214

“More on the 4 (or 5) P’s”  
Bert Kellerman, Southeast Missouri State University (Chair)  
Jerry Field, Illinois Institute of Technology  
Peter Gordon, Southeast Missouri State University  
Karen Glynn, Dominican University

Saturday, October 25, 1997  
Beginning at 9:00 AM  
Board Meeting – Room 214



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- ◆ Frank Wadsworth .....
- ◆ Douglas Haines .....

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- Eleanor Maliche .....
- John Summey .....
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- Chellappa Somarajan .....

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# INTERNATIONALIZING THE BUSINESS CURRICULUM

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*David J. Brennan, Webster University*

International education is increasingly important in America. It is necessary to fully prepare our students for the global village in which they will find themselves. Internationalization is an effort to increase the international exposure in business program offerings, course contents and teaching materials. This enhances one's awareness of the global environment and improves one's ability to be successful.

This position paper will suggest approaches to achieving "internationalization" in the business curriculum – used by the author and by Webster University in St. Louis. It will focus on business programs, course content and teaching materials and will address primarily undergraduate students in business and/or marketing.

## ACADEMIC PROGRAMS

International programs must be broad and eclectic and include general education courses, core business courses, a foreign language, international electives and study abroad/internship opportunities. The following is modeled on the undergraduate International Business major offered at Webster University. Core courses must provide an adequate basis in their business discipline from which to expand into the international area. Specific international business courses take the students from standard concepts and frameworks to application in several international business environments. Knowledge of a foreign language offers an interesting insight into the culture and history of countries increasing students' historical awareness and cultural sensitivity. The general principles learned may be transferable to other languages and cultures. A broad range of **international electives** should also be taken in the fields of international history, international political science, international relations and other international studies (art, music, etc.). These further broaden the horizon of the business student and reveals the interconnectedness of the several aspects of the international environment. To enrich the international program even further it is useful to offer or facilitate a foreign experience. This may be through **study abroad**, taking courses at a foreign cam-

pus for a semester, or through two-three week foreign study trips focusing on specific topics. Such will immerse students in foreign cultures, encourage additional foreign travel and facilitate meeting of foreign students forging long-term friendships. Webster University offers opportunities, and financial support, for students to study at its European campuses, as well as shorter study abroad trips to Europe, China, Latin America and Africa. An **international business internship** in a foreign country or in the international department of a domestic firm offers exposure to international business culture and provides work experience for a student's resume. Webster University students have undertaken international business internships with Monsanto in Beijing, China and Brussels, Belgium and with Chrysler in Vienna, Austria.

## COURSE CONTENT

The courses offered within an "international" program must integrate international material into standard topics as well as offer specific international topics. This provides the breadth needed in international study and the depth of knowledge required in specific areas of the international business environment. It is important to show students that **general frameworks** in respective disciplines can be applied to the international environment in analyzing different foreign situations. A basic topic that needs to be integrated is that of **geography**. One cannot identify markets, suppliers and competitors in the global business game without a knowledge of **geography**. An adequate knowledge can be integrated into most courses through exercises or specific international cases. **Guest lectures** from "experts" who have traveled, lived or worked abroad can be used to vary the sources of information and to provide specific regional or country knowledge. An interesting approach to course integration used at Webster University is **having courses taught in a foreign language** or requiring an assignment to be submitted in a foreign language. Although requiring some language proficiency and coordination between departments such has been an interesting and effective approach.

## TEACHING MATERIALS

Fortunately most authors today recognize the need for internationalizing business textbooks and teaching materials. Current textbooks have either "moved up" the international chapter or have integrated international materials and exercises throughout the book. Both approaches are appropriate and both should be used to achieve a suitable coverage of international topics and to relate international situations to general models and frameworks. As we are now teaching to the "video" generation, use of international videos as class examples or as case situations can be quite effective. The videos provide powerful visual images that are often remembered much longer than lectures. Many videos are now available in teaching packages or can be purchased separately. Providing examples of foreign currencies, products, magazines, advertisements, etc. in class are very effective in providing "hands-on" learning experiences. Most professors teaching international courses usually accumulate a wide array of "interna-

tional materials." Use of the internet is an evolving tool in teaching international courses. The internet is a truly modern global mechanism for research and learning and is increasingly being used by students and faculty. Countries, global firms and international organizations have web pages with much useful information. Encouraging the "computer generation" to "surf" through the internet as part of specific exercises or for research projects can be an effective method of learning.

"Internationalization" of the business curriculum means many things to people. There are many successful approaches and equally effective techniques to achieve it. Nonetheless, the need for "internationalization" of curriculum is critical and will only increase as the globalization of markets continues. It is imperative that American post-secondary institutions and faculty recognize its importance and support it. The world demands it and our students deserve the best education to prepare them for success in the challenging global environment.

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## INTERNATIONALIZING THE BUSINESS CURRICULUM (*Continued*)

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*Fredrick B. Hoyt, Illinois Wesleyan University*

### INCORPORATING SALES INTO THE BASIC MARKETING CLASS

Much as I would like to do so, I cannot offer a sales class at the small, liberal arts college where I teach for two reasons: first, our president has said, not entirely tongue in cheek, that if it's practical, we don't teach it; second, we have limited resources and offerings. Because of my own belief in the importance of the topic, however, I have found ways to introduce it into our curriculum. In

addition to discussing it in class (in more than one place), I have also offered a two evening workshop (with practitioners), as well as to urge the American Marketing Association to have speakers on sales.

Sales is too important for me to ignore it, since most of our students will have jobs in "sales," despite what they think when they are in the basic marketing class. I'll share what I do.

Due to a scheduling change Fred Hoyt will not be participating in the "Internationalizing the Business Curriculum" Session. He will be participating in Session 6 "Sales and Sales Management." The above comments pertain to that session.

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# INTERNATIONALIZING THE BUSINESS CURRICULUM (Continued)

*Kenneth A Heischmidt, Southeast Missouri State University*

In a recent publication by the American Council on Education, it was stated that,

“Unless today’s students develop the competence to function effectively in a global environment, they are unlikely to succeed in the 21st century. . . . The nation must commit itself now to providing all students with the kinds of knowledge it once provided to only a few—a powerful, deep-rooted understanding of other languages, diverse cultures, and global issues.”

This quote was in the publication *Educating Americans for a World in Flux: Ten Ground Rules for Internationalizing Higher Education* (American Council on Education 1995). The ten rules include: (1) require that all graduates demonstrate competence in at least one foreign language, (2) encourage understanding of at least one other culture, (3) increase understanding of global systems, (4) revamp curricula to reflect the need for international understanding, (5) expand study abroad and internship opportunities for all students, (6) focus on faculty development and rewards, (7) examine the organizational needs of international education, (8) build consortia to enhance capabilities, (9) cooperate with institutions in other countries, and (10) work with local schools and communities. At Southeast Missouri State University, we have taken to heart many of these suggestions for internationalizing our business offering and developed a new academic program.

The Donald L. Harrison College of Business, Southeast Missouri State University has established a major in international business under the Bachelor of Science in Business Administration degree program accredited by AACSB. This degree is an outgrowth of the University Strategic Plan (a major input to this Plan was systematic input from stakeholders within the region) that commits the University to offering “a top-quality curriculum.” One of the indicators of success, with regard to this strategic priority as expressed by the University in the Strategic Plan, is the statement that students “must learn

how to learn, with perspectives from real-life experiences and from a global perspective.” Additionally, the Strategic Plan concludes that “academic programs will reflect the importance of globalization and encourage foreign language study, foreign exchange, and opportunities for foreign travel for students and faculty.”

This degree offering by the Harrison College of Business, demonstrates the business faculty’s commitment to offering a top-quality curriculum incorporating a global perspective in a manner that matches the University Strategic Plans and identified regional needs. This major emphasizes the global dimensions of business. Additionally, the major requires a number of other demonstrated capabilities. These capabilities include students ability to understand a foreign language in context of enhancing the student’s sensitivity to other cultures, they must complete an international experiential learning activity (e.g., study or travel abroad, international internship), and must complete both business core and an identified minor within a functional business area, these requirements allow a student to gain competencies in foundation areas of business. The curriculum components contributes to the success graduates will have in functioning in non-U.S. cultures within a business environment.

Graduates of this international business program will be prepared for employment with companies participating in international business. Potential employers will include small businesses and large multinational corporations in the region, the State, and the entire Midwest. The program will also provide the undergraduate foundation for those wishing to pursue advanced studies in the field of international business.

The University’s support of this international business initiative and the alignment with the Strategic Plan demonstrated by the inclusion of this major in international business in the University’s Mission Enhancement Proposal endorsed by the Coordinating Board of Higher Education.

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## INTERNATIONALIZING THE BUSINESS CURRICULUM (*Continued*)

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*Jerry E. Wheat, Indiana University Southeast*

My teaching load normally includes a junior level survey course in International Business and a senior level course in International Marketing. In each course, part of my teaching objective is to make students aware of various sources of information and assistance for firms interested in international business and, when possible, have the opportunity to meet and network with people in our community involved in international business.

Numerous local organizations are involved in international oriented activities. Some are government organizations others are non-government organizations (NGO). Any or all of these groups can help internationalize your curriculum by providing you with speakers from different cultures, speakers with expertise on international topics, contacts for internships, and opportunities for you or your students in various international activities. Below are some of the types of organizations you might contact.

Government organizations, on local, state and federal levels sponsor various international business programs and are usually happy to explain these programs to your students. Export promotion programs are a good example. The U.S. Department of Commerce (DOC) programs, The National Trade Data Bank, Business America, country reports and product oriented market research reports. State DOC programs frequently have foreign trade show assistance programs, trade leads information, and overseas representative offices. Local programs are normally designed to support federal and state programs.

NGO groups range from national service groups to local clubs interested in a single country or region of the world. Some examples are listed below.

### NATIONAL SERVICE GROUPS

First among these groups is Rotary International. Local Rotary groups have numerous international speakers and many sponsor scholarships for students to study abroad. Regional Rotary groups sponsor international citizen to citizen study programs. Faculty or students might apply to members of the study groups.

A second national group is Sister Cities International. Louisville (the area where I live) currently has six Sister Cities. The Sister Cities chapter in our community is very active. Each foreign city has a local committee of people interested in that area of the world. The committees routinely sponsor cultural events, study trips and various contacts between Louisville and their city. Faculty and students can get involved in either Sister Cities or one of the committees and gain international experience. As an example, I have traveled to La Plata, Argentina with the Mayor of Louisville on an official Sister Cities visit.

The U.S. Information Agency (USIA) sponsored National Council for International Visitors (NCIV) is active in numerous cities around the country. NCIV brings foreign citizens from various professions to the U.S. to study for short periods with professional colleagues. Visitors are sent to locales where appropriate professional contacts are available and study programs are



designed by a local organization. The NCIV agency in Louisville is the Louisville International Cultural Center (LICC). In 1966, LICC entertained over 200 visitors from 80 countries with professional credentials in business, economics, education, medicine and law. I have had an economist from Bulgaria, a supermarket manager from Moldova, a banker from Russia, and a government trade official from Japan visit my classes through this program.

LICC has also received several grants from USIA to bring Russian, Moldovan and Belorussian entrepreneurs to Louisville. While here, the visitors are provided business internships and classes on modern business techniques. Over 150 visitors have been part of the LICC program. Several members of each group of visitors are invited to campus to meet faculty and students, and attend classes.

Finally, the last group of organizations are country and regional clubs. Most of these organizations work to develop stronger ties between countries or regions of the world and local areas, states or the U.S. in general. A good example of a country oriented organization is the Japan-America Friendship Society (JAFS). Both Indiana and Kentucky have state chapters of JAFS. Again,

faculty and students might participate in the activities the group.

Two world regional groups in the Louisville area Crane House, The Asia Society of Louisville with phasis on China and the Latin American Club of Louisville. Crane House sponsors speakers on various to about China and Southeast Asia. Crane House sponsors "country days" – a Saturday filled with information about the culture, food and business custom a country in Asia. The Latin America Club has spea on Latin American customs, culture and business cc tions.

I have been an active participant in several of t organizations. My participation ranges from being group's mailing list to being a board member for L. I also teach in LICC's entrepreneur program. My pa tion in international not only helps me fulfill university service requirement but provides me contacts for interesting class speakers and project student internships, and for a wide variety of int tional experiences. Finally, I am able to provide i mation to my colleagues when they are seeking int tional contacts or class projects. Having a faculty r ber involved in international organizations is a u tool to internationalize the curriculum.

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# GREAT IDEAS FOR TEACHING MARKETING AND MANAGEMENT

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*Tim Schweizer, Luther College*

## EXPERIMENTING WITH PRINCIPLES OF MANAGEMENT

I have radically redesigned the Principles of Management course at my school. I am using the Quinn, et al. *Becoming a Master Manager* text along with the Robbins and Hunsaker *Training in Interpersonal Skills* book. The Competing Values Framework (CVF) presented in *Becoming a Master Manager* integrates management theory and application better than traditional models because its paradoxical paradigm shifts from "either/or" approaches to management to "both/and" approaches to management. The CVF also deliberately presents becoming a master manager as a process involving lifelong learning and development, not a skill that students believe they can acquire in a one-semester course. I reinforce the life-long learning concept by including the following statement on my syllabus: "The person who doesn't read is no better off than the person who can't read." (*The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change* by Stephen R. Covey, p. 296)

To be honest, my approach involves "junking" much of the content normally found in a Principles of Management course. For example, I no longer teach a section on the different theories of leadership. Furthermore, I honestly believe reading Price Pritchett's pamphlet *New Work Habits for a Radically Changing World* or Stephen Covey's *The Seven Habits of Highly Effective People* does far more to prepare students for the world of work in the 21st century than does reading the works of Taylor, Weber, Mintzberg, etc.

To be fair, the CVF acknowledges the importance of informing students (providing them with additional information related to the principles of effective management), but adds the need to transform students (through discovery) preparing them to understand and lead change. The combination of the two texts (*Becoming a Master Manager* and *Training in Interpersonal Skills*) provides students with an opportunity to assess, appreciate, master, balance, and blend competencies associated with effective leadership and management. The Assessment,

Learning, Analysis, Practice, Application (ALAPA) model works very well. Yes, the course is very behavioral, but it is certainly not a course in Organizational Behavior. Lest you think I am trying to "technicize" my students, let me point out that I teach at a liberal arts college. I believe I am teaching life-long skills. Project management and time management, for example, are skills that are transferable to all of life.

I also believe in the need to be more deliberate about transferring responsibility for learning to the students. My syllabus states: "As professor, I am responsible to (not for) my students, and I will do my best to facilitate the student learning process. As students, you are ultimately responsible for your own learning. You will reap what you sow. It is your responsibility to study, do the readings, complete the assignments, take notes, and do whatever you find necessary for you to achieve your learning objectives."

My latest on-going experiment involves the use of student portfolios. The portfolios contain written analyses/applications. The analyses are written in memorandum format, giving the students some practice writing business correspondence. (A student once pointed out that when my department does require students to turn in written work, too often it requests "papers" that are very unlike the reports and memos required of managers in the real world.) With the portfolio approach, the student must complete each assignment, although I only grade a portion of the portfolio. (I lower the student's final grade for the course by an entire letter grade for any missing assignment, whether it is graded or not.)

## FUTURE EXPERIMENTS IN PRINCIPLES OF MANAGEMENT

In a future design of the course, I hope to take the application stage one step further. Students will run an Express Campus Courier business in cross-functional project teams. This will serve as a "live" principles of management lab, allowing students to apply and practice the management skills they are learning, ranging from "How to Run a Meeting" to "Project Management"

to "Managing Change."

Over time, I have developed a very structured syllabus that draws praise from my students in the course evaluations. The syllabus clearly identifies what topic we are on, what day we are on in that topic, what the student needs to do before each class, what is happening during class, what is to be done after class, etc. An exciting idea I hope to pursue in the near future is structuring each day on the syllabus in a meeting agenda format. This would allow modeling the agenda setting and meeting management process they learn in the "How to Run a Meeting" module of the course. In general, modeling the skills for the students makes good sense. The professor needs to take advantage of opportunities to practice active listening skills, goal setting, feedback, delegation, team building, etc., with students. Role playing is just one of the many tools used. To supplement the texts, I have incorporated (and highly recommend) several Video Arts training videos featuring John Cleese.

#### EXPERIMENTING WITH PRINCIPLES OF MARKETING

I have experimented heavily with the Principles of Marketing course, too. I believe one useful exercise is to teach students to extract or isolate the true "principles" of marketing. (Carolyn Tripp at UT-Martin has collaborated with me in this experiment, although neither of us claims to have perfected the model.) The tool we have created is called a Principles Template. The document requires students to identify the following items separately:

- ◆ Marketing Principle (a principle should be generalizable to other situations, across industries, across time, etc.).
- ◆ Example(s) or Application(s) of the Principle (examples are often specific and unique to a situation, industry, firm, product, etc.).
- ◆ Important Facts/Information Related to the Principle (the traditional marketing course spends way too much time here).
- ◆ Exception or Apparent Exception to the Principle (this could be a true exception or an example that

appears to be an exception, but is actually consistent with the principle when an appropriate analysis is conducted). Note—probably one of two things happen: (1) for most principles, this section will be left blank, or (2) this section will become a major vehicle for introducing principles because exceptions often generate interest.

To facilitate the process, students are encouraged to consider what in-class and out-of-class activities help them identify the information they provide in the templates. I have been shocked at the results when I use the templates. In some cases, the so-called "weaker" students do better on the first few templates. I suspect this is because the "stronger" students are usually memorizing facts, and they miss the big picture. The Principles Template forces students to consider the big picture and focus on how the course material extends beyond the classroom or current semester. An interesting complement to the Principles Template tool is and Trout's book *The 22 Immutable Laws of Marketing*. It is a required text in my course. I find that Trout's laws "conflict" with (and make more sense than) much of the content found in traditional marketing textbooks.

To add balance to the emphasis on generalizable principles, I now require a Marketing Plan project in which student teams develop marketing plans for real businesses in the local community. This prevents the students from learning about marketing but never getting to do marketing. Other projects have been fantastic learning tools. The first is a Marketing Channels project in which student teams are required to trace a product back to its source and identify the channel members along the way. This makes the marketing channels unit come alive. Student teams eventually present the results to the entire class. The class gets exposed to a variety of marketing activities. The second project is a consistent one: a Promotion Project. It can be done as a stand-alone project, working off a creative brief. If the student is doing marketing plans, however, the project can be a natural extension of the marketing plan. Thus, the student can design and execute a promotion campaign consistent with their marketing plan.

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**GREAT IDEAS FOR TEACHING MARKETING AND  
MANAGEMENT (*Continued*)**

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# GREAT IDEAS FOR TEACHING MARKETING AND MANAGEMENT (Continued)

*Paul C. Thistlethwaite, Western Illinois University*

## INTRODUCTION

For many of us who have been teaching the beginning marketing for semesters, years and, yes, even decades, the challenge of teaching it in a fresh, new manner becomes more difficult. We have been through lectures, cases, the 4-P's, the 5-P's, projects, experiential assignments, multiple choice tests, essay questions, television courses and correspondence courses, or at least some combination of the above. Regardless of what methodology we use, we still many times, if not most of the time, refer to the beginning course as "The Principles of Marketing" course. In an attempt to bring the concept of a principle alive to the students, I asked the students in the summer beginning marketing course to develop five principles for each day of class. Since there were 43 students in the class and 15 class days, a total of 3225 principles could have been developed. This paper is a description of the process, the benefits of the process, the weaknesses of the process and the evaluation of the process.

## DESCRIPTION OF THE PROCESS

The students were given a syllabus that described the parameters of the course. The parameters included four noncumulative tests, an optional final, a WWW assignment, and the principles assignment. A brief explanation of a principle was given. It was initially explained as a "general or fundamental truth." Then, after explaining that marketing ideas may or may not apply in given situations, the realism that there are not too many marketing "truths" set in. Therefore, the students were given an additional perspective that the principles should be more "tips or guidelines for successful marketing." The term "should" could be used in each principle. The following presents the syllabus description of the project. By the way, a BQ stands for "Biggie Quiz" or examination.

### Principles of Marketing Assignment

For each of the non BQ days, you are to develop five Principles of Marketing based on one chapter for that day. If there are two chapters for a day, persons with names from a to j are to do the first chapter and persons with names from k to z are to do the second chapter for

that day. These are due at the beginning of the respective class period. These are to be entered onto a diskette turned in with your file folder. Place the chapter number and name, as well as your name, in the file. Also include a printed copy of your five statements. Late printing will be reprimanded. Since I will be using WP6.1, your file WP6.1 or an ASCII file. Have your file somewhat unique. They will be graded on a 1 to 10! After reading the chapter, think about generalizations concerning what you read that would be applicable to a marketing area. Possible principles would include the following:

1. Place items you really want to sell at eye level in retail store.
2. Keystone pricing is typically used by small retailers.
3. Marketers today should use the marketing concept approach.
4. Internal marketing is important to an organization but is not as important as external marketing.
5. Markup on cost will ALWAYS be greater than markup on selling price, as long as you sell at a price for more than what you paid for it.

The students then turned in their five principles each on a diskette. I would load the files into a master file then return their files to them the next day.

## BENEFITS OF AND PROBLEMS WITH THE PROCESS

The process seemed to benefit the students. The effect, had to think about the chapter they had to develop some underlying guidelines for marketers replaced the traditional quiz approach. The students seemed positive about doing the principles. They have been reflected on the tests since they did better than normal. The students also evaluated the course positively at the end of the summer session.

Even though the students felt positively about the approach, some problems were present: a few of

tional problems, transferring file problems and the faculty's time commitment. After the first week, the students turned in the disks only twice a week instead of four times. This reduced the busy work associated with them entering the principles onto a disk, bringing it to class, turning it in and getting it back. Yes, in this day and age of Windows 95, there are still problems with disks. Some could not be read, some were in Word, one was from a Mac machine and some had file problems. After about 4 days, most of these problems were worked out. The final problem was the time needed to just transfer the files from the disks to my machine. The students would not identify the files as requested. One time I pulled out all of the disks and the copied the files. Not all of the disks were marked with their names. With 45 or so students, the first transferring process took over 2.5 hours. When transferring the files, I initially was inserting the files at the bottom of the file. Wrong approach! I finally started inserting them at the top. Then, sometimes the files would basically destroy the file on my computer. I would have to start over or at least go back to an earlier saving point.

## EVALUATION OF THE PROCESS

I felt that the students enjoyed this process so much that I felt very good about it also, even with my time commitment. At the end of the term, I asked the students to specifically evaluate the Principles assignment on four dimensions: fun, helpfulness, use in other courses and the use of quizzes. The average response was in a positive direction: (1) fun to do, 3.5/5.0; (2) help to study for tests, 3.9/5.0; (3) developing principles should be done in other courses, 3.5/5.0; and (4) preferred Principles to quizzes, 4.0/5.0.

This was a very beneficial exercise for the students. The students had a positive attitude about the experience. They seem to appreciate the amount of effort that I was expending in working with the files. Their grades on the tests were also very good. Plus, the course evaluation was very positive. I am now doing this in the Marketing Research class. The first test scores were well above the normal first test average. If anyone would like to collaborate with me on this approach, please contact me.

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## GREAT IDEAS FOR TEACHING MARKETING AND MANAGEMENT *(Continued)*

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*Brian Engelland, Mississippi State University*

### FIVE GREAT IDEAS FOR TEACHING THE CAPSTONE MARKETING COURSE

Seniors present special challenges as marketing students. By the time they take the capstone course, they're a little tired of school — especially the standard lecture, study and test approach. You need to hit them with a different approach before senioritis absconds with their minds and you've lost their attention for the rest of the term!

The capstone course serves as a bridge between the specific knowledge base gained from the marketing curricula and the application skills necessary to be

successful in the student's chosen career. This "bridge role" requires that you accomplish three key objectives as you deliver the course. First, you need to show students the typical marketing problems they are likely to face in the "real world"; second, you need to show them how they can apply the marketing principles they're learning to solve these real problems; and third, you need to demonstrate how their ability to solve these problems will result in career success. By doing all three, you can gain and hold their attention.

Listed below are five specific ideas that help integrate these key objectives. All have a strong dose of applications orientation.

1. *Perform a Marketing Audit.* Send teams of students to area businesses, asking them to interview key marketing functionaries. After gathering the information, require that they make a presentation to their classmates on what marketing problems they uncovered, and what should be done to correct them.
2. *Assign a Career Marketing Plan.* Ask students to do some research on industries and firms of their interest, then develop a marketing plan on how they can position themselves effectively to attain an entry job in that chosen firm. When they do a complete job on this project, they'll really understand how to put together a marketing plan. That's a skill they'll use over and over in their career.
3. *Give them an Oral Exam.* Good marketing practitioners can think on their feet and express their ideas persuasively. After your students have experienced a number of assignments in which they practice presenting to their classmates, give them an oral exam in which they are required to individually answer selected questions in front of a panel of marketing professors.
4. *Discuss Applications Examples.* Give some credit opportunities in which students find examples of marketing principle applications in popular press. You may require students to subscribe to *Business Week*, *Forbes*, *Fortune*, or and become a regular reader. Each issue seems chock-full of contemporary applications of marketing principles.
5. *Invite Recent Alumni to Speak to Students.* Graduates that entered the job market within the last few years are especially effective. They can still remember what it's like to be a student. Students really like to hear about their experiences in making the transition to a full-time marketing job. These "heart-to-heart" stories reaffirm the value of what's taught in the course.

If you can prepare students to be more effective marketing problem solvers and become more successful job seekers, you'll be a winner. Successful alumni build the image and financial resources of your institution and build your personal pride as well.

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# HOW WILL MARKETING DEPARTMENTS SURVIVE GROWING CRITICISM AT BUSINESS SCHOOL PROGRAMS?

*James B. Spalding, Jr., Bellarmine College*

*Jim L. Grimm, Illinois State University*

*William Lesch, Illinois State University*

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Business schools have found themselves under growing criticism in recent years, from several quarters. Business practitioners' criticism may draw the most attention, with *Business Week*, *The Wall Street Journal*, *Fortune*, and other representatives of the business press providing quick coverage of developments which either depart from the conventional wisdom of past practices or deviate from prevailing visions of the future. As a broad, general issue, educational decline has for some time been a key concern for visible and outspoken corporate executives and other community leaders worried about the educational achievements and trainability of tomorrow's work force. It is difficult to dismiss the assertions of some that education is, or certainly is about to be, "the main item on the country's agenda."

More specific to colleges and universities and to their business programs, recruiters come away from campus visits bemoaning business graduates' skills at critical and creative thinking, speaking and writing effectively, and problem solving, as well as their showings of initiative, persistence, and integrity. Leaders of business organizations speak of how recent business school graduates are not prepared to deal with the changed work conditions of today's leaner, down-sized firms, brought about by the last 10-20 years of fierce global competition. The graduates, according to the executives, don't know about and aren't prepared for working in teams — sometimes under teams of supervisors —, multi-tasking, thinking world-wide, dealing with technology's ever-faster pace. Some business spokesmen are openly suspicious that their new hires have been exposed to too many old-fashioned, outdated principles, practices, and emphases, probably by teachers whose training and experience may have been similarly limited. Employer grouching also grows more strident at the ever-escalating tuition bills they pay for personnel who often don't

appear to be more contributive for their educational experience; and then there are concerns about professional program accreditation, how long the programs take to complete, and the time taken from employees' work. Directly and indirectly, colleges and universities are finding themselves looking at the possibility of businesses offering more of their own programs.

It is not just society in general and the business community that have been critical of colleges' and universities' business programs. Students themselves, particularly after they have moved full-time into the realities of the world of work, add their complaints about not having been prepared for the different and demanding life they find beyond classrooms and textbooks. "Internal" criticism of the business school cannot go unnoticed, either. One form this takes is the constant pressure from the ing criticism comes from the voices of reform which usually pull toward more liberal-arts, general-education requirements, often at the expense of advanced professional courses of greater practicability and worldliness. Lastly in this brief horizon-scan, the "outside" force of government has become increasingly assertive in questioning the costs of business and other education, as against outcomes, which colleges and universities have seemed reluctant to focus on while remaining preoccupied with curricula, credit hours, teaching schedules, and their other traditional processes.

It may be lamented by marketing departments that much of this criticism is directed at education in general, or at business education more broadly, and not necessarily at marketing, and so marketing gets unfairly hit often in the wider-pattern shelling. Regardless of which areas or kinds of education are truly deserving of critical attacks, marketing and other parts of the business school must sooner or later — and sooner makes far better sense for



both survival and growth — respond to the critical observations of the various elements of our societal framework. Simply ignoring the unpleasant and the threatening seldom works, even if the criticism seems irrelevant, irrational, or unfair. And in moving to meet the criticisms, care must be taken to avoid appearing over-defensive. Perhaps the starting point is for the business school to acknowledge that as part of higher education it has become a mature industry, very different from what it was for nearly all of the twentieth century. In its earlier growth stage the quest was almost always for additional capacity, but the future now seems to hold different challenges: determining how to do less with less; carving out areas to develop which are central to mission; testing whether to change from “full-service department store” to “more sharply focused boutique”; looking for the legitimacy in the critical observations of industry, the IAME, and others, while regarding the criticisms constructively as helpful cues toward continuous improvement.

This line of argument is thus more than merely a business-school defensive blunting of program criticisms. It is challenge and opportunity, for the marketing faculty to recognize and accept the kind of missionary responsibility that their practitioner-marketer cousins must deal with regularly. By this challenge, should not marketing educators, as the more outwardly-focused business discipline, demonstrate their natural resilience and openness to change by leading not only the business school but the college or university toward a future of increased responsiveness to students and to business and broader society, a future of continuing and growing relevance? In the face of the traditional practices of forcing students to accommodate to the school’s convenience, let the business school, following the marketing faculty’s example and leadership, aggressively and en-

thusiastically adapt and customize offerings and methods of delivery, drawing on what is known about variations in how individual students learn — offering lectures for those who learn best by listening, visual images for those who do better with pictures, hands-on virtual reality for those who learn best by doing, etc. Let the marketing faculty, whose central creed is customer-oriented, show the questionability of defining education as requiring every student to be in the same room with a professor precisely 45 times during a semester, and let them embrace the recognition of learning possibilities wherever students can connect to the World-Wide Web. Let marketing teachers, whose discipline centers on the marketplace added by time and place utilities, look beyond elementary campus boundaries and assist students and faculty by allowing students to move easily among traditional institutions, perhaps even simultaneously attending at several real and/or virtual universities, in the form of a universal “college-credit banking system.”

What is proposed here for marketing departments is a move of enlightened self-interest, admittedly, to being over-tarred by the brushes attacking business schools and education generally. But beyond that, it comprises a carefully calculated move into a leadership role in improving programs and services, and establishing and maintaining better continuing dialogue with the various critics — and, more important, the business and student customers that marketing education seeks to serve. Some of the effort, particularly at the outset, may be defensive of present offerings even that can be expressed in better explanatory features as benefits. As time passes and experience gained, more restructuring, more redevelopment, more reengineering will dominate the picture of improved education and training of tomorrow’s managers and business leaders.

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# BRINGING THE "REAL WORLD" INTO THE CLASSROOM - I

*Mary T. Galvan, North Central College*

## CREATING A CENTER FOR RESEARCH

Due to the generous monetary donations from Amurof Confections Company and the Aileen S. Andrew Foundation, North Central College established a Center for Research on campus several years ago. The Research Center is a facility consisting of: a computer lab equipped with 10 Pentium computers, telemarketing headsets, key pads, a color laser printer, and various specialized software packages; a conference room to meet with "clients"; an office for the Director of the Center; and a small lounge area.

With the creation of the Research Center came the establishment of an external Advisory Council made up of top executives from the major Research firms in the Chicago area as well as several leading business people from industry. Specifically the purposes of the Advisory Council is: to serve as a useful "sounding board" for present and proposed programs and activities of the Center; to identify areas of research in the community and ways in which the Center can respond to the current needs of business; to suggest and identify opportunities for students to enrich their education through internships; and to help North Central College bring executives into close contact with students and faculty in both formal and informal settings including participation in classroom activities.

## EDUCATIONAL OBJECTIVES

Three progressive educational objectives are set for the Research Center: to utilize the Center as a hands-on training facility for students engaged in research activities in undergraduate and graduate courses; to employ students who show an interest in market research and have successfully completed the Market Research or related course; to provide an opportunity for students to operate the Center and manage all aspects of the research process including: contacting clients, writing questionnaires, compiling and analyzing data, and presenting the final results orally and in a written paper.

## USING THE RESEARCH CENTER IN THE MARKET RESEARCH COURSE

The marketing Research course is a junior/senior-level

course with numerous marketing prerequisites as well as statistics. Students are asked to form teams of approximately three or four members and select a research topic from a list provided. (This list has been organized in advance of the class and consists of area businesses, their research needs, and the contact person for the organization). It is important that the research projects are ones that can be completed within a 10-week time frame (the length of the term at NCC) and include primary research.

Students meet with their "clients" during the first week of the term to discuss the details of the research project. Their goal is to try to understand as much about the business as possible including its: customers, competition, pricing, advertising, sales promotion, distribution, customer service, and current major decisions and research needs. After meeting with their "client" the first time, each group briefly presents to the class their projects and the class brainstorms research techniques that can be used to successfully complete the project. Each team presents the client with a strategic plan and a sample questionnaire that will be used to collect the data. Usually students work closely with the "client" until the questionnaire is revised to meet the businesses' needs.

Once the questionnaire has been approved by the "client" students have the remaining portion of the term to collect the data, tabulate and analyze the information, summarize results and provide conclusions, recommendations, and limitations of the study. The final results are presented to the "client" and any others who the "client" would like to invite in both oral and written form. The oral presentations usually last between 25-30 minutes and use state-of-the-art technology, and a final bounded copy of the research report is given to the "client" upon completion.

## CHALLENGES AND BENEFITS FROM THIS "REAL WORLD" EXPERIENCE

At NCC the Market Research Course is the only one offered in the Marketing curriculum. The challenge with a project like the one briefly outlined above is to teach the students the tools of Market Research and at the same time have students engaged in a rather extensive research project for a "real" company. Many helpful hints

are provided by Advisory Council members as they frequently are invited into the classroom to make presentations and offer their expertise. Since students tend to follow a division of labor strategy in their group work, some students become experts with software packages as SPSS, Harvard Graphics, or Power Point. Students with the software expertise often become the "teachers" for other groups having difficulty. This activity creates a great deal of camaraderie between classmates and is especially useful when there are four or five groups of

students each working on a different research project and only one professor to go around!

The Research Center, although primarily used for Market Research course, has many applications in areas of business as well as the other Social Science. The current challenge is make those benefits known to more faculty on Campus so that students in all courses can have similar "real world" experience

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# BRINGING THE REAL WORLD INTO THE CLASSROOM - I (Continued)

*Margery Fetters, North Central College*

## INTEGRATION OF FOREIGN LANGUAGE ACTIVITIES INTO A MARKETING MANAGEMENT COURSE

Transcending the theoretical classroom setting has been an important component in many marketing instructors' pedagogy. In order that future marketers have opportunities to utilize integrative and comprehensive applications, exposure to and use of "Real World" information and activities serves to develop a number of the skills students need.

Within the constructs of an International Marketing (BUS488 -Senior level) class, students work with "Real World" publications written by individuals in other countries (not written in English) providing a different marketing perspective than U.S. authors. Students are required to read an article in a foreign journal, business newspaper, and/or magazine written in a foreign language concerning some current marketing issue (i.e. promotional, distribution, ethical, etc.) Each student selects the article from a publication written in the foreign language that he/she has been majoring/minoring in to complete their international business degree (i.e. Spanish, German, French.) Any student taking the class who is not an international business major and who does not have a second language is required to read an article in a foreign English-speaking country (i.e. Canada, England, Belize.) Each student submits a written paper critiquing the article (providing a copy of the article) The student also makes an oral presentation to the class explaining the position of the article's author and the student's perception of the obvious and subtle differences and similarities of marketing interpretations.

### PURPOSE

This content-based information increases integration between language learning and disciplinary content. Students use the foreign language to learn new information and to evaluate that information based on their emerging

cross-cultural understanding. The instruction is tailored to the cognitive and affective needs of students and to their proficiency level. Students learn how, in diverse disciplines, language itself influences the shape as well as the content of the discipline. Students are not the only beneficiaries of this learning experience. The entire class gains from the deeper level of discussion and the increased attention to the meaning made possible by allowing at least a portion of the class to work directly with non-English publications in their untranslated original form.

### ISSUES

- ◆ Audience
- ◆ Program Objectives
- ◆ Reading-Mapping Strategies
- ◆ Designing Reading Activities
- ◆ Coordination of Language and Content Instruction
- ◆ Faculty Development and Course Adaptation
- ◆ Evaluation Design
- ◆ Measurement Instruments and Procedures
- ◆ Library Resources

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

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*Gary Ernst, North Central College*

Today's marketing students need to develop not only a sound knowledge base of marketing but also the necessary skills to obtain and maintain gainful employment. An educated employee should be a thinker, problem-solver and communicator who can apply marketing skills and knowledge in unpredictable circumstances (Hall and Hicks 1995). Most academic curriculums have traditionally focused on educating students about marketing itself. As marketing educators, we have done little work in developing the range of workplace skills that students will need to be successful.

What are these skills? The American Society for Training and Development (ASTD), in conjunction with the Department of Labor, identified several basic skills that employers want and that workers need in today's workplace (Carnevale, Gainer, and Meltzer 1990). The skills that this comprehensive two-year-long study recognized include:

1. Learning to learn – the ability to acquire the knowledge and skills needed to learn the knowledge and skills needed to learn effectively, no matter what the learning situation
2. Listening – the ability to heed the key points of customers, suppliers, and co-workers' concerns.
3. Oral communications – the ability to convey an adequate response to those concerns.
4. Problem-solving – the ability to think on one's feet.
5. Creative thinking – the ability to come up with innovative solutions.
6. Self-esteem – the ability to have pride in one's self and believe in one's potential to be successful.
7. Goal-setting – the ability to know how to get done.
8. Personal and career development skills – the fitness of the skills needed to perform well in the workplace.
9. Interpersonal skills – the ability to get along with customers, suppliers, and co-workers.
10. Teamwork – the ability to work with others to achieve a goal.
11. Negotiation – the ability to build consensus through give and take.
12. Organizational effectiveness – the understanding of where the organization is headed and how to make a contribution.
13. Leadership – the ability to assume responsibility and motivate co-workers when necessary.

In a traditional classroom experience, we generally focus on developing only a few of these skills. To give students a better opportunity to develop needed workplace skills, selected North Central College students can participate with business executives in the class and gain real-world experiences outside of the classroom at the same time. These learning experiences can be accomplished through participation in a co-curricular group, Student Enterprise (SIFE). Through the North Central SIFE experience, marketing students work closely with a business board of advisors in conceiving, producing, and implementing community based projects that "change the world." To illustrate the process, an example of several new products currently being developed and used.

1. Upon joining the SIFE team, students pick one of several venture teams to join. Teams can work on projects in progress or can initiate a new product concept or activity. New members are encouraged to initiate new product concepts.
2. The team will present their new venture concept and marketing plan with our general board in a group presentation. Our SIFE team has a standing business advisory board made up of approximately 20 area executives. Volunteers from the board are asked to work with the venture team as the product develops.
3. If approved by the board, the concept idea will usually be researched to determine there is acceptance by the target market. A prototype is then developed and again presented to selected board members along with the research findings.
4. If success seems possible, team members will then have to coordinate production activities. At this point, a product campaign will often emerge to provide the team leadership needed to move forward. Students work with the board and me to secure seed money needed to start production.
5. Depending on the lead time needed for production, promotional activities can be initiated at this same time. These activities can be accomplished by the initial venture team or another promotional team can be added. Promotional plans and objectives are presented to venture team business advisory board members prior to product launch.
6. The project is completed only when product is produced and actually launched into the marketplace. To date, several educational products have been developed marketed.
7. Finally, students who complete this context learning are asked to reflect on the workplace competencies that they have gained.

As marketing educators, I feel that we are obligated to offer relevant, practical learning experiences that help students become aware of and develop meaningful workplace skills. While co-curricular activities are, undoubtedly, not the only way to teach skill development, it has proven to be a challenging and one successful method at North Central College. In addition to the skills outlined above, marketing educators may find it helpful to read The Secretary's Commission on Achieving Necessary Skills (SCANS Report).

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# OFTEN OVERLOOKED ISSUES IN INTERNATIONAL MARKETING

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*Jim L. Grimm, Illinois State University*

The faster pace of globalization and growing pressure for curriculum internationalization may tempt departments to rush to more international programs. This session is intended to suggest some planning lessons by drawing

attention to several international marketing areas despite the best intentions and careful attention to attention, have proved to be at least partially frustrating

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## OFTEN OVERLOOKED ISSUES IN INTERNATIONAL MARKETING (*Continued*)

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**OFTEN OVERLOOKED ISSUES IN INTERNATIONAL  
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**OFTEN OVERLOOKED ISSUES IN INTERNATIONAL  
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# SALES AND SALES MANAGEMENT

*Charles E. Pettijohn, Southwest Missouri State University*

## SHOULD WE TEACH SALES?

A review of university placement announcements at most universities shows that recruiters often seek graduates with specific majors. Primary and secondary schools demand people with education degrees; engineering degrees are required of engineers; accounting firms require accounting degrees; and many computer jobs require degrees in computer science. However, when one looks at the requirements of firms seeking salespeople, it seems evident that many of these employers are willing to take any major, "all majors invited."

Since most employers are willing to hire people with no academic background in sales, what is the point of offering sales courses and programs? Should colleges and universities use their resources to teach topics that are not required of employers? If the answer is yes, then a related question arises, why? If the decision is to offer sales courses and programs, another question arises. How to convince employers that new sales personnel should have an academic foundation in sales prior to their being hired?

First, should employers be more selective in terms of hiring individuals with academic backgrounds in sales? Firms willing to hire individuals without academic sales backgrounds seem to be communicating that if they can find a graduate, they can provide the training required to be successful in sales. However, while this may be true, such a strategy may also be one that results in the employer's hiring of individuals who will accept their sales positions only after they have failed to obtain "worthwhile" employment in their major fields of study. What this may indicate to employers willing to accept such graduates, is that they are providing employment to people who were "unemployable" in their selected fields of study. On the surface, this strategy seems to be one destined to result in high turnover, high training costs, and poor success potential; in exchange for an opportunity to interview and recruit a broad number of graduates.

Why then should sales courses be offered? First, sales is a field which requires some emotional and attitudinal preparation. Many students are exposed only to poor salespeople. After having been exposed to overbearing used car salespeople, it seems natural that the "best" students would prefer to avoid a career which would require that type of unprofessional behavior. Thus, for

students to discover that sales is a valid and professional career, will require significant information to overcome their past biases. Further, sales is often a challenging position. Being effective in sales requires an emotional recognition that the student will be exposed to challenges which may result in short-term rejections. What this is that academic preparation in the sales area can help students develop a more positive attitude toward sales careers and may help them cope with the challenges by customers and management. Students who have had proper attitudinal and emotional preparation should be more effective than those who have just "settled" for it until something else comes along.

However, sales courses can do more than just acquaint a student with the opportunities and challenges of a sales career. Sales courses can also provide a rudimentary training program which may enable students to become productive members of an organization's sales force. In some cases, the sales skills learned in a basic sales course will mirror the sales training provided by the employer. In many cases, the skills learned in the basic course will be the only real sales training to which the new salesperson will be exposed. Thus, the sales course should enable sales personnel to be effective more rapidly than their counterparts who do not possess a similar academic background.

Assuming one accepts the notion that sales courses and programs may have value to employers and students, the next issue which arises is how can prospective employers be convinced to change their criteria to specify the hiring of individuals who possess an academic sales background. If sales courses and sales programs are to be given the respect and status of other programs/professions, it seems that a necessary requisite will be the approval of employers. If employers continue to hold the position that "anyone from any major" is a reasonable recruit, that difficulties will arise as students and administrators determine alternative means of allocating their resources. It seems that employers may have considerable influence over the "professionalization" of sales personnel. Employers who are willing to accept applicants from other fields of study may be indicating that they do not really believe that academic preparation is necessary for a successful sales career. However, employers who require (or prefer) potential recruits to complete sales courses and programs are indicating through these actions that they believe in academic preparation for a sales career.

If employers believe that they can attain the best new recruits by selecting from a pool of applicants with formal academic training in sales, the question of how to gain their support becomes fundamental. Support could be garnered in several ways. Colleges of Business often fail to disclose the fact that they offer sales courses to prospective employers. Thus, one method of gaining support would be promoting and publicizing sales course offerings to prospective employers. Greater academic and practitioner participation may also result in an increased appreciation of academic programs in sales. Such partnerships could result in guest lectures, student internships, faculty internships, or perhaps employers participating on advisory boards. In addition to their obvious academic benefits, partnerships could provide universities with financial support, research opportunities, and numerous education possibilities.

In conclusion, as long as reputable companies are willing to accept and hire sales applicants without regard to academic major, sales programs will fail to reach their full potential. Therefore, assuming marketing faculty believe that their sales programs are valuable to their majors, it is incumbent upon faculty to initiate activities designed to change the status quo. Obviously a necessary first step is to make certain that our sales courses and programs provide a valuable product to new employers, "prepared sales recruits." Following the completion of this fundamental task, the job of faculty becomes more challenging, the task becomes one of informing and persuading potential employers to provide preferential treatment to students who have completed sales courses/programs. If we are unable to create a differential demand for students who have completed sales courses/programs over others, then it seems that maybe we should reevaluate our answer to the question "should we teach sales?"

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## SALES AND SALES MANAGEMENT *(Continued)*

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### *Richard E. Plank, Western Michigan University*

In spite of the massive changes in business that have occurred over the past 20 years I have been in education, the fundamental problems that lie in sales education remain much the same. Content changes somewhat, in line with some new realities of doing business, but the problems are the same. Simply, how do we provide students some marketable skills in line with the accepted philosophy of higher education which is education for life, or as many of us call it, the traditional liberal arts view of education.

As a starting point, I think it is useful to try and define objectives, both in totality for the undergraduate education process, as well as for individual majors and courses. The objectives in my world are defined in terms of knowledge, skills, and values delivered. Listed below are how I tend to operationalize the sales course. If they look familiar it is because they are borrowed!!! I invite you to consider the following framework as a starting point for discussion of, not only the specific courses of sales and sales man-

agement in our curriculums, but also their role in delivering our overall service.

#### GENERALIZED LIBERAL ABILITIES AND SKILLS

Communications  
Oral  
Written  
Listening  
Observation  
Analytical  
Drawing inferences  
Perceiving relationships  
Structure and organization  
Problem Solving  
Define problems  
Design frameworks  
Implement  
Making Value Judgements

- Identify own values
- Infer values
- Relate values
- Engage in valuing
- Facility for Social Interaction
  - Understand own behavior
  - Analyze others
  - Evaluate others
  - Interact effectively
- Globalization
  - Assessment own knowledge
  - Analyze global issues
  - Articulate understanding
  - Apply frameworks to problems
- Citizenship
  - Assess own knowledge
  - Analyze issues
  - Define & build org skills
  - Apply org skills

- Word Processing Skills
- Spreadsheet Skills
- Data Base Skills
- Presentation Skills
- Ethics
- Negotiation

**SPECIFIC COURSE SKILLS (SALE**

- Planning
- Getting Information
- Using Information
- Giving Information

**SPECIFIC COURSE KNOWLEDG**

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Every course will not be able to cover all the suggested above. Obviously, the sales or sales management courses lead themselves to covering certain and skills more than others. Of importance to all of the big problem as I see it is what are the specific skills what knowledge base is necessary. Based on research have done with several colleagues we have suggested that behaviors salespeople do are relevant and we created a typology of sales behaviors which are listed in course specific skills above. You may disagree with listing, but we suggest that everything a salesperson can be categorized into this admittedly communication oriented typology. More traditional approaches categorize behaviors in terms of the traditional sales or presentation, or within the notion of relationship so many books have picked up on.

Knowledge is a big question mark in my mind. I criticize most textbooks as being filled with minutiae will note in discipline specific skills that of data reduction I make a point of constantly getting my students to make judgements on whether information is important or incidental and not very important.

I propose the above framework as a starting point to further refine our thinking about what we are doing and what we are trying to do. I suspect if we enter into this kind of dialogue, there will be substantial disagreement, but probably more agreement.

**DISCIPLINE SPECIFIC SKILLS, ABILITIES AND VALUES**

- Cross Disciplinary Integration
- Interpersonal Relationships
- Written Communication
- Oral Communication
- Listening
- Process Orientation
- Process Improvement
- Process Standardization
- Strategic Thinking
- Tactical Thinking
- Organizing
- Delegation
- Leadership
- Time Management
- Critical Thinking
- Creative Thinking
- Problem Analysis
- Gathering Information
- Data reduction
- Decision Making
- Self-Objectivity
- Conceptual Skills
- Qualitative Skills
- Financial Skills
- Statistical Skills

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# SALES AND SALES MANAGEMENT (Continued)

*Martin Meyers, University of Wisconsin*

## ABSTRACT

*This paper covers three factors that sales managers would need to consider to remain competitive in the 21st century. The first factor consists of training salespeople to be more aware of the needs of an older and more diverse population. The second factor is target audiences demanding higher levels of customer service. The third factor is the greater necessity to satisfy the needs of foreign accounts due to increased sales to foreign markets.*

In 1970, the average age of a U.S. citizen was 27.9. The average age in the year 2000 will be approximately 35.5 (Pride and Ferrell 1995) It is suggested that age not be a focus of the message to this group. Most adult consumers report feeling 70 to 85 percent of their chronological age. The sales force should focus on the things that this target market is interested in because the members of the mature market are not thinking about age. It is suggested to pretest sales messages to this group. (Hawkins, Best, and Coney 1995) Part of the training program could consist of role playing where they are selling to seniors. Experts in marketing to the mature market could conduct seminars with the sales force.

The Hispanic market is estimated to be worth over \$170 billion and is the most rapidly growing segment of our population. (Hawkins, Best, and Coney 1995) The use of the Spanish language among Hispanic Americans is increasing. The percent of Hispanics who use Spanish at home increased from 57 percent in 1988 to 70 percent in 1992. (Hawkins, Best, and Coney 1995) It would not be practical to hire only salespeople who are fluent in Spanish or to have the entire sales force enroll in Spanish classes. The sales managers can take steps to become a multicultural organization. There are a number of consulting firms that could be hired to increase the sensitivity of the sales force to the needs of Hispanics and other cultures. In the multicultural organization, the individual members can be more productive. With an absence of prejudice and discrimination, the multicultural organization should be able to do a better job of satisfying the needs of Hispanics, African Americans, women, Asians, etc.

Customer service has become more important. Customer expectations have increased. (Coppett and Staples 1990) Since it now costs six times as much to win a new customer

as it does to keep an existing one, the value of customer retention is very important. (Coppett and Staples 1990) Sales managers can employ many methods to increase the level of customer satisfaction provided by the sales force. The sales force can contact the customers by telephone or with a thank you letter after the sales have been finalized. The sales people could write congratulatory letters to a customer who has just been promoted. A mechanism should be put in place where complaints are answered promptly. The sales managers need to foster an environment where the sales force is continually thinking about their customers.

American companies are depending more on overseas markets. There are huge untapped markets in India, South Africa, Mexico, and China. If the sales force is to be effective in foreign markets, the complexities of all the environments must be understood. (Pride & Ferrell 1995) The sales managers need to have their sales force aware of the culture and customs in the foreign markets. The first step could consist of having the sales force read materials on the different countries. The company could have businesspeople from the various countries meet with their sales force. There are consulting firms that specialize in educating Americans about foreign cultures.

## SUMMARY

Sales managers need to have a well trained sales force to remain competitive in the 21st century. The sales force needs to be able to satisfy the needs of an older and more diverse customer base. The sales force must provide a high level of customer service. Satisfying the needs of overseas customers will play a more important role because a higher percentage of sales will be derived from foreign markets.

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# CONTINUOUS IMPROVEMENT

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*Louise W. Smith, Towson University*

## CONTINUOUS IMPROVEMENT IN THE CLASSROOM

### I. Why Continuous Improvement?

Mission-Driven  
"Star" Teachers  
Satisfactory Teachers  
Marginal Teachers

### II. Elements of Continuous Improvement

Market-Driven  
Outcome-Based

III. The Continuous-Improvement-Assessment Link  
Objectives-Measurements  
Student-Based  
Specific; Measurable; Attainable

### IV. Techniques for Specific Faculty Continuous Improvement

Annual Workload Document  
Annual Workload Reconciliation  
Responsibility for Faculty Support and Training

### V. Consistency Across Course Sections

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## CONTINUOUS IMPROVEMENT (*Continued*)

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*Julie Toner Schrader, North Dakota State University*

### THE TEACHING PORTFOLIO: DOCUMENTING YOUR BEST WORK

In an era of accountability and assessment, university and college faculty are increasingly called upon to prove their value and worth in the classroom. Many faculty and administrators would agree that teaching is the hardest to evaluate when looking at a faculty member's contributions to teaching, research, and service. A number of tools have and are being used to judge teaching effectiveness including student evaluations, peer evaluations, announced and unannounced visits by department chairs, and syllabi analysis to name a few. The teaching portfolio, however, is unique in that it allows a faculty member to be proactive in the assessment of his or her teaching whether it be time for an annual report, tenure, promotion, accreditation, or other departmental and college assessment activities. The American Association for Higher Education provides guidelines for beginning the use of teaching portfolios in

Chapter 4 of their book, *The Teaching Portfolio, Capturing the Scholarship of Teaching* (available by calling 202-293-6440). If you are not currently required to put together a teaching portfolio, you may consider doing one on your own for your next annual report or you may want to lead a campaign on your campus to require teaching portfolios.

The first question most people ask when learning about teaching portfolios is: What should I include in my teaching portfolio? There are two views on this. The first view is to include everything related to your teaching. The preparation of this type of teaching portfolio can be a cumbersome and time-consuming task for the teacher. In addition, the committee, dean or other body evaluating these documents will be overwhelmed by the volume of details and will most likely merely skim these materials. The second and more popular view is to use the teaching portfolio as a *display of best work*. This selective account should highlight an individual's approach to teaching.

Thus, the teaching portfolio should be thought of similarly to the professional artist's portfolio.

According to Edgerton, Hutchings, and Quinlan (1991), teaching portfolios can capture four interrelated propositions: (1) Portfolios capture the complexities of teaching; (2) Portfolios place responsibility for evaluating teaching in the hands of faculty; (3) Portfolios can prompt more reflective practice and improvement; and (4) Portfolios can foster a culture of teaching and a new discourse about it. According to the Stanford Teacher Assessment Project, the more complex aspects of good teaching are best revealed by looking at discrete samples of actual work because teaching is highly situational. The purpose of the teaching portfolio then is to look at "what teachers actually do, not what they say they do," (Wolf, p. 132).

The teaching portfolio allows a faculty member to zero in on *particular episodes* of actual teaching (Edgerton, et al. 1991). The three major areas to include in a teaching portfolio are: (1) the products of good teaching; (2) material from oneself including descriptive material on current and recent teaching responsibilities and practices as well

as a description of steps taken to evaluate and improve one's teaching; and (3) information from others in students, colleagues, and other sources (e.g., ratings, reports from employees).

Since the scholarship of teaching is so often difficult to evaluate, those who take the time to put together a teaching portfolio will find that it makes the job of evaluation easier for the person or committee evaluating it. In addition, there is the added benefit of improving teaching due to reflection about what to include in the teaching portfolio.

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## CONTINUOUS IMPROVEMENT (*Continued*)

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*Debrah Jefferson, Chicago State University*

### LESSONS LEARNED FROM INDUSTRY FOR USING CONTINUOUS QUALITY IMPROVEMENT

Total Quality Management (TQM) is often called Total Quality Improvement (TQI) or, in educational arenas, is referred to as Continuous Quality Improvement (CQI). It arrived in higher education as a comprehensive management philosophy around 1989. It has had a circuitous route to higher education since its first applications in the late 1940s and early 1950s in Japan (Gardiner 1992). Unfortunately, some say it has failed to produce the promised results. Before higher education invests too much more time and money into incorporating CQI, it should consider

the mistakes and accomplishments from industry (Erickson 1993).

Quality and management from an industrial or business perspective looks different and responds to customers in a different manner than in higher education. Key elements of the difference are the leadership and management layers, process using teams, and the focus on customers in the curriculum process. Each of these components are crucial in the hierarchy of steps to effective CQI.

As higher education matures and evolves to meet the needs of society, it is adopting more concepts from

business sector as it is becoming more customer responsive. The TQM/CQI approach is to help mold higher education into a new academy. This is to be an academy whereby a quality classroom, according to Cornesky (1995), is defined as one in which everyone knows the objectives of the class and adopts a quality philosophy to continually improve their work to achieve those objectives. This is what sound educational strategies promote. Instructors are perceived as leaders who give clear operational definitions of the goals and mission of the course to students who readily adopt them; students assume responsibility for learning and sharing information through group activities; classroom activities promote critical thinking and engagement of students in experiential activities and course content is connected to the community and real world.

This does fit into the general principles of TQM which promotes "consistent, enthusiastic and informed leadership; manages *quality*, not people or things; basing change on factual information and is guided by an inspiring and distinctive vision for the organization, a vision that is clearly and continuously articulated . . . widely accepted . . . and effectively translated into action within an organization" (Gardiner 1992). From an educational perspective, the implementation of CQI requires systematic thinking in which the institution, department, program and course are seen from an holistic perspective. They are operating both separately and collectively as an integrated system for enhancing the education of individual students. In the process, the education constantly evolves and changes to ensure content meets the needs of students and society as a whole. It requires the commitment of all players — students, instructors, administrators — for implementation and success. Each of these points for CQI touches on what Gallagher (1995) calls the Four Basic Pillars. These Pillars are (1) customer satisfaction; (2) continuous improvement; (3) speaking with facts; and (4) respect for learners and instructors.

From an administrator's point of view CQI should be used to enhance the quality of classroom instruction and as an administrative tool. As an illustration, several key points should be considered:

1. Recognizing customers and pleasing them — students as well as faculty are the customers;
2. Providing a level of performance that exceeds rather than just matches; expectations of students, faculty and the community — curriculum, content delivery, and the mastery of content;
3. Identifying methods to use in meeting target performance levels — assessment;
4. Assessing the dimensions of quality that are most important to the students and faculty — curriculum

achievement; and

5. Identifying key decision-makers for delivery of quality — students and faculty as process owners for continuous improvement in the classroom.

To illustrate a small scale approach to using CQI as a management tool, the College of Business's Assessment Committee integrated CQI concepts into its process. Through CQI, the committee members could formulate a guide for helping them organize and gain direction for their task. The committee used seven steps for management and improvement. These steps are:

1. Establish process management responsibilities — the committee discussed organization and selected a manager for the process. It looked at past accomplishments, questioned whether or not the process would garner needed results, and identified group and individual responsibilities.
2. Define process and identify student requirements — the committee defined the scope of its responsibilities and developed a picture of what to do.

Taken from an Activity - Task - Tool perspective of collaborative learning, CQI does the following:

- a. Activity - define scope of assessment  
**Task** - identify assessment as part of the accreditation criteria; list the groups in the process.  
**Tools** - brainstorm; interview AACSB, ACBSP candidates; review reports.
- b. Activity - list the players  
**Task** - identify those affected by the process; consequences and/or effects  
**Tools** - interview, report, focus groups, surveys, roles/functions of players
- c. Activity - create mission, vision, objectives  
**Task** - develop college mission, vision, objectives  
**Tools** - train committee facilitators, departmental meeting, brain storm
3. Define and establish measures — committee members contact candidacy and accredited institutions; check professional associations for credentials, standards, and competency requirements; search for assessment tools or developing own measurement tools
4. Assess conformance to professional requirements — the committee collects and reviews measurement data collected using tools selected in stage three; compares results based upon industry/professional standards and other institutions.



5. Investigate process to identify improvements— the committee examines the process, undertakes changes, evaluates data; determines whether to investigate specific programs; makes recommendations.
6. Rank improvement opportunities and set objectives— the committee reviews the assessment plan seeking ways to make improvements and develops a plan to achieve them. Priorities for changes are set and ways to continue assessing academic programs, student achievement and development will continue.
7. Improve process quality— the Committee develops teams to put the assessment results into action. The groups makes reports and creates a comprehensive plan to move the College into accreditation.

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## CONTINUOUS IMPROVEMENT (*Continued*)

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# DEVELOPING AND TEACHING COURSES ON THE 4 P's

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*Tom Quirk, Webster University*

## **PRICING STRATEGIES: A GRADUATE COURSE**

Why doesn't every M.A. program in marketing require a course in pricing? Since pricing strategies directly affect the profitability of the firm, shouldn't every marketing manager be aware of how pricing decisions affect profitability?

Webster University has been requiring a course in Pricing Strategies in its M.A. in Marketing program for the past three years. Prior to that time, pricing and distribution were combined into a single course which did not work well for a simple reason: neither of these important parts of the 4Ps can be covered adequately in "half a course."

The pricing strategies course includes the following components:

**Text:** T. Nagle and R. Holden (1995), *The Strategy and Tactics of Pricing*. Englewood Cliffs, NJ: Prentice-Hall, 2nd edition, ISBN 0-13-669060-2

This is the only suitable text which we have been able to find. Has anyone found a better one? This book has some errors in the tables and charts, so if you use it, be sure to check them carefully so that you can point out the needed changes to your students.

**Formula Sheets:** This text does not have an appendix which contains the formulas scattered throughout the book and so it is very difficult for students to find the formulas when they need them. Since it seems unreasonable to us to ask the students to memorize the 22 formulas that are used during the course, we attach a two-page summary of these formulas to the syllabus for easy reference. These formulas are also attached to the three examinations during the course, so that the students can refer to them during the exams.

**Examinations:** Graduate classes at Webster University meet once a week from 5:30-9:30 p.m. for nine weeks. A 75-minute examination is given at the beginning of class on both week 4 and week 7, and a two-hour examination is given at the end of class on week 9. These exams consist of short essay questions (20%) and math-

ematical problems and charts (80%). The students are expected to be able to chart both the **change in contribution margin dollars** generated by a price change as well as the **impact on the contribution to profit** by a price change which includes incremental costs or savings.

**Case Team Presentations:** Each student is randomly assigned to either one or two case teams (depending on the enrollment). The teams meet outside of class to plan a 10-minute oral presentation to the class (no written report is required). All of the students are asked to complete the assignment and the team's job is to present their solution to the assigned problem. Typical case team presentations include the topics of performance ratios, markup in a chain, contribution margin statements, and change in profit contribution as the result of a price change. Both price increases and price cuts are included, and some of the case handouts require the students to prepare a chart summarizing the change in profit resulting from the price change.

**Worksheet:** Students are given individual worksheets to do between class meetings on the following topics: 3-year Income Statements (Wal-Mart, Nike, Coca-Cola), standard markups in a chain (producer-wholesaler-retailer), target pricing, contribution margin, operating profit changes, and profitability (both contribution margin and operating profit) by product line and by channel of distribution.

**Problem Solutions:** Since the students are asked to do a large number of assignments outside of class time which involve the use of the formula sheets, we have found that it is very helpful to the students to receive a handout each week which gives the answers to the problems that they will be doing before the class meets the following week. This provides valuable feedback to the students about the accuracy of their work, and it saves class time in going over the problems at the beginning of class each week.

This class has worked well so far. We are especially interested in learning about other cases/problems that students can do as homework assignments between classes to improve their knowledge of how pricing decisions affect the profitability of the firm.

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## DEVELOPING AND TEACHING COURSES ON THE 4 P's (*Continued*)

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*Larry A. Haase, Central Missouri State University*

### PRICING COURSES AND NICHE MARKETING

Pricing courses are examples from the "Good Old Days" of marketing education when business programs were the "Cash Cows" of Universities and there was a plentiful supply of credit hour production to allow professors to offer specialized courses that they may have had a strong personal interest in teaching. As the fixed cost structure of business programs has climbed out of sight and the enrollments of many programs has leveled off or even declined, it is difficult to serve these very specialized areas for the undergraduate population. However, there may be "Niches," which provide an opportunity for pricing courses. These may be very specialized undergraduate programs, graduate programs, executive MBA programs and continuing education programs tailored for specific companies or industries.

With the declining interest in pricing courses, there has been a corresponding decrease in the availability of teaching materials, such as books on the subject. A quick survey of several major publishers current catalogs of textbooks did not identify a single text on pricing. Most of the textbooks on pricing were written in the 60's. Since the potential number of textbook sales in this subject area has become a very small market opportunity, it is understandable that few authors want to devote the time and effort to such material. They are rewarded significantly more by writing books that appeal to markets generating high volume sales. Examples, of course,

would be basic principle's books or texts on popular topics such as advertising and international marketing.

The marketing educator wishing to develop and offer a pricing course must of necessity create a custom-made collection of teaching and learning resource material. A combination of classic sources from authors such as Oxenfeldt and Kotler along with more recent works that examine the pricing decision process in very specific industries or applications would be a good start.

The students comprising the classes offered to these specialized niches could provide some direction for the further development of materials to be used and applications to be taught. It would be important to address the contribution of several specialized areas of business knowledge such as cost accounting and marketing research. While the MBA program may not be giving much exposure to marketing research, it will undoubtedly provide coverage of basic cost accounting concepts.

A pricing course provides an excellent opportunity to move students from a variety of theoretical concepts to an understanding of their application in very practical situations, which should be very relevant to the student. Pricing courses should prove very popular with executive MBA programs developed for niche markets. As the environment has moved executives into a decision making mode facing greater competition and increased cost pressures, the courses addressing pricing should be of great interest to these practicing managers.

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## DEVELOPING AND TEACHING COURSES ON THE 4 P's (Continued)

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*Peter B. Shaffer, Western Illinois University*

**"THE 4 P'S – WHAT HAPPENED TO PRICING  
AND PRODUCT COURSES?"**

When I saw this topic listed, I was not just pleasantly surprised, but practically elated that others might be sharing the same concern. I've often asked this very question. I believe there are two different answers.

As to pricing courses, the reasons for their paucity probably lie with student demand. Price strategy and theory tend to require a great deal of math, which students today avoid at all costs. Most students I see these days have trouble with basic algebra, let alone anything more rigorous. Simply teaching just break-even analysis has become quite a chore over the last few years. In short, pricing courses have evaporated not because of their lack of importance, but for lack of student interest.

On the other hand, product courses have diminished for reasons I truly do not understand. Product management and new products development are extremely important aspects of marketing management.

Perhaps, one of the following might explain the loss of product courses:

- ◆ the lack of faculty interest
- ◆ the scarcity of textbooks in the area
- ◆ the simple pressure of administrations to generate student credit hours which product courses probably don't offer.

For over twenty years I taught product management and incorporated the Ness and Day "Marketing in Action" simulation in the courses. Invariably, students told me that they learned more about marketing strategy from that experience than any other.

To summarize, when I studied at the University of Wisconsin I was very fortunate to have seminars with J. Howard Westing, my chairman, who emphasized pricing and also I.V. Fine who stressed products. What has happened to those two P's? A very good question.

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- 9:00-9:45 a.m. **ALUMNI PANELS (Glass 434)**
- 10:00-10:45 a.m. Alums return to discuss jobs, career paths, and what it takes to succeed  
**Everyone is invited**
- 10:00-10:50 a.m. **MARKETING TRACK PANEL\* (Glass 108)**  
TOPIC: Marketing Trends into the 21st Century **Everyone is invited**
- 11:00-11:45 a.m. **MARKETING TRACK PANEL\* (Glass 108)**  
TOPIC: Marketing Trends into the 21st Century **Everyone is invited**
- 12:00-1:00 p.m. **LUNCH AT JUANITA K. HAMMONS--fifth Floor**  
**Reservations are required by September 25.**
- 1:00-1:50 p.m. **KEYNOTE ADDRESS (Glass 108)**  
Jim Pollard, Advertising Director, *Houston Chronicle*  
**Everyone is invited**

\* Three company representatives will be assigned to each panel.

Professional dress is recommended.  
Resumes are appropriate.

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## STUDENT CAREER PLACEMENT (Continued)

*Judy Wiles, Southeast Missouri State University*

### STUDENT CAREER PLACEMENTS—A PARTNERSHIP BETWEEN FACULTY AND STUDENTS

As advisors to our majors, faculty are expected to provide guidance on curriculum choices and scheduling of courses each semester which most of us do effectively. A more implicit expectation is that of serving as advisors regarding career placements. Most of us have not been trained as career guidance counselors and may feel uncomfortable in this role. Yet we are in a position to provide invaluable assistance to our students in their search and preparation for a career.

Faculty can help students understand the realities of getting employed. For faculty who do not understand the realities, I encourage them to obtain literature from their college placement office. Another excellent source is the annual publication known as the "job-hunter's bible," *What Color is Your Parachute* by Richard Nelson Bolles. In his 1997 edition, Bolles noted that the typical job-hunter likes to hunt for a job via the want ads (including internet postings), however the typical employer prefers to fill vacancies without ever advertising them. In general, 80% of all jobs are never advertised. Bolles maintains that the employers prefer to start to fill openings from within. This suggests to us, as faculty advisors, that we should encourage our students to seek out intern-

ships, part-time employment or volunteer to work on projects for firms which fit their career desires. If the employer cannot fill the vacancy from within, he/she will then prefer to hire someone who can show him/her samples of previous work. This means we should encourage our advisees to document experiences and accumulate appropriate samples of projects and work activities for their portfolios. Another preferred method of filling openings by employers is to hire someone recommended by a trusted friend. This suggests the importance of students' developing quality references and networking among the professional community.

The following chart is an attempt to discuss the responsibilities of each partner, the faculty advisor and the student, in obtaining successful career placements. There are several methods which could be employed for communicating the responsibilities noted below to students in our major. Since most of us meet personally with our majors regarding their academic progress, we could also discuss their need to plan for career placement during these appointments. The department could have an orientation meeting each semester for all newly declared majors where careers and job-hunting would be discussed. Guest speakers could be invited to classes to reinforce the importance of career preparation. Finally, reminders of these responsibilities could be presented in classes and in meetings of student organizations.

#### Faculty Advisor's Responsibilities:

Encourage students to use the placement office services during junior and senior years.

Help students understand career paths in the discipline. Help students understand that job titles in marketing can be very broad and perhaps misleading.

Encourage students to take on opportunities which will serve as valuable resumé building experiences—internships, practicums, organization leadership, volunteer activities related to discipline, etc.

Create curriculum goals for improvement of oral, written and interpersonal communication; analysis skills; team-building; technical skills; etc. Help students understand how these skills will be needed in career and getting the job.

#### Student's Responsibilities:

Make use of placement office services especially during junior and senior years.

Strive to determine how skills and values fit (or do not fit) certain careers. Research specific careers.

Sign up for experiential activities. Document and record involvement and activities. Develop portfolio of work completed (copies of newsletters, brochures, etc.).

Strive for improvement in all of these areas.

**DEVELOPING AND TEACHING COURSES ON  
THE 4 P's (*Continued*)**

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*Robert J. Boewadt, Georgia College & State University*

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# STUDENT CAREER PLACEMENT

*Linda S. Pettijohn, Southwest Missouri State University*  
*Robert H. Luke, Southwest Missouri State University*

## CREATING A MARKETING CAREER DAY

Does your department want to: attract new Marketing majors or minors, build relationships between Marketing faculty, employers and alumni; seek internship opportunities; or have a desire to build an image as a progressive and concerned department regarding students and their future careers? If so, consider hosting a Marketing Career Day.

While a Marketing Career Day can mean many things to many people, this session will describe the challenges and successes of SMSU's First Annual Marketing Career Day held on October 9, 1996. The day included the following components: an opening session, keynote speaker, invited employers who were willing to set up booths, employer panels, alumni panels, and a luncheon.

The opening session sets the tone for the day's activities. In 1996, State Senator Roseann Bentley presented to the Department a Senatorial Proclamation proclaiming October 9th to be Marketing Career Day.

The keynote speaker could be a successful alumni or someone who is well-known in the area. The 1996 keynote was Jim Pollard, Advertising Director for the Houston Chronicle.

Potential employers can be identified through the cooperation of the Career Planning and Placement office. Each student was encouraged to register with Career Planning and Placement before attending the event. Faculty are also another source for employer contacts. To increase the number of employer participants you might consider "piggy-backing" a University Career

Day. Unlike, Accounting or Computer Information Systems, many employers do not come to campus to specifically hire Marketing graduates. Employers were asked to set up booths and provide students with information regarding their companies and discuss internship opportunities with juniors. These representatives were treated like VIP's and were the first to agree to return in 1997.

Employers who have a strong hiring record with the department were also asked to be on the employer panels. A panel consisted of four employers and lasts for approximately 40 to 50 minutes with around 10 minutes being reserved for student questions. A topic of interest was given to the participants prior to the session. The 1996 topic was Marketing Trends into the 21st Century. A faculty Track Chair was assigned to each employer panel to maintain the time schedule and another faculty representative was present to contribute to the discussion, if needed.

Alumni were flattered to be invited to speak to the students. They can be identified through the University Alumni office or the faculty. The alumni panels were composed of three to four participants. A student moderator was assigned to each session. Student organization officers were the first to be asked to be moderators for the alumni sessions.

The luncheon can be optional, but it was a strong wrap-up for the morning's activities. In 1996 we had 120 attendees for the luncheon. Alumni, employers, administrators, faculty, staff and students were invited.

The following is an example of the First Annual Marketing Career Day schedule.

## FIRST ANNUAL MARKETING CAREER DAY

- |                   |  |
|-------------------|--|
| 8:30 - 8:50 a.m.  | <b>OPENING SESSION (Glass 434)</b><br>State Senator Roseann Bentley, Company Representatives, Students and Faculty   |
| 9:00 - 9:50 a.m.  | <b>MARKETING TRACK PANEL* (Glass 108)</b><br>TOPIC: Marketing Trends into the 21st Century Everyone is invited   |
| 9:00 - 12:00 p.m. | <b>COMPANY/STUDENT INFORMATION EXCHANGE</b><br>Company representatives will be available to visit with students regarding career opportunities Everyone is invited |

### **Faculty Advisor's Responsibilities:**

Create course projects which can add to student's portfolio of marketing experiences. Examples: advertising campaign; marketing research project; display design; sales presentation; marketing plan; etc.

Learn the student's strengths and unique talents in order to be able to give enthusiastic and effective recommendation.

Help students understand the realities of the job search. Note principles from *What Color is Your Parachute* here—blanketing the world with resumés is not effective. Help students understand the importance of targeting the company they want to work for and the necessity of obtaining information about the company. Their skills in Internet searching can be usefully applied here—an excellent guide to Internet job searching can be found at the URL of: <http://www.jobtrak.com> Students may need to take an entry-level position which is less-than-ideal, but they should realize the importance of a positive attitude and strong work ethic in any position.

### **Student's Responsibilities:**

Document work completed and role played in team projects. Save copy of project for portfolio.

Discuss with advisor the desire to have him/her as a reference. Discuss personal strengths and talents with advisor. Provide copy of resumé to advisor for review and use in providing recommendation.

Wake up to the realities of getting a job. Research and target companies in the job search. Follow all the rules for effective job hunting and proper interviewing. Network with professionals in the field (in person, by phone and over the Internet). Stay in touch with faculty. Have a positive attitude, persevere and strive to learn from every interview. Remain positive about your entry-level position and learn from every experience.

### **REFERENCE CITED**

Richard Nelson Bolles (1997), *The 1997 What Color Is Your Parachute?* Ten Speed Press, Berkeley, California.

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## STUDENT CAREER PLACEMENT *(Continued)*

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# BRING THE REAL WORLD INTO THE CLASSROOM – II

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*John F. Bennett, Stephens College*

## INTRODUCTION

In an effort to bring the real-world into the principles of advertising course, many instructors assign their students the task of developing an advertising campaign for an actual product. As part of this assignment, students are often expected to analyze the product/market situation, perform exploratory and primary research studies, contact various media representatives to obtain data on program audiences and advertising rates, and prepare a complete advertising plan including examples, often in unfinished form, of the print and broadcast ads being proposed. In some cases the students are required to give a presentation to a group of business representatives, often advertising professionals, who help critique the advertising campaign. While assignments such as this are an effective means of helping students see how many of the principles taught in an entry level advertising course are applied in the real world, they fall short of providing the students with the opportunity to execute their plans. The assignment described below is used in an upper-level Principles of Advertising course and is designed to overcome that shortcoming thereby enhancing the degree of real-world experience it provides students.

## THE ADVERTISING PROJECT

The first phase of the assignment, the Advertising Project, is perhaps the most important since it involves the recruitment of a client who is both willing and able to work with students who have very little, if any, real-world experience in advertising. The ideal client understands that she/he must be willing to help educate the students and to assist them in every phase of the advertising project. There should also be a commitment on the client's part to consider funding the execution of elements of the advertising plan or plans that meet the client's review criteria.

The client chosen for the Advertising Project was the Downtown Merchants' Association (DMA), a not-for-profit association dedicated to promoting the downtown shopping district in Columbia, MO. The DMA was chosen for several reasons: (1) it had a need for an advertising campaign incorporating both print and broadcast media, (2) it was willing to fund the implementation

of all or parts of any advertising plan that satisfied the review criteria for the campaign, and (3) it understood that this project served as a learning opportunity for the students and was willing to accept its role as a learning facilitator.

After the client was chosen, the students in the class were divided into three advertising agencies (teams were limited to 6 persons each) and asked to select one of the following roles in the agency: account executive, copywriter, creative director, marketing research manager, art director, media director, and production manager. To assist students in making a selection, job descriptions for the positions were distributed and discussed. Once these roles were assigned, the students in each agency were asked to name their agency and to define its mission.

In the next phase of the project, the director of the association met with the members of the three agencies and to share her association's advertising needs. The director indicated that her association wanted to run radio, print and television ads to promote a "Dog Days of Summer" sales event in the downtown area during the month of June. The budget for this advertising campaign was \$12,000 which included an amount contributed by downtown merchants for the cooperative advertisements being planned for the campaign. The director also provided the students with the results of a recent study on the community's perception of the downtown shopping district to assist them in developing the advertising strategy.

Over the remainder of the semester (14 weeks), the members of each agency were required to meet weekly to work on the campaign. In addition, the account executives for the three agencies were required to meet with the instructor biweekly to provide an update on the progress being made by the agencies on the campaign and to discuss any problems or concerns the students had. The agencies were also encouraged to contact the association's director on a regular basis to keep her informed of the work being done on the campaign.

In the final phase of the project, each agency was required to give a 30 minute multimedia presentation of their proposed campaign to the director of the association as well as the members of the association's board of

directors. Each member of the agency was expected to speak during the presentation and to be in professional dress. During the presentation, each agency exhibited a story board or a video comp for the proposed television ad, a comprehensive layout for the proposed print ad and a script for the radio ad. These presentations were open to the college community in order to give the students an opportunity to showcase their work for a large audience.

At the conclusion of the presentations, the association's board of directors willingly offered critiques of the proposed campaigns and recommendations on how they could be improved.

### OUTCOMES

As hoped, the association's board of directors decided to execute elements of each of the three campaigns proposed by the students. Obviously, this news was well received by the students and provided as much, if not more, positive reinforcement as a high grade. In addition, the director allowed students to participate in the production of the advertisements chosen by the board so that they could learn more about the technical aspects of creating both print and broadcast ads. Copies of the finished ads were also made available for the students to put in their portfolios.

While the project proved to be a success, it was not without problems. The biggest problem was a concern among a few of the students that they lacked the necessary expertise to develop an advertising campaign. Many of the students in the class had never studied advertising, much less developed an advertising campaign, and were worried that the project was beyond what they were capable of. The instructor helped allay this concern by agreeing to meet with each group at least once a week outside of class to provide any needed assistance. Also, worksheets for developing the advertising plan were distributed and examples of advertising plans written by former students for a similar project were placed on reserve at the library.

Another problem arose during the research phase of the project. Each of the agencies had decided to conduct a survey of merchants in the downtown area to obtain some ideas on the most appropriate creative mix for the

campaign. This meant that some of the merchants would be asked to complete up to three surveys which almost certainly would have reduced the response rate. In order to avoid this problem, it was decided that the three agencies would conduct a joint survey and share the results.

### STUDENTS' EVALUATION OF THE PROJECT

According to the course evaluations, the project was very successful. Students commented that they learned much more about the "real world" of marketing than they had in any other course. Being given an opportunity to develop an advertising campaign for a real client who had agreed to execute elements of any campaign meeting the evaluative criteria, was a strong motivator for many of the students. Also, the students were especially appreciative of being required to formally present their campaigns in front of an audience that included not only the DMA's director and board of directors but members of the college community as well. The students were proud of the work that they had done and were glad to be given a chance to showcase it to such a large audience.

When asked if the quality of their work was in any way influenced by the client's participation, several students stated that it was. These students believed that they would probably have been less diligent in completing the assignment and less concerned about the quality of their work if they had not been assigned an real client to work for.

### FUTURE PLANS

This project will be used in future sections of the Principles of Advertising class. It is anticipated that the DMA will continue to be used as the client for the project since it will need several advertising campaigns developed each spring for its summer events and has had experience working with the advertising students. However, should the DMA decide not to participate or if additional clients are needed, there are several other not-for-profit organizations that have contacted the instructor and expressed a willingness to participate in the Advertising Project after learning of its success.

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## BRING THE REAL WORLD INTO THE CLASSROOM – II (Continued)

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*Larry A. Haase, Central Missouri State University*

### REAL WORLD PROJECTS PUT THEORY INTO PRACTICE

The greatest challenge for marketing educators today is convincing a variety of publics (students, parents, taxpayers, employers, university administrators, legislators) that a baccalaureate program in marketing is relevant and worth the price exchanged for it. All of these publics have their own unique perceptions and interpretations regarding a college education, but they can be generally summarized as questioning whether the student will be prepared to do what an employer expects as they jump into the "Real World."

The traditional methods of teaching such as lectures and even case analysis may be adequate for teaching students theory and terminology or what might best be referred to as "content knowledge." But these methods are limited to their ability to teach the students "skills." Today's employers are not satisfied with students knowing a lot of theory. Rather they want the student to be able to apply it or be prepared to do something specific with that theory. To insure the teaching of these skills, educators have changed the pedagogy away from lecturing to having students participate actively by developing various types of class projects.

The various class projects could utilize hypothetical situations with fictional data. However, applying the project efforts to actual, currently evolving situations, not only makes the entire process more interesting and challenging for the students; it also provides a way to stimulate faculty/student/practitioner interaction. This approach can be an important form of service to area

businesses and others who frequently contact the University and ask for help.

There are few marketing classes that could not be oriented to a teaching/training approach that brings students and practicing managers together. However, it may not be practical to do this in every class required in the students program. Certainly the senior level classes provide the best opportunities for this hands on approach. For example the Marketing Research students could design a research proposal for a local organization. A Promotional Strategy class could design a promotional plan for an organization and so on.

When a program has a senior level capstone course, this is an excellent opportunity to have student teams develop marketing plans for local organizations. If an academic program is assessment/outcomes based, it is an obvious opportunity for students to demonstrate during their last semester the ability to apply the theory and skills they have learned. In the process, a considerable amount of goodwill can be created for the University. Students who have participated in such activities will graduate with a higher level of confidence in their own ability and a higher level of satisfaction regarding the relevance and worth of the educational experience they have just completed.

Active learning projects where students apply their skills to actual situations will demonstrate the relevance and worth of a marketing education to most of the publics referred to at the beginning of this paper. Such approaches will also help establish the "Partnerships" that are being encouraged throughout higher education.

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# BRING THE REAL WORLD INTO THE CLASSROOM – II (*Continued*)

*Frank H. Wadsworth, Indiana University Southeast*

## INTRODUCTION

The objective of this session topic is to explore the uses of and benefits from using non-academic applications in the marketing classroom. Business and non-business situations illustrate the relevance of marketing course material to a decision making situation. Because many students are likely to be future decision makers, the relevance of classroom examples to a decision making situation is also personally relevant. The purpose of this session is to identify and discuss successful examples of applying real world experiences in teaching marketing topics, and discuss the benefits of using real world applications in the classroom. Another justification for the use of real world applications in the classroom is the importance of illustrating for students the relevance of marketing course concepts to business decision making situations.

## RELEVANCE OF REAL WORLD APPLICATIONS

My research course uses research projects with local non-profit organizations to illustrate for students the association between course concepts and business decision making situations. Partnerships between students and the non-profit serve two purposes. First, students "live" the relevance of the course concepts while working with non-profit decision makers because they use course concepts to help the organization solve business problems. Second, non-profit managers want to make informed decisions and the partnership allows them to collect data at a more acceptable price (paying only for out-of-pocket costs) for making informed decisions. Benefits from the partnership accrue to both students and the non-profit organization

## BENEFITS OF REAL WORLD APPLICATIONS

Students benefit through three avenues. First, students benefit by gaining access to "higher level" decision makers than they normally interact with on the job. Often students interact with executive personnel at the non-profit or the top-level marketing personnel. Students see different decision making processes and decision making criteria than they may see at their typical entry-level positions. Students benefit from exposure to different thought process and this experience broadens their business experience.

Second, students also benefit from the interaction with a socially oriented organization. Graduate students at Indiana University Southeast must perform at least 20 hours of community service and this course exposes students to a sense of giving back to the community. Some students continue to work with the non-profit organization after the class as part of their degree requirements. Other students choose to work with the organization out of a sense of "helping others." Students benefit from awareness of a business orientation other than the typical economic orientation and as a result some students may find a new and rewarding career.

Third, students benefit from applying course concepts while learning the material. Students may ask better questions because they are motivated to learn and use course concepts rather than exclusively prepare for exams. Hopefully as a result of the learn and apply approach students may retain the course material longer and at a heightened level of knowledge.

Businesses also benefit from the partnership with students. Many non-profit organizations do not conduct primary research because they lack the expertise, time and money. Students provide the expertise from their study of the course material, the time as part of the class and they receive no monetary compensation for their work on the project. Students offer a different view of the non-profit than decision makers. Students may see or find solutions to decision problems that decision makers do not see because they are too close to the decision problem. Partnerships with local non-profits that offer immediate real world applications of course concepts benefit students and the community.

## SUCCESS MEASURES OF REAL WORLD APPLICATIONS

There are three measures of success from using real world applications in the classroom. First, students develop appreciation for the value of business research and the difficulty of working with decision makers in ambiguous situations. Real world experience may make students better research partners at their job because they understand the importance of excellent communications between the researcher and decision maker. Second, some students continue to work with non-profit groups to "give back" to their community. Involvement

with non-profits by students may improve the outlook for the entire community, which may result in making the community a better place to live. Third, students may receive higher grades in the course because studying and experiencing course concepts may provide a stronger association in student's knowledge base than only studying course concepts. Comparing final student grade distributions for course sections with and without real world applications would provide evidence of success.

### IMPLICATIONS

Using real world applications in the classroom has many implications for students, faculty and the university community. For students using real world course applications broadens student's business experience, may enhance learning, improve student performance in the course and at their job. For faculty, real world applica-

tions lead to more involved students, better questions in class and may lead to improved course evaluations especially concerning the relevance of course material. For the community, research is performed for local non-profit organizations that may result in better business decisions, the University may be perceived as an active participant in community development, and more efficient use of scarce resources by local non-profits may be outcomes of the real world applications.

### SUMMARY

Real world applications illustrate the connection between course concepts and business decisions. Benefits from using real world applications accrue to students, faculty and the community. I strongly encourage you to invest the effort in developing and using real world applications in your marketing classes.

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## BRING THE REAL WORLD INTO THE CLASSROOM – II (*Continued*)

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*Douglas Haines, Indian University Southeast*

### STUDENT JOURNALS: TAKING THE CLASSROOM INTO THE "REAL WORLD"

Most marketing instructors try to bring the "real world" into the classroom. This helps the students understand the principles and may convince them that the principles are important for them to learn if they are going to succeed. One of the great benefits of teaching marketing is that examples are all around. Examples come from local, regional, national and international business news. Instructors can refer to examples from the media that students may have been exposed to. Local business people, including sales and marketing managers, may visit the class to discuss challenges and opportunities they deal with. Wherever the examples come from, they are effective only to the extent of each student's familiarity with the relevant background details for the example.

Talking about a particular firm's advertising campaign or retail strategy is enlightening only to students who have seen the advertising or visited the store. Students have a variety of experiences before they begin a marketing class and each has a unique set of experiences throughout the duration of the course. When presented with a clarifying example, each student will develop a unique understanding of that particular marketing principle depending on their own experience. An instructor will have difficulty picking and presenting examples that will be equally relevant and clarifying to every student in the class. However, there is opportunity to build on the unique experiences of each student by sending them out of the classroom to find their own clarifying examples. We can send them looking for their own unique set of examples. Each student draws from their own unique experiences for examples that help them to clarify relevant marketing principles.



**The Weekly Journal:** As part of the graded course requirement, students submit short journal entries to demonstrate their comprehension of a particular marketing principle by applying it to an event or observation from their own experience. The journal entry should be a relatively short piece, one or two pages, less than 700 words. Students will have to limit the scope and keep the entry focused. This is a reasonable length for a weekly assignment, too.

The journal entry usually opens with a description of the event or observation. This challenges and demonstrates the student's powers of observation. It is also likely to reveal something about their confidence in the relevant marketing principle. If they understand the principle it will guide them in what to look for and what to report.

Following the description of the observation or event, the student should summarize the relevant marketing principle. Challenge the student to demonstrate their understanding of the relevant principle by presenting it in their own words. They usually need to be challenged to write this section as if they were presenting to their boss, mother or any other person unfamiliar with the ways of business. Two common pitfalls are that they quote from the text or they write expecting the reader to fill in the blanks with their own understanding. They often presume that the instructor is the reader, already understands the principle, and will appropriately fill in the blanks in their presentation.

The final section of the journal entry is where the student applies the relevant marketing principle to the observation or event. This, after all, is what we really want the student to be able to do. They will demonstrate whether they really understand the principle by whether they

know where and how it applies. Students should be challenged to show how understanding the principle made a difference or could make a difference. They should not be allowed to just describe how the principle was evidenced such as could happen in a presentation on the consumer buying process.

**Student Experience:** Some students start by viewing this as just another nuisance, a make work assignment. After one or two journal entries, though, most students catch the vision. They approach their consumption and work experiences with an eye to finding examples that demonstrate principles they are reading about during the week. Many students report that the journal became an important tool in the learning mix. They read the text, participated in class, paid closer attention to the world around them and then wrote a journal entry that pulled it all together. For some students it provides an opportunity to make sense of what happens or to sort out some ideas of their own.

**Practical Details:** The format inferred above (observation, principle summary, application) works well for most students, but they should be allowed some creative flexibility. Though the assignment might be presented as a weekly journal, students should probably not be required to submit one every week. They like the flexibility of a minimum requirement that they can turn in throughout the term. It takes at least five to eight journal entries to convince me that they really understand how to do it. To keep them current with their text readings and class discussion, set a clear requirement that the journal must be based on principles covered during the prior week. It also helps to have all journals turned in on the same day of each week.

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# TEACHING PRINCIPLES

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## TEACHING PRINCIPLES (*Continued*)

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**TEACHING PRINCIPLES (Continued)**

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**TEACHING PRINCIPLES (Continued)**

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# EFFECTIVE USE OF CASE STUDIES

*Tim R. Miller, University of Illinois at Springfield*

## EXEMPLARY CASE STUDIES AND STUDENT MOTIVATION: A COMPARISON OF THE WORK OF ROBERT YIN AND ALFIE KOHN

The literature on both the case study method and learning-related human motivation is extensive. Among the community of scholars exploring the case method, Robert K. Yin stands out. The President of COSMOS Corporation (a research and management technology firm specializing in social policy problems), Dr. Yin is a widely-acknowledged leader in case study theory, practice, and analysis, with over 35 years research experience in the subject. Likewise, Alfie Kohn is among the 1990's leaders in assembling and interpreting the body of knowledge regarding human motivation and response to competition. Kohn—a nationally-recognized free-lance writer and lecturer—focuses primarily on research-based findings regarding teacher-student, parent-child, and manager-subordinate interactions. This paper and corresponding presentation (both synopses of a more complete analysis by this author) attempt to shed light on the nature of exemplary case studies as educational tools, based upon a comparison of models offered by Yin and Kohn.

### ROBERT K. YIN: WHAT MAKES AN EXEMPLARY CASE STUDY?

Yin acknowledges that, "In all of case study research, one of the most challenging tasks is to define an exemplary case study" (1994, p. 147). He speculates that there are at least five general characteristics of an exemplary case study.

1. The case study must be "significant" in that it is unusual and/or of general interest, involves important underlying theoretical or practical issues, or both.
2. The case study must be "complete" in that the distinctions between the phenomenon studied and its context are clear, "an exhaustive effort in collecting the relevant evidence" took place, and that the case ended at its' natural conclusion (rather than due to artificial constraints such as lack of time or money).
3. The case study must consider alternative perspectives, data, and explanations.

4. The case study must display sufficient evidence, to the extent that it "judiciously and effectively presents the most compelling evidence, so that a reader can reach an independent judgment regarding the merits of the analysis."
5. The case study must be composed in an engaging manner which "seduces" the eye to remain attentive (Yin 1994, pp. 147-152).

### ALFIE KOHN: EXEMPLARY USE OF THE CASE STUDY

While Yin focuses on the content of an exemplary case study, Kohn deals with the context of its use. From Yin, we learn how to construct an exemplary case study; from Kohn, we learn something of how to use that case study in an exemplary manner regarding student motivation to learn.

Kohn's premise is that authentic motivation is an intrinsic dynamic based on the need of "normal" humans to grow psychologically (1993, pp. 270-277). The most effective educators, he holds, engage in a range of personal behaviors (e.g. welcoming student mistakes) which set a climate conducive to learning. But the core of his ideas regarding an exemplary teaching-learning environment, involves "the three C's."

1. Collaboration. Kohn explains that, "learning at its best is a result of sharing information and ideas, challenging someone else's interpretation and having to rethink your own, working on problems in a climate of social support."
2. Content. Here, Kohn borrows from Lepper and Hodell in arguing that the content must involve things (whether practical, theoretical, or both) worth knowing. In other words, "the goals toward which activities [are] directed must have some meaning for students in order for them to find the challenge of reaching that goal intrinsically motivating."
3. Choice. "The emphasis here," Kohn explains, "is on shared responsibility for deciding what gets learned and how the learning takes place." Providing such choices greatly enhances student motivation (Kohn 1993, pp. 214-226).

## DISCUSSION AND CONCLUSION

The central point of this brief article is that the development of an exemplary case study in no way guarantees an exemplary student learning experience. Rather, exemplary case study content is merely half of the goal, and must be followed by a learning context which is equally exemplary. Yin's five characteristics are most consistently compatible with Kohn's emphasis that the content of an exemplary case study be meaningful. Yin's other characteristics are more likely to achieve the

desired learning experience, Kohn reminds us, when the case analysis calls for student collaboration and when students are presented with meaningful choices within the case and about alternative case studies.

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## EFFECTIVE USE OF CASE STUDIES (*Continued*)

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### MAKING THE CASE FOR CASES

Case studies have been used as a learning tool in management classrooms since the early 1900s. Although some have expressed concern about the use of cases, we believe cases can add value to classroom time.

Here are 10 reasons why we believe case studies can be an effective tool for student learning. Using case studies effectively in the classroom:

1. Broadens the students exposure to the opportunities and challenges faced by organizational managers. Reading well written case studies can provide students with a window to organizational life that they may not have personally experienced. Just as reading a good novel allows one to vicariously experience life as another character, the organizational stories told in case studies provide students with a sampling of experiences outside of their own. This, in turn, enables students to begin understanding the management process across a broader context.
2. Enables students to practice using newly learned theories and concepts. Cases can help management theories and concepts come alive for the student. As students attempt to apply an idea or theory to a problem addressed in a case, their understanding of the idea deepens. In addition, assessment of these attempts provides the instructor with valuable feedback about theories and ideas that are confusing or poorly understood by their students. Instructors can assist students by addressing areas of confusion during in-class case discussion.
3. Develops analytical & problem solving skills. Cases confront the student with more complex problems than can normally be simulated within a classroom. With cases, as in the world of work, one finds themselves faced with inadequate, missing, contradictory, or simply unavailable information. In a case assignment, it is the student's responsibility to read, understand, and assess the data, including the nuances and interrelationships between pieces of information. A thorough understanding of case circumstances is necessary for the student to apply the relevant course constructs and develop an effective response to the case situation.
4. Provides an opportunity to practice decision mak-

- ing from a management perspective. The decision making required by most case studies is at a managerial level somewhat beyond the student's own experience. This provides students with a "view from the top" so to speak, giving them the perspective they need to take on organizational leadership roles in the future.
5. Encourages students to collaborate and learn from each other. Cases are a wonderful vehicle for fostering student collaboration. We encourage students to work together on all case assignments and learn from the insights of other classmates. Effective collaborative skills are a critical requirement for today's managers and assisting students to develop these skills is one of our most important responsibilities.
  6. Focuses discussion about students' personal experiences. Students enjoy talking to each other about their own personal experiences. Cases can serve as an excellent springboard for these discussions. Students compare their own organizational experiences to those described in the cases, noting the similarities and differences. Through this discussion students discover together how management theories and concepts apply to every day organizational life.
  7. Sharpens logical argument skills. Case discussion frequently requires that students listen to opposing view points about the issues presented. Effective instructors can assist students in improving their logical skills by helping students articulate their positions. Students begin to learn how to uncover the assumptions underlying a particular perspective and, where appropriate, challenge these assumptions. This process also helps students uncover and critically reflect about their own assumptions.
  8. Inspires and cautions students through the use of stories about the successes and difficulties encountered by various organizations. A well written case can capture the imagination of a student in a way that is difficult to do through other teaching methods. In addition, lessons learned through organizational stories are often remembered the best.
  9. Requires students to develop their business writing skills. Written analyses of case studies should include identification of the problems presented, a thorough analysis of why the problems are occurring and recommendations about how to begin addressing the problems which exist. This process is similar to that required of managers in the "real world". A well written case analysis requires conceptual clarity and a logical flow of ideas. These are cherished organizational skills.
  10. Creates an understanding about the ambiguity inherent in managing an organization. Well chosen cases challenge students with ill-structured problems that do not lend themselves to easy answers. For many students, the case study experience is their first encounter with problems for which there is no one "right" answer. This aspect of case studies resonates with the realities of organizational life and as students struggle to choose among multiple alternatives, they often become frustrated by a lack of closure. Where is the happy ending? Understanding and learning to live with this ambiguity is one of the major benefits of using cases in the class room.

While the effective use of cases can be highly beneficial, it is important to remember students learn best through the use of a variety of learning methods. We use experientials, videos, readings and lectures in conjunction with cases to provide students with a varied repertoire of learning opportunities.

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## EFFECTIVE USE OF CASE STUDIES (*Continued*)

*E. Wayne Chandler, Eastern Illinois University*

### WHY? JUSTIFY YOUR ANSWER IN LIGHT OF MARKETING THOUGHT

"We are going to have to do cases in this course! I don't know how to do a case. I have never done a case before. What shall I do? Where do I start? I need more information. Real marketers always have more information. Why do I have to be concerned about profit, we are marketers and should be concerned about developing product and promotional strategies."

An approach that I have found that helps students deal with the perennial problems described above is somewhat different than that found in many policy and capstone marketing courses. All students are asked to prepare for each case and to prepare a written response to some question pertaining to the case.

To deal with the issue of what should the student do I write a memo which discusses the case. My memo briefly highlights the setting and identifies some of the topics that will be discussed when the class discusses the case. Each memo also asks for a written response regarding some question pertaining to the case.

My memos for the early cases provide more information and direction than do later ones. Also, because students are often bewildered by all the data and supposed options, the initial writing assignments deal with situation analysis. That is because, before one can make decisions, one must understand the situation. Thus, the early focus is on a situation analysis which should result in an analysis of the strengths, weaknesses, opportunities and threats that confront the organization which is the subject of the case.

As students develop proficiency in situation analysis, they are asked to identify feasible alternatives. The last part of the semester, after some experience in identifying solutions, is devoted to recommending and justifying a course of action.

I ask my students to use a memo format when preparing their answers to the question they are asked to answer. Moreover, page limitations are imposed. In part, the limitations are imposed so that I can get the papers back to students by the next class period. More important, it is to teach students to be concise yet cogent when they write. Finally, I ask them to use a memo format because

that is the format that they will most likely be using when they get to that "real world."

At first, students are delighted that they "only have to write" two pages, not including charts, graphs a couple of pages. Then they discover that there is more that they want to say. Thus, some learn to be more concise in order to cover everything that is needed. Others learn to use the appendix, which must be referred to in the course of the memo to add the additional pearls that they want to cast.

As stated earlier, my memos for the first cases provide a good deal of direction and information about the case. By the end of the course, the request is usually a simple one, namely "what should be done." Of course, by this time, many students have started to realize that, unless they have done a good situational analysis and identification of alternatives, it is likely that their suggestions will be lack the sophistication expected at this level. That realization is also facilitated by the class discussion of the cases.

Class is spent discussing some of the questions that have been posed via the memo. Instead of having students present their analysis of the case and responses to the questions posed, I lead the discussion. On the first day of class, I tell the class that my favorite word is "Why." When asked "Why" I reply because I want to understand the basis for their answer so that I can learn what to do. Some argue that I am supposed to teach them what to do. The more insightful come to realize that my constant questioning, the "Socratic method" is designed to help them learn for themselves what they must consider when making a recommendation.

Soon, most realize that they are going to have to justify their answers and do so in light of the revealed insights of marketing thought. Furthermore, as the course progresses, the importance of profit-justifying the decisions is stressed. While not all cases have the necessary quantitative information necessary to make a profit-justified decision, students are expected to tell how they would what information would be needed and how that information would be obtained.

All students are asked (required) to participate and offer suggestions. I tell students that their reasoning for their position is important and they may possess insights that I do not. Thus, they do not have to try to figure out what I think the best answer is. Rather, they should justify

their answer in light of what they know about marketing and business in general. Since they don't always go where I thought we were bravely supposed to go, I have to be ready to follow their logic and suggestions rather than impose some set solution. Reasonable justification is the goal of our analysis.

Though initially uncomfortable with the thought of having to defend one's position in public, many, with encouragement, learn to be more forthright in their opinions as they learn that if they have a sound basis for their argument, that its conclusion will be respected. Many do learn that a good justification is a strong position for convincing others of the reasonableness of your position.

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## **EFFECTIVE USE OF CASE STUDIES *(Continued)***

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# STUDENT INVOLVEMENT ACTIVITIES – CLUBS & COMPETITIONS

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

## CREATING VALUE FOR STUDENT AMA MEMBERS

Membership in the student chapter of the American Marketing Association (AMA) on our campus has been declining over the past few years. We are not alone, as membership in other campus business organizations has been dwindling as well. To remain an active AMA chapter with ties to the national AMA, we must maintain a membership of 25. As such, our local chapter has begun to undertake efforts to enhance the value of an AMA membership. Although it is too early to determine their impact, this paper examines some of our initiatives.

Like many clubs, we try to get students involved in "real world" experiences. Besides taking field trips to local businesses and having area business professionals speak at our meetings, we recently developed and marketed a product called the "rowdy rag." The rowdy rag is an 11" x 17" spirit towel sold to fans at our college football and basketball games. Members designed the towel, went through the process of finding a towel supplier and screen printer, developed a price for the towel, made plans for distributing it, and are actively involved in promoting it. Although a relatively simple project, it allows members a chance to gain experience marketing a product. Giving members a chance to gain experience, and add a line to their resume, makes this project a value-added experience that enhances one's membership in the organization. We hope to build on this and develop other creative products to market.

Another activity recently initiated by the marketing faculty to add value to students' AMA membership is the AMA Distinguished Executive Day. Sponsored by the campus chapter of the AMA and the Department of Marketing & Legal Studies, this event is designed to expose interested students to marketing practitioners at the executive level. Once each year, an executive is invited to campus to receive a distinguished executive award and discuss current marketing problems as they relate to their business environment. This differs from regularly scheduled professional speakers in several ways. First, it features a high-level executive from a substantial organization. Second, it is highly publicized.

Third, since it is heavily publicized, it also serves as a special day to recognize AMA members. Finally, we host a luncheon for the guest and AMA members. It gives them a chance to further visit with the executive. The initial offering was a huge success and appeared to be an enjoyable learning experience for all who attended. An additional benefit of this activity is that it can be used as a recruiting tool by AMA members.

A new project that is currently being developed by AMA members is a career planning packet to be offered to student AMA members. The objective is to provide members with a packet that can be useful in beginning their marketing careers. While Career Services on campus offers general information for getting started in a career (writing resumes, interviewing tactics, etc.), the packet will be targeted specifically toward students interested in a marketing career. As such, it will not only include tips for constructing a resume or interviewing, but provide sources of information for accessing marketing positions, Internet addresses for information on salary ranges in marketing positions, and cost of living indexes, as well as other relevant sources of information. The opportunity exists for expanding this from a "paper" packet to an electronic one by including this information on the campus chapter's World Wide Web page and linking this site to other relevant sites.

A value-added idea that involves further investigation is the possibility of offering AMA members an opportunity to become "certified." This idea revolves around developing a marketing management certification program that required students to meet certain standards and complete various activities to become certified. Qualifications for certification might include activities such as interviewing a certain number of marketing managers, attending a specified number of professional meetings (on- and off-campus), being *actively* involved in AMA, and passing a test (perhaps oral and written), among other things. The certification would enable AMA members receiving it to distinguish themselves from other marketing majors and perhaps use as leverage in obtaining a marketing position. When interviewing, students can explain the significance of the certification to prospective employers.

It is too early to tell whether these value-added initiatives will be perceived as such by current and prospective AMA members. Nevertheless, it is likely that activities such as these will benefit AMA's members by

enhancing their educational experience and improving their chances for success. In the long run, the organization should be strengthened, thus increasing its opportunity for building its membership.

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## STUDENT INVOLVEMENT ACTIVITIES – CLUBS & COMPETITIONS *(Continued)*

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### *Ram Kesavan, University of Detroit Mercy*

#### **STUDENTS IN FREE ENTERPRISE – HELP SIFE GET ON BOARD**

I have served as the faculty moderator for Students in Free Enterprise at the University of Detroit Mercy for the last three years. A SIFE chapter was established at our University as a way of promoting the spirit of free enterprise in an urban setting. In a way SIFE helps strengthen the bond between higher education and local businesses. By participating in SIFE activities, students develop a better understanding of how market economies and businesses operate, and appreciate the value of working towards building a better community. Some of the activities that our SIFE students have participated are outlined below.

UDM-SIFE teams up with other community groups to promote free enterprises in the Northwest Detroit area. To UDM-SIFE focusing on small businesses as tools of free enterprise makes a lot of sense since larger businesses have been moving out of inner-city Detroit over the years and small businesses have stepped in to fill the void. The organization takes great pride in being involved with the community through various projects that help the small businesses in the area. Business revitalization projects provide the ideal learning situation for students of free enterprise. UDM-SIFE is helping a community group in its efforts to eliminate urban commercial eye sores. UDM-SIFE was involved with the commercial revitalization of an entire business block in the Northwest Detroit area. Based on a loan proposal (prepared with the aid of SIFE volunteers), a major loan

was obtained from a local bank to reconstruct the entire business block. At present 9 clients have already moved in and there is space for 5 more. UDM-SIFE organization continues to help the clients develop marketing, financial and operational plans.

The SIFE group at the University of Detroit Mercy continues to work with area inventors in the area of patent search, trademarking and marketing of inventions. An entrepreneur recently obtained a utility patent for a product design to build muscle memory which, in turn, improves the accuracy of shooting a basketball. UDM-SIFE will continue to work with the inventor in marketing that device. The product is unlike anything on the market today – a training device designed to help basketball players improve their shooting skills. The unit is being developed by the inventor with the help of a prototype specialist. The project has involved focus groups, design engineering and other manufacturing processes.

Business incubators may be the only alternative to effectively promoting free enterprise for certain minority owned start-ups. The DCPA has given the authority to convert a Catholic convent in a prime Detroit neighborhood into a business incubator to be named as Fr. McAnoy Business Center. Fr. McAnoy was a well known Catholic priest in that area. The purpose of the business incubator is primarily to help minority entrepreneurs to come out of their basements to set up real professional business shops by providing low cost/highly efficient business space. To make this dream a reality,

DCPA was in need of grants and volunteers to finish the conversion of the convent into a business incubator.

SIFE offered its help to develop a business plan spelling out the financial needs, legal aspects, and marketing requirements. SIFE also did the case research on this topic and brought these to the attention of the DCPA. The McAnoy Center opened for business only a few months ago and is at full occupancy. UDM-SIFE continues its involvement in teaching and promoting the free enterprise dogma through counseling and lectures. Currently, McAnoy is expanding to accommodate requests for additional space.

The tradition of promoting free enterprise guest speakers continues. UDM-SIFE successfully sponsored several guest speakers to campus during the past years who shared their entrepreneurial adventures with the students. A total of 15 speakers were sponsored during the last year.

Though African Americans tend to start relatively fewer businesses than other groups, their entrepreneurial orientation is getting a shot in the arm due to intense efforts by community groups. The UDM free enterprisers had the opportunity to get involved in research project concerning the above issue. The group helped in the pretest of the survey instrument to understand some of the reasons that make it difficult for some groups in our society to start new businesses. Some of the SIFE advisors played a role in this study. While factors such

as controlling one's own destiny and early exposure to business seem to trigger business start-ups, cash shortage and lack of collateral discourage potential entrepreneurs from taking the plunge. Crime clearly dominates the problems of doing business in the inner-city, while poor access to capital and lack of role models continue to hinder inner city progress.

The UDM-SIFE organized a magazine subscription drive. It generated a lot of enthusiasm on campus, thus generated a lot of publicity along with funds to make the trip to the regional exposition. During this drive SIFE video was in display along with SIFE literature.

The UDM-SIFE is active in providing area small businesses with hands on help. This could be in the form of physical assistance in washing and painting the building or conducting consumer audits, doing comparison shopping, developing advertising/brochures, writing business letters or developing business plans.

Participating in regional SIFE competition is the main goal behind planning and implementing all SIFE activities. The UDM-SIFE team was placed second in the latest regional competition. There is a national organization with headquarters at Kansas City that provides a great deal of help in getting a SIFE chapter started on a college campus and will assign mentors for all rookie teams. In all SIFE is both personally and professionally rewarding to all those involved.

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# STUDENT INVOLVEMENT ACTIVITIES – CLUBS & COMPETITIONS *(Continued)*

*Jack L. Sterrett, Southeast Missouri State University*

## STUDENT INVOLVEMENT THROUGH STUDENTS IN FREE ENTERPRISE AND DELTA EPSILON CHI

### Students in Free Enterprise

Students in Free Enterprise (SIFE) is a student organization which allows students to pursue their career interests in ways no other collegiate organization can equal. Students are provided opportunities to develop and strengthen valuable skills, and are then given access to employment opportunities requiring those skills.

*Leadership skills* are developed through opportunities to make decisions; create, implement and complete outreach projects; marketing and promotion of those projects, and learning to meet critical deadlines.

*Teamwork skills* are a natural evolution of SIFE, because all SIFE activities are done in a team environment.

*Communication skills* are strengthened first by communicating within the SIFE team; then by presenting the outreach projects and teaching others about free enterprise, and finally by reporting the results of the team's year-long activities to a panel of America's business leaders at the SIFE competitions.

SIFE'S Mission is "To provide college students the best opportunity to make a difference and to develop leadership, teamwork, and communication skills through learning, practicing, and teaching the principles of free enterprise."

Although it is very difficult to provide a descriptive overview due to such a wide variety of innovative outreach projects that SIFE teams create and present, a few examples of projects follows:

- ◆ Prepare lesson plans for one or more grades K-12 and go into public and private schools to teach those lessons. Develop puppet presentations, coloring books, essay and/or poster contests, present film series and videos dealing with free enterprise education.
- ◆ Mentor and tutor at-risk students to help them fulfill their potential.

- ◆ Develop adult learning programs to enhance job skills and literacy.
- ◆ Invite local businesspeople and entrepreneurs to speak at campus-wide or SIFE team meetings. Sponsor debates on current economic issues.
- ◆ Write articles and letters to the editor of local newspapers. Write pamphlets, newsletters, fact sheets and bookmarks addressing specific economic issues and distribute them to the appropriate audience.
- ◆ Create outreach projects that address one or more SIFE special competitions.
- ◆ Enjoy the camaraderie and good times SIFE brings to their teams, the fellowship with other SIFE teams, and the SIFE regional leadership conferences and competitions.

After completing a minimum of 50 hours of SIFE experience, students become eligible to submit their resumes to attain provisional "Certified SIFE Scholar" status. This accomplishment earns students the privilege of having their resume entered into SIFE's Career Services data base to be matched with donor companies searching for new recruits for employment and internships. Full certification is not awarded until their team competes in a regional competition, and then a letter of certification is mailed to the student to be copied and attached to resumes.

### Delta Epsilon Chi

Delta Epsilon Chi is the college division of the Distributive Education Clubs of America, Inc. (DECA). Delta Epsilon Chi is a program of student activity related to marketing, management and merchandising and designed to develop future leaders in marketing, management, merchandising and distribution. Delta Epsilon Chi contributes to career competence by promoting greater understanding and appreciation for the responsibilities of citizenship in our private free enterprise system. It is for the student who is preparing for careers in middle to upper level management. Examples include sales, advertising, finance, retailing, wholesaling, insurance, real estate, fashion merchandising and many other

marketing, merchandising and management-oriented careers.

The organization is nonprofit, nonpolitical, college centered and totally student-oriented. All Chapters are self-supporting with members paying local, state and national dues. It is the only national student organization operating in the nation's four-year colleges and universities, junior colleges, community colleges and post-secondary, vocational-technical schools to attract individuals in the fields of marketing, management, merchandising and distribution.

Delta Epsilon Chi Chapters are to post-high school marketing, management and merchandising students what a civic or professional organization is to a group of business people. Chapter activities are recognized as a part of the total educational program because they

develop leadership skills, professional attitudes, business competency, better citizenship characteristics and social growth of the individual. Chapter activities serve the instructor as a teaching tool by creating interest in all phases of marketing, management and merchandising.

Delta Epsilon Chi activities provide members an opportunity to serve as leaders and followers, and an opportunity for them to receive local, state, or national recognition (Missouri DECA 1997).

#### REFERENCES

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## STUDENT INVOLVEMENT ACTIVITIES – CLUBS & COMPETITIONS (*Continued*)

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# INTERNSHIPS

*Gene C. Wunder, Washburn University*

## **AN INTERNSHIP PROGRAM: A MODEL**

The Washburn University School of Business has had an elective internship in place since 1975. The program is primarily designed to serve undergraduate students. However, MBA students may intern at the discretion of the School of Business Internship Coordinator.

### **PROGRAM OVERVIEW**

The Washburn School of Business internship provides students who are majoring in business related programs an opportunity to gain on-the-job experience by working part-time during a semester with a local business, government, or other type organization. Students admitted to the program can earn money for their work and academic credit for their learning experience. The internship usually lasts one semester (15 weeks), but it can extend over two semesters or the entire year.

### **OBJECTIVES OF THE PROGRAM**

1. To introduce students, who are majoring in business, to on-the-job experiences while they are still working toward their degree.
2. To enable students, who are majoring in business, to be better prepared to make the transition from the classroom to the place of work which is chosen after graduation.
3. Assist employers in seeking out talent in the form of managerial professional trainees which benefits the employer in terms of services that are performed by intern.

### **ADMITTANCE TO THE PROGRAM**

A student who is enrolled in the School of Business may apply for admission to the internship program by making application.

Applications should be submitted two months before the beginning of the semester (or summer session) which the student plans to work as an intern.

The prerequisites for admittance to the School of Business internship program include:

1. The student must have completed at least 88 credit

hours that apply toward the degree program in business as chosen by the student and approved by the academic advisor.

2. The cumulative grade point average of the student must be at least 2.5 (or C+).
3. The student must be accepted by the employer who is participating in the internship program.
4. The student applications must be processed through the Internship Coordinator's Office in the School of Business.

### **ACADEMIC REQUIREMENTS**

The work situation must create a new learning experience for the student. The student must have appropriate academic background for the expected work situation. Students enrolled in the internship program must work a minimum of 10 hours per week. Each intern student will prepare reports and materials as designated by the School of Business faculty member that is supervising his/her Internship Program.

The employer will also submit a written report to the Internship Advisor which outlines the quality of work and attendance of the intern.

All requirements for a grade and academic credit must be met during the semester the intern is enrolled. The grade will be determined by the faculty supervising member based on: (1) materials and reports required by the faculty supervisor and (2) the employer evaluations

### **ACADEMIC RESTRICTIONS**

The student must have at least eighty-eight (88) semester credit hours, at least a 2.5 overall GPA, and meet the general qualifications specified by the sponsoring business firm or government agency. Credit hours may be used only as elective business hours. The student's grade will be awarded on a pass-fail basis, as determined by the supervising faculty member.

### **STUDENT'S RESPONSIBILITIES**

1. The student assumes the same responsibility as other employees of the employer and agrees to adhere to the employer's policies and procedures.

2. The student agrees to maintain the confidentiality of the employer's operations and competitive information.
3. The student agrees to satisfy the academic requirements of the internship program.
4. The student commits to working hard and doing a good job for the employer.
5. The student agrees to contact the Internship Coordinator if personal work-related problems develop during the internship.

#### **EMPLOYER'S RESPONSIBILITIES**

Participating companies should realize that an internship is not a substitute for a part-time job; it is a three-way partnership among the company, the university and the student. The employer provides a real-world learning environment where the students can apply what they have learned in the classroom. For the student, the internship is the same as taking an academic course.

Washburn student interns are in their senior year of undergraduate study. Students are recommended to the employer based on the objectives defined and opportunities presented. The employer must be comfortable with the working relationship.

#### **GENERAL GUIDELINES**

1. The interns will be on-the-job for approximately 15 weeks, (one academic semester). Interns can be available each August, January, and June. A two-month advance request for participating in the program is requested. Actual placement depends on availability of qualified students.
2. The interns are "working" members of the company employing them and they should be compensated for their work.
3. Work hours may be flexible; however, to be eligible for academic credit, the intern must work at least 10 hours per week.
4. One of the company's supervisors must be responsible for the intern and complete a written evaluation.

#### **RECRUITING STUDENT INTERNS**

There are two methods of selecting interns. The first is to request the Student Resume Book and use it to screen students. The second method is to post a description of the position on the business school bulletin board and

each employer will receive resumes of interested students.

Employers are encouraged to interview students for intern positions, either on campus or at their offices. The Internship Coordinator will make all arrangements for campus interviews and can help schedule site interviews.

#### **STUDENT'S STATUS**

To the extent possible, the intern should be subject to the same personnel policies as other employees. The intern's effectiveness on the job is enhanced when he or she feels, and is perceived by others, to be a regular employee.

#### **REMUNERATION**

Each intern is eligible to receive payment for services rendered as determined by the employer. During the internship, the work performed by the intern is under the direct supervision of the employer. Each intern is expected to work diligently and to contribute in a professional manner.

#### **EMPLOYER'S RESPONSIBILITIES**

A business or organization that wants to participate in the Washburn School of Business internship program should do the following:

1. Submit a letter of interest to the Internship Coordinator in the School of Business.
2. Make a commitment to employ at least one student for one semester (15 weeks).
3. Notify the Internship Coordinator of choices of available students. Final decision to permit the student to enroll for credit in program will be made by the Internship Coordinator and the Supervising faculty member.
4. Arrange work schedule and assignments with the intern and handle payments to the interns.
5. Notify the Internship Coordinator of the name of the immediate supervisor of the intern.
6. Discuss any problems concerning the intern with the Internship Coordinator.
7. No permanent employment obligation is implied by having an intern work for an organization.
8. Complete an Intern Evaluation Form and submit the form to the Internship Coordinator during the 15th week of the internship.

## AFTER GRADUATION

When the intern graduates, neither the employer or the student is under any obligation to make or accept a permanent job offer. However, a high percentage of interns who are offered permanent positions accept the offers.

## INTERNSHIP COORDINATOR'S SECTION

The Internship Coordinator and Faculty Advisor are the business school's liaison with the employer. Their responsibilities include the following:

1. Establishes and/or maintains appropriate relationship between the employer and the school.
2. Confers with the employer as needed concerning an intern's progress.
3. Maintains records concerning an intern's experiences and performance; copies of these records are placed in the student's file.

4. Establishes appropriate academic requirements for the internship.
5. Develops academic assignments outside the job experience for the internship.
6. Evaluates all assignments for the internship.
7. Monitors the acceptability of the progress of both the intern and of the internship itself.
8. Reviews and considers all pertinent information and assigns an academic grade to the intern's performance.

## AFFIRMATIVE ACTION STATEMENT

Washburn University is an Equal Opportunity Institution. It is the policy of the University to act affirmatively in the admission of students and in the provision of support services without regard to race, religion, color, national origin, age, sex, handicapped or veteran status.

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## INTERNSHIPS (*Continued*)

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### *Judy Wiles, Southeast Missouri State University*

#### MARKETING DEPARTMENT INTERNSHIPS AT SOUTHEAST MISSOURI STATE UNIVERSITY

The Marketing Department at Southeast Missouri State University has decided that all majors must have some type of "real world" learning experience related to marketing prior to graduation. We are now requiring all marketing majors to complete at least one of the following: marketing internship(s) of at least 3 credit hours; a marketing practicum course (student teams assigned to solve live cases); an international study tour designed by marketing faculty; or a semester of business studies abroad. This paper focuses on how we develop, monitor and evaluate our marketing internships.

**Internship Coordinator:** The Marketing Department assigns one faculty member from the department to coordinate its internships. The coordinator is responsible for matching students' interests in internship placements with the internship site, seeking out internship opportunities, posting notices of internship opportunities, monitoring students' progress during their internships, and assigning internship course grades. A packet of materials, including a set of guidelines, the syllabus and the evaluation instrument, are maintained by the coordinator and given to all interested students. The coordinator may need to work with a student on his/her resumé and discuss being prepared for the initial interview which may be necessary to obtain the internship. The most recent incentive for the coordinator is to



receive one course reduction during a semester for an accumulation of at least 60 credit hours of internships. However, this course reduction cannot occur during a time when it would be burdensome to the rest of the faculty.

**Course Objectives and Prerequisites:** The objectives of the course are that the student must experience training and work experience in some area of marketing under an approved field supervisor and an approved work/study plan. The prerequisites include the following: minimum of 75 credit hours earned; minimum of 2.5 overall GPA; completed at least 9 hours of marketing courses; and a minimum of 2.75 GPA in marketing course work. The department chairperson or internship coordinator can waive any of these requirements.

**Credit Hours:** The student can earn from one to six hours of credit for the internship. In general, we require students to work 50 hours for each credit hour earned. Since we want students to experience several internships, or to seriously consider electives which may be beneficial to their career paths, we do not encourage students to apply all six hours for one internship experience.

**Internship Creation:** All marketing faculty are encouraged to look for internship opportunities for our majors and minors. It is especially useful for the coordinator to network with marketing professionals in the immediate community, as well as in nearby metropolitan areas. We also encourage students to consider doing an internship where they are presently employed, assuming marketing-related activities can be performed by the student at that site. Opportunities on campus may also be excellent, such as working in admissions, public relations, or the campus bookstore. We've found marketing research projects supervised by marketing faculty to be excellent internships.

**Study Plan/Internship Contract:** Before credit can be earned, each student's study plan must be approved in advance by the internship coordinator. This study plan takes the form of a contract which specifies the learning/work tasks which are to be completed and how many credit hours the student will be earning. If the internship is "paid," the hourly rate is also specified. The number of hours the student will be working and over what period of time will also be indicated. The contract is to be signed by the worksite supervisor and the student. The internship coordinator reviews the contract, making sure the student will be performing marketing-related tasks and that the internship will provide a quality work experience for the student. The coordinator verifies with both the student and the worksite supervisor that each agree with what is indicated in the contract before enrolling the student for academic credit.

**Communicating and Monitoring:** Letters are sent to both groups, the internship supervisors and the interns at the beginning of the semester during which the internship occurs. The supervisors are thanked for providing this opportunity and informed that they will be asked to complete evaluation forms for the department and the college of business near the end of the semester. These evaluation forms are included at this time as well as with a reminder letter near the end of the term. (The evaluation forms are shared with the student prior to the beginning of their internship.) Near the beginning of the internship, the interns are each sent a letter informing them of exactly what they should include in their internship reports which are due near the end of the term. If possible, the coordinator will arrange an on-site visit during the semester with the intern and his/her supervisor, otherwise calls will be made to each party to monitor the internship.

**Intern's Report:** Students are asked to keep a log of their activities on-the-job in order to be better able to write their reports and to verify that they are doing what was stated in their internship contract. They are also encouraged to save tangible examples of their work for this report and for their career portfolio. The topics interns are to discuss in their professional reports include the following: (1) Introduction, covering where the internship was performed and who was the supervisor(s); (2) On-the-job training; (3) Job experiences; (4) Special projects/assignments; (5) Working relationships with peers and supervisor(s); (6) Preparation for the job (required skills, knowledge, judgment, personal qualifications); (7) Overall evaluation of the internship with respect to the amount of training, learning and goals achieved; (8) A connection between the internship experience and marketing courses previously taken; (9) Career aspirations related to the internship experiences; (10) Other information; (11) Appendix with samples of work performed and the time log. Optional areas which they are encouraged to discuss are suggestions for improving the marketing internship program and suggestions for improving their education in the college of business.

**Evaluation:** The intern will be awarded a letter grade based on meeting the agreed study plan, an evaluation by the company's supervisor(s) and the quality of the student's submitted written report.

**Recognition:** Recognition certificates are mailed to each company which supervises an intern. Recognition certificates are given to interns in the company of their peers when possible, otherwise, they are mailed to them. Once a year, the University Relations Committee of the local Chamber of Commerce sponsors an internship recognition banquet in which we are allowed to invite one of our outstanding interns and his/her sponsor.

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## INTERNSHIPS (*Continued*)

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## INTERNSHIPS *(Continued)*

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# NEW TECHNOLOGY APPROACHED/ MULTI MEDIA APPLICATIONS

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*Michelle Kunz, Morehead State University*

## **THE ODYSSEY ADVENTURE OF TECHNOLOGY AND MULTI-MEDIA APPLICATIONS: AGONY AND ECSTASY**

So everyone is talking about the integration of technology in the curriculum, or more specifically, what are you doing with multi-media? It seems everyone has their own perception of what they can or should be doing. There are lots of opinions, so-called experts, great stories of what does or does not work, volumes of information on implementation, costs, and equipment specifications. To say the subject is somewhat daunting for the uninitiated is putting it mildly. The following is a personal perspective of experiences, both positive and negative, over that past five years as I ventured into "uncharted waters."

Initially, waves of enthusiasm generate great expectations of what can be accomplished and all the endless possibilities available! This may last a week, or a month, or even less than a day, as the cold hard face of reality rears its ugly head. "But HOW do I learn all this? Where do I find the time to convert my 'previous' lecture and teaching materials to this format?" Well, now is the time to find an ally. You need a good resource person for technology, and you also need someone who can lend moral support. That moral support is essential. Keeping a sense of humor helps. If you can't laugh at yourself, find someone who can help you keep perspective. You now find yourself in a perpetual situation of "playing catch-up." However, you should must prioritize. Determine what you want to accomplish, and then what you can **REALISTICALLY DO**. The latter will be the roadmap for this adventure. If you have colleagues on campus who have embraced technology, their experiences and advice will be most beneficial. I was one of the first in my department, and one of only a handful campus-wide who were attempting to integrate the technology five years ago. The best expression to describe the attitude which prevailed those first couple years was, "Just jump in, and you'll find out when you land how deep the water is." Just managing to tread water was considered a success. The reality of those early experiences is that "you learn by doing." There was extensive learning. Another perspective which remains today is that learning from mistakes may be more beneficial than following a prescribed course of action.

The technical jargon is also daunting. However, if as a professional, you want to be able to communicate with the vendors, suppliers, and even on-campus technical support personnel, you have to be able to speak their language. So, start reading the trade journals, ask questions, talk to people, and above all else, keep an open mind. Be a sponge wherever, whenever, just soak in the information. Sometimes, osmosis may actually work! The hardware, software applications, selection of programs, specifications for equipment, peripherals, and sheer number of vendor sources are mind-boggling. So start a filing system for future reference, as you will need it.

The overall mindset, or attitude, you hold will greatly shape your success, or failure. Realize that no single person can know everything, or do everything. There comes a time when the investment, either financial or in time, does not offer sufficient pay back to be worth the cost. If that is the case, admit it. To be successful, you must be flexible, but not to the point of sacrificing the curriculum content. There is a fine line we must walk to meet the needs of industry, our students, the university, and the profession. It may not be evident in the beginning, with this huge task before us, but shortly you'll see the light. That tunnel may be **REALLY** long, and the light at the end may be just a glimmer. As it brightens, ask yourself if it's really the light you're looking for, or just the headlight of a steaming locomotive heading down the track toward you! I've realized it was that locomotive on many occasion, and lived to tell about it. However, I would never have survived without those essential allies, who warned me to jump out of the way, just in time.

In spite of all these negatives, there really are payoffs for both you and your students. Students are extremely creative and quite talented. Integrating various forms of technology and multi-media will provide them the opportunity to shine. They will truly amaze you. Give them the opportunity to explore their talents. Approach the projects, assignments, and applications with an open agenda. Let them tell you what they want to accomplish, then help them determine how to implement it. Also, remember that there is no **ONE** way to do much of anything. So be willing to try several approaches. Then decide which will be most effective, and efficient. Be

realistic. Is it worth 50 hours of computer time to put together a 2-minute presentation? Probably not. This is a valuable lesson for life. Students need to critically analyze this side of the issue as well. Integrating technology is most of the most time-intensive tasks in my schedule, and my students' schedules. Time management is essential. They will soon learn this lesson. Always have a backup plan. Build yourself and your students a safety net. Trust me, Murphy's Law will prevail at the most critical time. Again, a great life lesson can be learned when the technology fails. There are times when we should admit that technology may not actually enhance learning. It may become old hat, tiresome, or cumbersome. Then it's time to scrap that approach and try something else. More is not always better.

Remember that you can learn as much or more from your students, as you can teach or show them. Practice this thing we call collaborative learning and critical thinking. Work with your students as part of a team! And it doesn't hurt to admit that you are human too. So you make mistakes. So it didn't work this time. What can you do to solve the problem? Who do you know that might be able to help? What would your students suggest?

What would they try? How did they accomplish what they have? All these questions are appropriate life lessons for everyone. If you truly love teaching, then your reward comes when that glimmer, or even better, the spark in a student's eye shows as they proudly boast of what they have accomplished, or when one of them can show you how they did it. That's why I teach. That's a great personal reward for me.

Finally, enthusiasm is contagious. If you generate a spark in only one student, that student will generate enthusiasm which is sure to spread to others. I have seen it happen. They apply the technology to other classes, other projects, even then it is NOT required, but because they think it will enhance the project. Isn't that what we all hop to do? Also remember, that the more you know and learn, the more you realize you don't know. Technology is changing at such an amazing pace, what we did last year is old hat. It won't be exciting next semester, and maybe even not next month. So some victories will be short-lived, but in reality it's not a specific software program, or piece of equipment we want students to master, but rather an attitude which will prepare them to be competitive in their profession, and the 21<sup>st</sup> century.

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## NEW TECHNOLOGY APPROACHED/MULTIMEDIA APPLICATIONS (*Continued*)

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### *Mary McNally, Montana State University – Billings*

#### **MARKETING MAPPING: BRINGING DESKTOP MAPPING INTO UNDERGRADUATE MARKETING COURSES**

Experiments with the utilization of Desk-top Mapping (rudimentary GIS) and its application in undergraduate Marketing courses has been the subject of a FIPSE (Fund

for the Improvement of Education) grant. A simplified desktop package (Scan/US) has been used with emphasis on end-user considerations and simple demographic applications. Discussion of current and potential applications in Marketing courses. Session will provide an overview of the project and discuss challenges encountered in implementation.

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## NEW TECHNOLOGY APPROACHED/MULTIMEDIA APPLICATIONS (*Continued*)

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# COURSES, CONTENT, AND SEQUENCING IN ENTREPRENEURSHIP PROGRAMS

*Jack L. Sterrett, Southeast Missouri State University*

## ENTREPRENEURSHIP AND SMALL BUSINESS EDUCATION IN COLLEGES AND UNIVERSITIES: COURSES, CONTENT, AND SEQUENCING

Katherine Mangan, in a *Chronicle of Higher Education* article titled "Many Business Schools Add Classes on Entrepreneurship," states that

"Across the nation, students are flocking to M.B.A. programs that teach them how to start and run a business. Worried about corporate downsizing and armed with high-tech tools that allow them to start companies out of their living rooms, more and more students are enrolling in 'entrepreneurship' courses" (Mangan 1997).

"The field has really boomed nationally in the past several years," says Karl H. Vesper, a professor of management at the University of Washington's business school and a national authority on entrepreneurship programs. He estimates that about 400 business schools now offer courses in entrepreneurship, and that about 125 of them have organized programs (Mangan 1997).

At Northwestern's Kellogg School, nearly a third of the students entering in the fall of 1996 said they planned to major in entrepreneurial studies, compared with 12 per cent two years ago. Harvard University, which has offered entrepreneurship courses since 1946 and claims to have the oldest such program in the country, has seen enrollment grow 42 per cent since 1990. Enrollment in DePaul University's graduate entrepreneurship program has risen 20 per cent a year for the past five years, with 106 students currently enrolled. An additional 250 M.B.A. students, who are concentrating in other fields at DePaul, take one or more courses on the topic (Mangan 1997).

A survey conducted by the Center for the Advancement of Small Business at Arizona State University during the spring term of 1994 sought to determine ASU students' interest in and need of a small business education program. Approximately 25 classes enrolling nearly 3000 students were surveyed. Seventy-one percent (71%) of the respondents anticipate owning a business. Interestingly, 16 percent of the students said they had already owned or

operated a business. When asked about their opportunities and intentions after graduation, 35 percent of the students said they would be self-employed or employed in small businesses; 27 percent said they would work for large corporations; 25 percent said they would continue their education; and 13 percent were undecided (Arizona State 1994).

Continuing strong demand by future college students is anticipated for small business management/entrepreneurship education based on a survey conducted by the Gallup Organization. Seventy percent of 602 high school students nationwide want to launch their own businesses (*The Wall Street Journal*, November 29, 1994). Further, articles in the business press describe programs at many more major and smaller universities across the country that serve the needs of small and medium size businesses and prepare students for that workplace.

Certainly one of the most significant trends in higher education over the last decade has been the growth of entrepreneurship programs. From very humble beginnings as courses in small business management, entrepreneurship education has moved to the forefront on many university campuses. These programs serve many different audiences, including the traditional undergraduate and graduate students. Colleges and universities also provide programs for practicing and potential entrepreneurs who are not regularly enrolled students. Many universities even provide training to teachers at all educational levels so they can effectively teach entrepreneurship in their classrooms.

Many of the programs at colleges and universities stress the fundamental difference between small business management courses and entrepreneurship courses. Small business management is viewed generally as a very narrow field that provides instruction on how to run a small business. Entrepreneurship education may include small business management, but goes well beyond to cover the steps necessary to innovate, start a business, and carry it forward.

The content of entrepreneurship courses seem fairly standard among college campuses. Usually these consist of readings from texts and magazines, and lectures by guest

speakers in addition to the classes' instructors. The primary teaching device is often the case study, and most of these courses involve some sort of business plan as a culminating activity. There is evidence to suggest that entrepreneurship courses perhaps need to be less structured and better designed to fit the needs and unique personalities of entrepreneurial students. The stress in the entrepreneurship courses should be on students doing independent projects with a high level of hands-on work (Arizona State 1994).

In 1994, the University of Oregon's Lundquist Center for Entrepreneurship completed a telephone survey of 27 entrepreneurship programs in the country. Included in the survey were Babson College, USC, Harvard, Wharton, University of Arizona, and Saint Louis University which are nationally recognized among the best for achievements in their entrepreneurship programs. The study indicates that these older, more established centers and more recently created programs all serve undergraduates by offering courses that educate students in the development and management of new business enterprises. The Oregon report shows that great strides have been made by universities and its faculty to recognize small business as its own discipline and the special purpose it serves in the academic and business communities (Arizona State 1994).

Considering the range of successful small business management/entrepreneurship programs in existence today at a rather broad range of colleges and universities, there still

seems to be an even larger number of schools who are considering starting their own programs in response to the phenomenal growth of this fairly new discipline, however, remain undecided on how exactly to get started.

While attending a 1997 AACSB Business Schools and Entrepreneurship: Curriculum, Faculty, and Outreach Seminar, this writer witnessed what seemed to be a level of confusion/frustration among the attendees relative to small business management/entrepreneurship courses, content and sequencing. A reasonable number of the attendees expressed interest in starting small business management/entrepreneurship programs at their respective schools, however had what appeared to be limited knowledge concerning which courses to begin with, what should the content entail, and in what sequence, if any, should the courses be offered. As one searches the literature from among those schools offering successful programs, it becomes increasingly difficult for some to begin to make sense of respective program designs, ultimately the purpose of this respective panel.

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# COURSES, CONTENT, AND SEQUENCING IN ENTREPRENEURSHIP PROGRAMS (*Continued*)

*Ram Kesavan, University of Detroit Mercy*

## BENEFITS OF AN ENTREPRENEURSHIP PROGRAM WITHIN THE UNIVERSITY

### INTRODUCTION

Entrepreneurship can be described as the process of identifying business opportunities, creating an organization to pursue such opportunities, and implementing actions that accomplish organizational goals. The subject of entrepreneurship revolves around aspects new venture creation and new venture experience, both within as well as outside an existing organizational framework. In case of existing firms, this would involve the creation of autonomous structures within the firm. Effective entrepreneurship requires the opportunity analysis before, during and after venture launch and the important corridor principle stresses the dynamic nature of the set of opportunities. In summary, the field of entrepreneurship is beginning to emerge as a valid academic discipline within B-schools, especially during the last decade. Among the contributing factors for the growth of this area include the trend towards flatter and leaner corporations.

### STUDENT PERSPECTIVES

A nation's development is sparked primarily by the entrepreneurial spirit of its people. This characteristic stems especially from a special group referred to as entrepreneurs. A continual infusion of new ideas and new energies is key to growth. The field of entrepreneurship covers the steps involved in the entrepreneurial process from conception to birth to adolescence of a new venture. It concentrates on attributes of entrepreneurs searching for opportunities, and gathering resources to convert opportunities into businesses. The development and evaluation of entrepreneurial plans for new businesses is an integral part, with emphasis on the starting, financing and following-through a new venture idea.

The difference between managers and entrepreneurs is that managers are resource driven whereas entrepreneurs are opportunity driven. Entrepreneurial individuals are in demand everywhere, since any firm, if it is to prosper, must have its share of entrepreneurial drivers. Since the course will simulate the experiences that entrepreneurs undergo in conceiving, launching, and operating a new venture, it will enable students to evaluate an entrepreneurial career—both within and outside the existing career—for themselves. In so doing, it provides want-to-be entrepreneurs

with a framework for selecting, funding, and starting their own ventures.

### FACULTY PERSPECTIVES

While entrepreneurship is gaining popularity, getting one's curriculum committee to buy into new programs in this area is yet another matter. Invariably, a proverbial turf battle is in order. But practicing Covey's seven habits of highly effective people should help with the process (be proactive, thinking win-win, synergize, understand then be understood, beginning with the end in mind, sharpening the saw and putting first thing first) of winning over the faculty. Some of the exciting outcomes may include team teaching, interdisciplinary research, cross fertilization of ideas and enhanced morale. One of the AACSB flavors of the month is the inclusion of integrative courses in the B-school curricula and the entrepreneurship area is ripe with topics that cross functional areas. More over, new venture experience texts are being used for policy courses, which suggests yet another way of including the subject in the curriculum without burdening the students with additional requirements.

### UNIVERSITY PERSPECTIVES

By encouraging the development of an entrepreneurship curriculum within the B-school, the university might be able to service the needs of a variety of colleges within—such as engineering, architecture, medicine, dentistry, counseling, and law. The business plan development part of the curriculum can be tailor made to focus on the needs of various colleges and programs. A little investment can go a long ways.

### SOCIETAL PERSPECTIVES

Yet another AACSB flavor for this decade seems to be community centered B-education. The entrepreneurship curriculum offers an ideal core around which an ideal community-centered training program can be built. The faculty can develop seminars that caters to the small business community. Such seminars offer great opportunities to build lasting relationships with area businesses. The business database can be tapped in many creative ways to yield unlimited classroom guest participants, business mentors for students, internship opportunities for faculty/students, panel participants, a list of useful sites to visit and of course a list of potential donors. The

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## **MANAGING GROUP LEARNING *(Continued)***

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# MANAGING GROUP LEARNING (*Continued*)

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## USING E-MAIL AND ON-LINE RESOURCES TO MANAGE PROJECT ASSIGNMENTS

As team project assignments and collaborative learning become more important in the curriculum we continue to address their effectiveness and fine-tune ways to integrate these projects in individual courses. Students (and faculty) find time management and schedule conflicts are often one major obstacle to success of these assignments. Thus, the faculty members face this issue every time team projects are assigned in their courses. E-Mail, newsgroups, and on-line (Internet and WWW) resources can be used to reduce (although not completely eliminate) this obstacle.

### E-MAIL

E-Mail provides a method of communicating which eliminates the time and face restrictions of group meeting times. Students can communicate with other group members via E-mail, regarding research findings, problems or solutions they have found during work on the project, and other concerns which they have. This method of communication provides three-fold benefits. One is the ability of the team members to communicate with other members even when their schedules may not provide the opportunity to meet face-to-face. Second, the students can carbon the E-mail to the instructor and thus provide documentation of their individual participation in the team project. This aspect helps to reduce the other common problem with team projects: lack of equal participation by all team members. Third, the use of E-mail can also provide the students with additional writing and communication skills in a medium which is increasingly becoming an important aspect of the corporate environment. These last two aspects of the E-mail medium can be used effectively if the instructor includes these components in the overall project assignment assessment and evaluation. E-Mail can also be used for team members to share progress on written reports, since documents can be attached to E-mail and sent to the other members of their team. This again allows students to share their progress status, as well as transport documentation to other members without having to meet at a specified place and time. This aspect is especially useful, if the team members have divided sections of the project report to individuals, but the project requires one group paper to be completed.

## NEWSGROUPS

Newsgroups on the local university server offer an additional electronic mail medium which can be effective in class and team assignments. Often, university system administrators are concerned with the amount of system resources used by traditional E-mail. Newsgroups offer an alternative which can help to reduce the amount of space occupied on the server by the regular E-mail system. Usually the system administrator will be most willing to "create" a local class newsgroup on the server. This class newsgroup can be used for general class announcement, assignments, on-line quizzes, and student reports, requests for solutions to problems, etc. Newsgroups are an excellent way to post resource "finds" and references the instructor wants all members of the class to have. This medium provides one post for the entire class, and these posts remain on the server for a limited time, usually 30 days. Newsgroups are especially effective for large classes since only one post is made to the newsgroups, where E-mail would require a post via the system server for every member of the class.

## INTERNET AND WWW

The Internet and WWW has become an additional resource for students and faculty alike, which should complement but not necessarily replace the more "traditional" resources. However, many times the on-line resources provide easier access or more current information than the "traditional" paper resources in the library. E-Mail and newsgroups can be used to integrate collaborative learning in the course very easily. E-Mail may be most appropriate for individual teams to share resource information, while the class newsgroup provide opportunity for the entire class to share and communicate efficiently. Once a WWW resource is located which might be more appropriate or integral for other team members, by simply mailing the document to the individual who is looking for that resource, students have gained experience with sharing resources and integrated collaboration into their learning/working experience. If individual students find materials on the WWW relevant to other teams or the class as a whole, they can post this information to the class newsgroup. Thus, if the instructor again emphasizes this aspect of the class and the project assignments at the beginning of the term, the students can develop additional collaborative skills, and a broader perspective on the

most significant of all the benefits is the ability to make a classroom more relevant to modern day "show-me" and "get real" student populations. Developing focus group sessions for start-ups can generate a lot of publicity for the

institution and help students expand the right-side of their brains as well. Incidentally, these additional programs may generate just enough soft dollars to even help with some faculty travel.

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## **COURSES, CONTENT, AND SEQUENCING IN ENTREPRENEURSHIP PROGRAMS (*Continued*)**

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*John J. Withey, Indiana University South Bend*

Academic programs emphasizing entrepreneurship and small business management are becoming increasingly attractive to schools of business. With increasing frequency graduating students join family businesses, start their own companies or assume management roles in small organizations. A growing list of economic and social forces are contributing to these trends.

Universities with established business programs, large and small, can initiate effective, successful entrepreneurship programs. Through skillful leveraging of resources, budgets for new and continuing entrepreneurship programs can be very modest. And, additions to in-place budgets can, with relative ease, be acquired through conventional and unconventional sources.

Organizational and leadership arrangements for newly established entrepreneurial programs run a wide gamont,

with advantages and disadvantages characterizing the many choices. Careful interfacing with other business school units, while maintaining departmental autonomy, positions the entrepreneurship program to capture more of the advantages and suffer fewer of the disadvantages.

Entrepreneurship courses, their content, and their sequencing must negotiate the floating intersection between commercial relevance, esoteric significance and the guidelines of accrediting associations. The American Assembly of Collegiate Schools of Business (AACSB) has definite recommendations about entrepreneurship programs and their place within accredited business programs.

The growing value and significance of entrepreneurship programs within schools of business has many advocates. Initiating, organizing and perpetuating those programs must be of prime importance to faculty participants.

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# MANAGING GROUP LEARNING

*Shiva Nandan, Missouri Western State College*

## MANAGING GROUP LEARNING AND EVALUATION OF TEAM PROJECTS

Marketing educators are adapting their teaching techniques to the changing business realities. Rapid advancements in communications and computer technologies have greatly influenced how business will be conducted in the twenty first century. In order to enable marketing graduates to be competitive in the business world they have to be equipped with the relevant tools as well as the right attitude. Group projects that incorporate electronic media and on-line resources are becoming increasingly popular in marketing courses. Students are being given assignments that include visiting web sites, use of e-mail and discussion groups. Some important issues with respect to group projects and usage of online resources are briefly discussed below.

### RELEVANCE

The projects should be relevant to the students. The focus should be on contemporary issues and current marketing problems. It is necessary to make changes to the assignments every semester. The web sites should be constantly evaluated by the instructor in order to make sure that they are relevant and valid. Employers in the business world expect students to be knowledgeable about the usage of internet and other forms of electronic media. "Hands-on" experience on the internet can help students to appreciate how the web can be used as a marketing tool for any business.

### GROUP DYNAMICS

In any project involving teams it is important that there is proper communication between group members. Projects that involve the use of electronic media do not require face-to-face interactions all the time. The implications for group dynamics should be considered by the instructor. Distortions in communications (due to lack of face-to-face interaction) can cause misunderstandings and conflict. Proper division of labor and emphasis on shared goals are necessary for the smooth functioning of a group.

### CREATIVITY AND PROBLEM SOLVING

According to Deutschman (1991), corporate recruiters believe that business graduates lack creativity. It has been suggested that creativity should receive 20 percent of the

emphasis across the undergraduate marketing curriculum (Ramocki 1993). Group projects should emphasize creativity-relevant skills.

In addition, the nature of the projects should be such that students can develop their problem solving skills. The electronic media should be used to gather information needed to make timely decisions and help solve a client's problems.

### CONTINUOUS FEEDBACK AND PARTICIPATION

In order for students to derive maximum benefit from such projects the instructor should provide regular feedback. The projects should be divided into a number of sub-sets and student progress should be monitored periodically, say every few weeks. It is also essential that participation be encouraged. Students should be able to articulate their experiences in class. The instructor can make modifications, if needed, for future classes based on student comments.

### STUDENT MOTIVATION

Even the most carefully designed project will have no value if students show a lack of interest. The goals and objectives should be stated clearly at the beginning of the semester. The project should be intellectually stimulating. Students should be challenged but not overwhelmed. Team members should be made to realize that by doing such projects in different marketing classes they can acquire the skills and tools necessary to enhance their value to their prospective employers.

Marketing scholars as well as practitioners have voiced concern about the quality and quantity of education that is being disseminated through our colleges and universities. The relevance and effectiveness of marketing education is mainly judged by the ability of the student to apply the lessons learnt in class to real life business situations. It is within this context that group projects involving electronic media should be judged. The above mentioned issues could be discussed and elaborated by the panelists at the 1997 Fall Educators' Conference in St. Louis.

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course and class project assignments as a whole.

### SUMMARY

In the emerging corporate environment, electronic communication and technology are an integral component. Collaborative learning and team projects are also an important aspect of the student's learning experience. E-Mail, newsgroups, and on-line resources can be used to effectively provide experiences which will build student's writing and communication skills in the electronic environment, improve the communication and participation of team members in projects, and build experience and knowledge of the Internet and WWW resources available which can be integrated into their knowledge base. It is important for the instructor to establish the criteria of how these resources will be used, and what part they will play in the overall student's course evaluation. These media can be one way to reduce participation or the lack thereof for team members in group projects, and provide an additional form

of documentation for the instructor regarding individual participation in the group assignment, and the class overall. In order to integrate these technologies effectively, the instructor must establish the ground rules and evaluative aspects they will play in the course. It should be noted, that the technology does not replace the in-class participation and group responsibilities, and thus the instructor should plan some in-class time for groups to collaborate on team projects.

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## MANAGING GROUP LEARNING *(Continued)*

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# POTPOURRI – A COLLECTION OF THOUGHT-PROVOKING ISSUES

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## USING ACCOUNTING DATA IN MARKETING

To produce quality marketing management students, marketing educators need to clarify for students the differences between the pro forma income statement and the performance statement and stress the importance of these statements to the planning, budgeting, implementing and controlling of marketing strategies. Due to so many synonymous terms found in accounting education, and in business and industry, referring to projected profit or loss and the many synonymous terms referring to the financial results of a business operating over a specific time, this author advocates the use of common terms for these concepts in both marketing education and in marketing textbooks.

This author advocates that the budgeted income statement and the projected income statement become collectively known in marketing education as the **pro forma income statement** and the profit and loss statement, the income statement, the statement of operations, the operating statement and other synonymous names become collectively known as the **Performance Statement**. These terms immediately and clearly communicate the purpose of each statement. **Performance Statement** is a term coined by this author (see Taylor working paper, *Journal of Accounting Education*). Why coin another synonymous term? This term was coined because it more poignantly describes the financial performance of the company for a certain period of time, whether that performance is a break-even, a profit, or a loss. The need for a comprehensive term referring to the performance of a company during a specific period of time is illustrated by the findings of the following two business and industry research studies.

Accounting Trends and Techniques (Knapp 1996, p. 571) reported that approximately 58 percent of all companies use a title other than "Income Statement." The two most common alternative titles are "Statement of Earnings" and "Statement of Operations" which is often used when a firm incurs a loss for one or more years for which financial data are being presented. A second study, based on a 600 company survey, reported in an article published in *Accounting Trends and Techniques* (Jones, Price, Werner, and Doran 1996) found that about one half of the companies used "income" as a key word at the head of their 1993

financial statement – even though their actual financial statement showed a net loss. The authors of this particular accounting – oriented article mused that when a net loss must be shown – the title income statement does seem a bit peculiar!

Is there student support for this coined term? When these statements (with the particular suggested names) are defined and their importance explained, marketing students seem to immediately respond to, and understand the need for, both statements and the importance of these statements to planning, budgeting, implementing and controlling a marketing strategy. This immediate understanding sharply contrasts with students' initial response of having no idea of the pro forma income statement and how it is used to plan, budget, implement and control marketing business) strategies even though the students have had the prerequisite six hours of accounting.

Although we can not expect accounting educators to apply all accounting concepts specifically to marketing situations when students are enrolled in their accounting classes, it is essential that students learn the importance of the pro forma income statement to successful business planning, budgeting, implementing and controlling. This appeal for pro forma income statement understanding goes far beyond just being essential for marketing students. The understanding is essential for all business students and others working in businesses regardless of their educational discipline of choice. One in three big-company managers flunked a recent business-literacy quiz given by phone to 120 managers at Fortune 1000 companies. These findings showed that one of every three decision-makers did not know what information an income statement provides (Gordon, Hequet, Lee, and Picard 1996). It would not take much to guess what the survey findings would have been had the survey asked about these decision-makers' familiarity with a **pro forma** income statement and the effect of this pro forma on the planning, budgeting, implementing and controlling their business strategy.

Marketing text authors (as well as accounting text authors) need to address these issues. A survey of accounting textbooks and Principles of Marketing textbooks revealed that little or no coverage is given to the pro forma (projected) income statement nor budgeting (Zikmund and



d'Amico 1996; McCarthy and Perreault 1993; Berkowitz, Kerin, Hartley, and Rudeluis 1997). Both the accounting and the marketing textbooks refer to, and give relative emphasis to performance measures, but do not relate these performance measures to the pro forma income statement nor to the performance statement. Nor, do the marketing texts mention another important concept related to pro forma and performance income statements – operating ratios. Sometimes income statement figures are reported in percentages (percentages of net sales) rather than in dollars, and sometimes are simultaneously reported in dollars and percentages. These reported percentages, known as operating ratios and reported on what is known as “common size income statements,” are important because operating ratios can be used to compare one company with another regardless of size and can be used to compare one company's performance with industry averages.

How can colleges and universities produce better educated and skilled marketing managers? Teach them financial projections related to the pro forma income statement; continually stress how the cost of product, place, promotion and customer service impact the performance statement; and teach them to control by comparing the performance statement with the pro forma income statement. Financial projections are not just a marketing management frill – they are the heart of marketing management. All marketing decision makers and business owners need to be familiar with the three basic accounting documents that form the basis of financial projections: (1) The Income Statement, (2) The Cash-Flow Statement, and (3) The Balance Sheet, from both a pro forma and a performance perspective (Elkins 1997).

This “position paper” advocates that both marketing educators have a responsibility to introduce and continually stress the differences between, and use of, the pro forma income statement and the performance statement and the direct relationship of these statements to planning, implementing and controlling marketing strategies. It further advocates that marketing texts need to stress these concepts and not just give the concepts cursory or appendix coverage, as historically typical. Continual emphases of the meaning of these concepts, the differences between the concepts, and continual emphases of the importance of these concepts to the planning, budgeting, implementing and controlling of marketing strategies will better prepare students for success in the field of marketing.

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# POTPOURRI—A COLLECTION OF THOUGHT- PROVOKING ISSUES (*Continued*)

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*Mary Ann Kellerman, Southeast Missouri State University*

## DESIGN AND MARKETING

Design and marketing are closely interrelated areas. Design is a part of all products and in recent years firms are increasingly turning to designers for assistance in the area of product development. A 1990 *Business Week* (December 3, p. 131) stated that "recently business has grown increasingly aware that design sells." U.S. companies, in particular, are rediscovering that good design translates into quality products, greater market share, and heftier profits . . . good design is much more than just a stylistic flourish—it's a competitive weapon. A more recent issue of *Business Week* (June 3, 1996, p. 70) said that "Today we are combining designing with engineering and research to focus on market viability." All of this contributes to a stronger role for designers in the process of product development and innovation. Design is assuming a more strategic role in Corporate America.

Interior designers market goods and products as well as their design services. Consultation time charges paid by residential and commercial clients result in the specification of the goods of many different manufacturers. When the "right" product does not appear to be available a designer commonly creates the solution and has it fabri-

cated locally, or by a nationally known company. Furniture, rug, fabric, and wallcovering manufacturers are enthusiastically turning to the production of products designed by private designers. The power wielded by designers through their consultation and specifications is considerable.

Interior designers also greatly impact marketplace activities through the creation of retail environments. Top flight, well executed interiors have a financially competitive edge. The use of lighting, space planning, image, and color application affects consumer behavior through physiological, psychological, and emotional means. The manipulation of human behavior is accomplished through skillful interior design. Attractive, efficient, comfortable, and aesthetically pleasing environments are crucial for the successful marketing of goods and services.

In summary, interior designers are marketers and they create retail environments that facilitate the marketing process. Designers also play an important role in the product development process. In addition, through their specification and consultation with clients they are a powerful force in the marketing arena.

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# POTPOURRI – A COLLECTION OF THOUGHT-PROVOKING ISSUES (*Continued*)

*Sid C. Dudley, Eastern Illinois University*

## **VISUALS: THE KEY TO GENERATING STUDENT INTEREST IN DISTRIBUTION**

"A picture is worth a thousand words." The truth of this statement has become widely accepted by publishers and authors as a comparison between textbooks of 20 years ago and today will reveal. Today's textbooks are larger with more pages, more color and more pictures. There is one exception—distribution. Today's distribution texts look very much like the books of yesteryear—dull, dry, boring.

Virtually all distribution activities occur out of sight of the typical consumer or student. This is the biggest problem in trying to teach distribution. Students are not aware of and can not comprehend what the instructor is discussing. In retailing, examples from local stores can be cited. In advertising, many examples with which students are familiar can be cited. This is not the case with most distribution topics. Since few students have worked in warehouses or distribution centers, you must explain in detail what is going on.

Today's students, the MTV generation, are highly visual. They are used to seeing pictures; they are not used to translating words into pictures. Consequently, the way to increase student interest in these topics is through the use of visuals. Fortunately, there are a number of readily available sources of visuals, although some effort is necessary to prepare overheads for classroom use. These sources include:

- ◆ transparencies prepared for other textbooks,
- ◆ current newspaper and magazine articles,
- ◆ books,
- ◆ company information, and
- ◆ personal photographs.

## **TRANSPARENCIES PREPARED FOR OTHER TEXTBOOKS**

The use of a dollar bill by Boone and Kurtz (transparency 15.2, 1988) to illustrate the breakdown of expenditures for the different distribution activities is much more effective than a simple list. Their "Components of a Physical Distribution System" (transparency 15.1, 1992) is another excellent visual and "The Industrial Market Component of the

Organizational Market" (transparency 7.2, 1992) illustrates the agricultural products that are transported by railroads.

## **NEWSPAPER ARTICLES**

Current news articles can be reproduced as transparencies; for example a September 11, 1997, *Wall Street Journal* article "Wanted: 400,000 Long-Distance Truck Drivers" discusses the continuing problem of driver turnover that trucking firms face. Pictures and/or diagrams from articles can be enlarged on most photo-copiers and turned into transparencies. Recent relevant *Wall Street Journal* articles included: "More Firms Rely on 'One-Stop' Shipping" (April 29, 1997, p. A2), "Extra-Big Rigs Could Barrel Down More Roads" (June 10, 1997, p. B1).

News stories and photos from local newspapers seem particularly relevant to students. You are actually discussing business activities in the area that the students live and will be working following graduation. By using current news stories/photos, your lectures are clearly up-to-date.

## **MAGAZINE ARTICLES**

Current magazine articles also provide up-to-date pictures and graphs. "Back at Full Throttle" (*Time*, August 23, 1993, pp. 52-55) includes a particularly powerful paragraph when accompanied by sound effects:

"In any given 24 hours, there are 20,000 freight trains moving somewhere in this nation, carrying 38 percent (actually over 42% in 1996) of the goods the country produces and consumes. Their long tails, sometimes stretching two miles, are mostly hidden in the swells and crevices of the land—out of sight, out of sound, and largely out of the national mind."

This particular article also discusses trains traveling coast-to-coast in only 72 hours.

## **BOOKS**

Other textbooks provide tables, pictures, and diagrams that can be used. Historical/coffee table books contain useful pictures. *The American Experience* (1972) contains a picture of a Wyoming quarry that students find very impressive.

## COMPANY PUBLICATIONS

By requesting corporate annual reports and searching out public relations information, you can locate excellent pictures for use as transparencies and valuable information for your lectures. The publications of transportation firms, including Burlington Northern, Norfolk Southern, Santa Fe, and Maersk Lines, are particularly useful. Many annual reports and other company information are available on-line and graphics can be downloaded for inclusion in presentations.

## PERSONAL PHOTOGRAPHS

If you like to take pictures and travel, you can make your own photographs which can be enlarged and copied as transparencies or scanned and printed as transparencies. My personal photograph credits include views of the

Seattle harbor, imported automobiles awaiting shipment in California, Kansas grain elevators, and Illinois farmers hauling corn to local elevators.

## SUMMARY

Television maintains that it is the most effective advertising medium because it combines sight, sound, color, and motion. The lack of good visuals covering distribution topics can be overcome, although it does require time and effort. By searching out useful pictures, charts, and graphs, you can develop effective lectures which will hold students attention. Since they pay more attention to your lectures, they will absorb and retain more information. They will recognize the effort that you have devoted to preparing your lectures and that you are presenting up-to-date information.

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## POTPOURRI—A COLLECTION OF THOUGHT-PROVOKING ISSUES (*Continued*)

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### *Jerry J. Field, Illinois Institute of Technology*

#### THE BUSINESS SCHOOL AND THE COMMUNITY COLLEGES—A RESOURCE FOR STUDENTS

The decline in enrollment in the undergraduate business school is a serious problem that has been generated by internal and external elements. It is obvious that most four year colleges and universities depend on their admission and outreach programs to generate the needed students to fill the classes and maintain a growth environment. In some instances, the admission and orientation office do not invite the business school staff to attend the freshman orientation sessions. In fact most situation the admission counselors discourage the business staff from doing more than a casual nod or basic acknowledgment. Little time is given to present the expansive opportunities in the fields of marketing, management and finance to the freshman so they can prepare to enter the business school with a

smooth transition. They can take some of the prerequisites prior to declaring a major.

In some colleges I have visited, a marketing student wondered why his credits in marketing were not accepted, when he was having problems with his credits when no one explained the difference between business administration and management. Basic College Math was substituted for Statistics, the accounting sequence was not fully taken and the general education courses looked more like were geared for a liberal arts degree than a preparatory for business.

The basic concept is to begin to encourage students at the high school, community college level and community based organizations to think business. There are more jobs for skill managers in manufacturing than people. There are more jobs in various phases of marketing than

people available. Reference is not made to the marketing manager who raised the cost of charge your gasoline at Mobil when using a Mobil credit card, for the Shell marketing manager who change the billing due dates without notification to the customers. Or a better example is the slamming at the phone companies that resulted in my dog O.D. Field having an ATT&T phone and credit card. I refer to the areas of marketing that are in desperate need of trained marketing managers. Persons who know distribution, product introduction and development and who can take a product into the marketing place with a well executive strategic plan.

The purpose of this discussion is to present a marketing program for the marketing of the business school. A comprehensive program that starts with high school seniors continues at the college freshman level and on to the student declaring of a business major to enter the business school.

Our first prerequisite is to know the product. There jobs

in most every place of marketing, management and administration. I would include the accounting sequence in the administration. There is an awareness that the CPA's would differ.

Our plan basically pinpoints all the different career tracks and positions that one can achieve with a business degree. There is a another plan of paid internships and part time jobs that can enhance the ability of the student to be part of our "Working through School" program. This is not just a summer type job, but the start of a career track.

The balance of the paper describes the successful marketing program that has taken the Manufacturing technology program to under 100 students within two and a half years. The key issue is placing students in the business school by utilizing the community college pre-business program.

The key elements of the program are involvement, follow up, designing events that will attract the students and cooperation from the business community.

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# MERIT PAY ISSUES

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## MERIT PAY ISSUES (*Continued*)

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# MORE ON THE 4 (OR 5) P's

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*Bert J. Kellerman, Southeast Missouri State University*

## THE FOUR P'S: SOME BACKGROUND INFORMATION AND MORE

The concept of the four P's was made popular by McCarthy (1960) in his text *Basic Marketing: A Managerial Approach*. The text used a managerial approach to the teaching of marketing. It focused on: (1) analyzing market needs and potential, (2) selecting a target market, and (3) developing a marketing mix (the 4 Ps) that would satisfy the needs of the target market. Other approaches can be used, but the managerial approach has been almost universally adopted by authors writing textbooks for the introductory marketing course.

The question of which is the most important P has been raised. One argument is that they are all equally important, in the sense that a shortcoming in any one of the four Ps can mean failure. Udell (1964) found product to be considered the most important, followed by promotion, price, and distribution. Twenty years later McDaniel and Heise (1984) found that CEO's considered pricing and product somewhat more important than place and promotion. Boone and Kurtz (1989) had a similar finding. Price has probably become the most important P in the eyes of business people because of the increasingly competitive marketplace.

Some Ps have received more attention in the classroom. Some of my own research (Kellerman, Gordon, and Hekmat 1994) that attempted to group the various marketing courses offered by 159 AACSB member schools found that 446 of 627 courses (71.1%) could be classified as promotion courses. Another 144 (23.0%) were place courses, leaving less than 6 percent of the courses falling under the product

and price components.

It has also been suggested that we need a fifth P. Lyn Abercrombie, one of our Marketing Management Association Fellows was adding a fifth marketing mix element, as early as 1970. His fifth P was really an S (service). Others (English and d'Amico 1991) have more creatively suggested a fifth P. Their paper a few years ago on the fifth P should not be missed. It is definitely, an interesting and entertaining article.

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## MORE ON THE 4 (OR 5) P's (Continued)

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### ADD A FIFTH P TO THE TRADITIONAL FOUR

In today's global market we are dealing with customers via fax, e-mail, satellites, third and often time fourth parties which should prompt the marketing manager to consider adding another P to the tradition 4 P's of marketing, Payment.

We need to stress the pricing and product section of the 4 P's, but the additional of a payment module would support the pricing and product sections. With regard to the pricing, we should learn how to price a product for the variations of the money exchanges. Pricing should also address how long it will take to return the payment to the seller, and how many discounts will be taken along the way. Each and every delay in payment cost money, each and every delay cost time in tracking down the payment. Then there is the collection and possible bad debt. The argument that this is an accounting problem is an error, we must be aware this type of international game playing. We should have a module in our marketing sequence that addresses payment. Base on the old adage, "Nothing happens till someone sells something"; we can add "and collects for the goods or services."

International banking is a field of its own rules and regulations. It's necessary in the pricing sequence that we address the modern methods of international trade and collection. From a marketing point of view we should have an analysis of the market from both a potential gross sales value and the ease of collecting funds. In the pricing sequence, the added cost of a bonded warehouse is a key factor. But so is the length of time between the product was produced and the full payment is in the house. It has been known to take as long as six month to be paid with a letter of credit and assurances from the European bankers that the "check is being transferred today."

The payment also effects the product. Take into consideration that the entire world is a different market. With respect for the demand for American products, different sections of the world do have traditional values and do look at products in a different manner. The American clothes are one item that will appeal to a young generation of consumers. Most other products are in competition with the locally or regionally produced products. Each product from the U.S. has a tradition to overcome. Europeans do not have the as many upgrades of produces to select from as Americans do. Americans often have five variances styles of the same products.

We should be teaching pricing and product in all the marketing sequences with the added emphasis on payment. Several possible answers to the payment situation are found in a return to basics business rules.

- ◆ Know your buyer. If it's a rep, how long has he been in business and get references.
- ◆ What are the exact payment terms?
- ◆ In what currency will the payments be made.
- ◆ Will a bonded warehouse be used?
- ◆ How will be the shipper?
- ◆ How will the shipment be verified?
- ◆ What kind of insurance will be necessary?
- ◆ When will the funds be released, and where.

Payment is an important phase of marketing and should be considered as the fifth P. More attention should be given to pricing and product as the key to a global market is being able to take your product into the marker place and sell it, and most important collect.

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## MORE ON THE 4 (OR 5) P's (Continued)

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### THE MOST IMPORTANT "P"

Perhaps it is time to re-examine what we are teaching in our "Principles of Marketing" courses to ensure we are providing our students with a realistic representation of business behavior.

When teaching the Principles of Marketing course, faculty tend to follow the model attributed to McCarthy, where Marketing is depicted by a series of concentric circles. The outer ring contains the external environmental factors, while the section between the outer and inner sections is divided into quarters, each labeled with a "P" – representing the marketing mix of Product, Price, Place and Promotion. The inner core represents the consumer, the focus of all marketing effort. The "Marketing Concept" simply stated, says that customer satisfaction (and therefore future purchases) is the organization's goal.

As noble as this sounds, this concept tends to be more theoretical than descriptive of managerial philosophy. In practice, while there are some companies which place high priority on "consumer satisfaction," such as Walmart, Nordstrom etc., there are probably just as many which pay scant attention to their customers. Companies who are not reliant on repeat purchases have much less incentive to maximize customer satisfaction. Their goal, it would seem, is to minimize dissatisfaction – to avoid getting their customers "too" annoyed.

If we take the customer out of the middle circle of the marketing diagram, what are we to put there? The answer is "the most important 'P' – Profit. This position has been advocated over the years by a small minority of marketing academics, perhaps most notably by Glen

Walters in his book "Situational Marketing." However, these views have not gained any foothold in the most popular books. At this point I should clarify that "profit" really means "the primary organizational goal," so that we can extend the concept to non-profit organizations as well as profit seeking companies. So using the more simple term "profit" we have a more realistic explanation of the motivation of organizations. Many organizations seek to maximize profit at the expense of customer satisfaction. Poor quality control, misleading advertising, planned obsolescence etc., are all examples of where the company gives priority to profits over customer satisfaction. Even Fortune 100 companies, held in high esteem do this. Although Ford have tried to make "Quality Job #1" in recent years, is there any doubt that by actuarially computing the cost of the Pinto recall against the expected cost of lawsuits, and subsequently deciding not to issue a recall, Ford put profits ahead of customer satisfaction?

If we place the big "P," profit in the center of the diagram we have a more realistic picture of corporate focus. This does not mean the customer is ignored, but it does move the customer to the outer ring, where they compete for executive attention with all the other external factors the firm must pay attention to in order to succeed.

I think that it is important to provide students with a realistic model of marketing behavior in practice and not limit our discussion in the introductory course to an idealized objective that many firms do not follow. So let's start paying more attention to the most important "P" – PROFIT – and place consumer satisfaction on a level with other important business concerns such as competitors and government etc.

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## MORE ON THE 4 (OR 5) P's (*Continued*)

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